

THE
PEMBROKE-
COUNTRY
DAY
RAIDER
MCMXXII

JIM SMITH JACK REES
DON HALL W. R. DIETRICH
T. E. HICKS TOM CORCORAN



In contemplation of a fruit-fly one (2,3,4...) realizes that their eyes are a multitude of silverfish-like reflections, perhaps dwelling on the seamy lewdities of solubility equilibria. My work here in the department of has been, will be, should be, something of a green, growing thing bearing rather blue and orange fruit. I look at the bluey psychotic progress sketch, when my mind comes to the brink of, the teeter-tottering edge of that wonderful circular file, in the sky or the earth, depending on where our sympathies lie. A green banana can be extremely potent eating (one of our editors has forsworn them forever) which brings to mind (and soul) the depravities of God and country and bandannas and bicycles and the death of Willy Loman, may the Almighty rest his soul, of the hills and valleys and books, and men, and the Chase-Manhattan Bank. In terms of a bank, solid orange dirt with gaping holes manufactured courtesy of the Chipmunk Freemason's Club at no cost whatsoever to political and/or social institutions. I think of the wonderful sense of humor displayed by the Pem-Day Campus in masquerading as a school and Paul Klee, and Oscar Wilde and Aubrey Beardsley. (Everyone knows that if Oscar had lived before Klee then Beardsley would have written a serious novel about the Wonders of Life on Earth.) In the invisible side of the American Profile, the prolific dandy-dandy lion-lion raging about, eating of the flesh of sidewalks. But; Rosseau, Thoreau, Cocteau, wedged in between the Cross-

roads of America by a one-legged flamingo, know. Nemo, Nihi, the Masked Avenger would and still does believe in the actual beauty of four years in the whole hole, wholly sacred depot of one's preference. "And God said: let there be light," and theirs was light, or at least lighter than mine. Of course the grass is greener and greener and greener and greener, and may it always smell of DDT and technological death. As for life, I pulsate, therefore, am I? And as the Good Book says, reading Marxist literature can really get one in trouble. So, in view of the previous future, as one cannot tell the water from the steam of the trees from the bushes, or the right from the left, confusion sets in? But take solace in that age-old adage when thinking of Biafra in depressing terms, "anything more than a mouthful is wealthy." God bless us all.

Yours for the Raider, Pem-Day, and other various divine and profane accouterments of life in our times,

James D. Smith

People shocked, horrified, and challenged by the various movements for freedom that surfaced in the 1960's can now say, "That was productive era, occasionally we need to be challenged." yet after all, nothing has changed. The status quo has been maintained: the middle class remains as mediocre as ever, the upper class as opposed to change, the government as bureaucratic, the intellectual as stuffy (or trendy, as the case may be), and each more unassailable in its absurd pronouncements. A much talked-about contentment has returned especially to the Pem-Day-Sunset Hill community, a contentment based on complacency rather than on any kind of productive action and reaction.

At this point I overstep my bounds. As a white person I will speak of blacks.

The American black person at this point in history seems to be facing major problems with vast repercussions. People of my age must remember the end of Reconstruction was less than four generations ago. With our very limited historical perspective we might remember the summer of riots or the death of Martin Luther King, Jr. But it can hardly be said that we were actively aware of these events and it certainly cannot be said that we could discriminate enough to formulate valid conclusions. Any thoughts most probably are stereotyped based on biased perceptions. What I am saying is simply that most people, all of 18 years of age, do not have enough experience to draw valid, comprehensive conclusions; keep an open mind on what I am saying. The black man of the late 1960's was a man at the end of his rope screaming, "Notice me." A

desperate man. But all that has been smoothed over now; everything is still O.K. "He" is still where 'he' belongs, which for the most part is out of the awareness of our wonderfully 'content' institution of higher education.

One of the uphill battles the black person has yet to fight, along with the complacency mentioned above, is a conflict in identity: individual identity versus communal identity. This is a difficulty not identified with problems any black might have in realizing his humanhood. The goal is humanhood for all people not by integration of black into white but by the creation of homogeneous society, devoid of race distinction. I firmly believe that before I am white, or middle class, or American, I am a person.

Where smaller groups of blacks are concerned there seems to be a unity, a brotherhood, that exists, an enviable built-in identity based on their common blackness. But is that more beneficial or detrimental? Is it passing or lasting? Certainly it is beneficial, and needed, in fighting the 'devil white man,' and it is hopefully lasting. But this unity is also limiting. There is a metaphorical ball and chain hooked onto the black who is not all consumed with his people's common social situation. In this historical period it is the peculiar position of the white person to be able to concentrate on one's self, to pick and choose philosophies, to divorce himself from the people around him. The black person, on the other hand, is not allowed to place personal goals and philosophy above the needs of the black community.

It is obviously my belief that any person's realization and pursuit of their autonomy is more beneficial to the culture of the race than the complete abandonment of his individuality. Certainly some people's individuality or autonomy is established through direct help and contact with people. But, the person not formed in the pursuit of that kind of direct help and contact where as it may be very helpful, should not allow a heightened race-consciousness to rule his life. In the end the decision is up to the individual, and not open to review by others. All of this, of course, isn't to say a time doesn't come when activities must be suspended to deal with a clear and present crisis. This is very simply a difficult time. Still fighting the prejudice of many white people when race-consciousness is found, the black man is faced with a fight to remain autonomous. It is my belief that race-consciousness is important, especially in the case of the black person who as he found his consciousness began to break from the stigma of the many years of bondage. But, as argued, hypersensitive race-consciousness is a block to the development of a person, and in this heightened form will draw racial distinctions in an even deeper fashion. Thus the ideal becomes not forced integration, but mutual acceptance of the other's stance, devoid of racial distinction.

The most important facet of being here is, above all, the people. We have a rather interesting assortment of thought lines--a few who are racial provincials, a very few radicals on either the social or political fringe.

We also have the usual scholastic alignments--jocks, hays, and that great formless blob of "don't knows" or "not too sure".

Along with the people come their attitudes. There are those who do care about their fellow human beings, and there are those who are concerned with little more than how their favorite sport is or what college they get into. Obviously, not everyone's motives are this clear-cut; however, one can sense the orientation of someone's mentality in a particular direction at a particular time.

There is also the school's relation to the overall community. *What* relation? The great majority of us probably is very isolated from parts of the city not identical to our own. I believe that we should try to keep this from happening. We should attempt to reach beyond the phony barriers set up by the society that many Pem-Day whites are a part of and come to terms with our city and those people who happen to be outside the Pem-Day social circle. If we are to lead, then we must be aware of whom we are leading.

As for the school itself, I feel that the school climate is as agreeable as I could find in another school, maybe better than most others. I do find myself involved in many activities here, which can be very gratifying.

After all is said and done, what it boils down to is this: I think that Pem-Day is a good school. Our problem is that we need a little more in the school to community relations department. By the way, whatever happened to tutoring?

Sandy Smith

Many, given this space, might comment on Pem-Day's numerous strengths and advantages. I won't. I am proud of our virtues but it is our faults and how we might eliminate them that concerns me most.

One of the unfortunate results of Pem-Day's all male nature is a permeating attitude of "machismo", a John Wayne-ish concept of masculinity that severely stunts a boy's social and creative development and, thusly, has no place in a school.

This machismo probably figures with the fact that PCD, a school which is so comprehensive and advanced in other fields, has only two art teachers for some five hundred students in thirteen grade levels. It manifested itself in the hair and dress codes of recent years: "... we don't want our boys lookin' like girls." And, its assumption of male supremacy can be blamed for much of the friction between Pem-Day and Sunset Hill.

Indeed, this macho 'mind-set' seems to breed lack of respect and a subtle contempt for females altogether. With a woman teacher, students here are less willing to acknowledge her competence, accept her authority and respect her as a person than with her male counterparts. And Sunset students attending classes here can always expect stares, evaluations, and under-the-breath remarks as they walk through the halls.

For the "crowning" touch, there is the patronizing spectacle of the Homecoming routine. Anyone who has ever attended a livestock show would notice startling similarities; the entries are exhibited before a judging audience, their assets glowingly enumerated, and are paraded around a ring, perhaps to 'show' them from all sides. The winning specimen receives some bauble or token like flowers or a ribbon and its keeper might give it a loving pat or even a kiss.

Of course, PCD is not unique in having all of this: every school has its Homecoming ceremony, catcalls in the halls, and this machismo is almost a universal affliction. However, at Pembroke it is all amplified, made more acute, because we are basically a male environment, "co-ordinated" or not.

Actually, the co-ordination program is a highly laudable effort. It has made many technical changes that could conceivably render the Pem-Day scene near-normal, sex-wise, in a few years if allowed to proceed unhindered.

It must be remembered, though, that material change alone will not greatly improve things. This machismo is a sub-conscious mental attitude that can only be erased willingly, through a process of education and enlightenment, by treating the scars of misconception.

This wouldn't be that difficult. What one must realize is that the sorriest aspect of the mascho attitude, other than the way it regards females, is the way it regards males; the do's and don't's of male behavior are even more rigidly ascribed than those of females. No, perhaps I should say the most disgusting thing about machismo is that it dictates and limits any human existence at all, regardless of gender. It is psychological slavery, pure and simple, and who wants that?

All I urge is freedom of personal choice and open-mindedness. As I see it the only "real man" is the one that has fashioned his personality and style from his own beliefs and impressions, not from a stereotypic image seen in war movies, western television programs, spy novels and cigarette advertisements.

Well, the sermon is over. But please remember; the sooner the Pem-Day community rids itself of this constricting behavioral mold, the better off the school will be. Yes friends, what PCD really needs is a men's liberation movement.

John Biggar

Expeditions from the National Museum to the "Great West Continent" have turned attention to newly discovered traces of a tribe, heretofore a mystery. They were unknown to literate civilization, save in the legendary tales of seemingly non-descript neighboring peoples. The predominant glyph, or inscribed symbol, is that of the "daisie" (a type of flower?). The daisie, known for its occasional bursts of brilliance, was commonly confused in their botany with the "rose" (linguistically this may more properly be 'dose'? or 'doze'?, "to sleep intermittenly")¹ a bloom attributed with great beauty and superficial coarseness. We may base our introductory speculations about the cultural life of the daisies on these scattered glyphs, volumes of scriptions, hastily completed wall inscriptions, and some ruins.

Perhaps most striking at the outset is the strict segregation by sex and possibly, age. This system appears out of harmony with what we know of the rest of the culture of WE.¹ One would not want to characterize the daisies as hostile people. Where they recruited their women might have remained a mystery, until some

¹Oblegerst-Levy, Nat-*The Weans* (trans. R. Nathnan) (N.Y.:1961).

wall engravings, or graffitos, within the lavatorium referred to the "land of the Sunset." They left no conclusive evidence as to where this land may be, giving contradictory indications of "East" and Southwest." Some evidence suggests a primitive form of social encounter. One finds references to "the dance" and "the prom" of the mythical past; and some other crudely scratched graffiti. The exact meaning of the latter is unclear. It appears to represent, among other things, the sign for a small fruit, known as "the date." What this arrangement positively contributes to the "academy," as it is also known, remains to be seen.

The daisies attach magico-religious significance to certain glyphs and sacred symbols. Invariably inscribed in their leaves of scribings, these symbols must have had some broader social significance. A,B,C,D, (E?), and F, with the appended notations '+' and '-' receive further emphasis through the daisies' propensity to associate the glyphs with numerals. Their mathematics must be considered primitive; of figures beyond '100' they were ignorant, and many of them had not been allowed to progress beyond '80. While we would not want to characterize their society as "magic-ridden," science and rationalism do not seem to have affected this ritual complex.

The community has thoroughly acculturated the daisies into this magico-religious system at a comparatively young age. The system has such driving force that the natives enshrine the glyph itself as a goal. Any order or ritual activity, with potential blessing of the shrine, compels compliance. Among the curious ordeals is remaining awake for up to three days, and then successfully completing hours of scribblings in books of sacred color, blue.

Whether this may be related to community festivals on a gridded field cannot yet be determined. Uniformed heroes (ancestor figures?) engage in symbolic combat. They seek their own glyphs (TD, FG, PCD) by achieving certain sacred numerals, particularly 3 and 7.

Whether those who are oblivious to the mystical symbols belong within this same culture baffles my present analysis. Could there be a culturally marginal group, proclaiming the emptiness of the shrine of the glyph and the numeral (enshrined, apparently, on some form of "roll," possibly a delicacy eaten at a ritual feast)? Further study must concentrate upon how they relate to the symbolic field battles.

The goal of this specialized "day" activity eludes precise definition. The community invests the authority of the (pa?) rents (ancestors) people who, at least mythically, supply the place of dwelling; hence from rents, money, suppliers of 'cash?') in a tripartite authority figure (known as the Boo, V.L., and the Wuck) and in a group of "profs" (prols? roles). These trained roles (vide "roll" above) possibly adjudicate the specific assignment of the glyphs to the scribings and ordeals. Their qualifications for this exalted role seem out of order with their own values. Unlike the priests of the field in striped regalia, these claim allegiance to their own shrine, and what they refer to as the 'life of the mind' (from the volumes of scribblings, apparently few daisies comprehend these alternative values). Some texts lead to the belief that they encourage the marginal daisies, rejecting the glyph-numeral complex, the life of material. How a society can tolerate such alien values in its midst cannot be accounted for within our theories of society. Could these be a captured elite, expressing a dual set of community values? One might thus explain the sanctions of the tripartite authority and the daisies lack of understanding of the goals of these. Herein I may also explain the common conflict over the glyph itself. Rarely does the question of the quality of the scribing (an essay? in modern perceptions, then, easy?) or the test ('toast,' another part of the ritual feast?) fall into controversy. Hence the position of the "roles" (rolls?) expresses untenable contradictions. The forces behind their entrapment elude definition. Perhaps they conspire with the non-numeralists (nihilists?) in the cultivation of the intellect and the worship of alternative shrines, the center of one believed to be in Cambridgemass.

D.S. Geddes,
BA, MC, MA, MD, PhD, SDS,
PCDT, BS.



THE MCMXXII RAIDER IS DEDICATED TO THE
MEMORY OF THE BATTLE OF MOUNT BAAL-PERAZIM,
CIRCA 1045 B.C.E., IN HOPE THAT THE PHILISTINES
WILL AGAIN BE DEFEATED.





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Lower School

SPRING AND FALL =
TO A YOUNG CHILD
(1918)

MARGARET, ARE YOU GRIEVING
OVER GOLDENGROVE UNLEAVING?
LEAVES, LIKE THE THINGS OF MAN, YOU
WITH YOUR FRESH THOUGHTS CARE FOR, CAN YOU?
AH! AS THE HEART GROWS OLDER
IT WILL COME TO SUCH SIGHTS COLDER
BY AND BY, NOR SPARE A SIGH
THOUGH WORLDS OF WANWOOD LEAFMEAL LIE;
AND YET YOU WILL WEEP AND KNOW WHY,
NOW NO MATTER, CHILD, THE NAME =
SORROW'S SPRINGS ARE THE SAME,
NOR MOUTH HAD, NO NOR MIND, EXPRESSED
WHAT HEART HEARD OF, GHOST GUESSED =
IT IS THE BLIGHT MAN WAS BORN FOR,
IT IS MARGARET YOU MOURN FOR

=GERARD MANLEY HOPKINS



Todd Porch K
Jim Loutzenhiser K
Guy Corr K
Jules Jouvenat K



Bobby Jackson K
Brad Walters K
Grant Jones K
Chris Carpenter K
John Merritt K



Whitney Terrell K
L.J. Klein K
Jody Wally K





Tommy White K
Brett Stafford K
Todd Johnston K
Jeff Kaplan K



Ben Nichols 1
Mark Lopez 1
Andy Battmer 1
Christopher Tucker 1
Sheldon Clark 1



Joe Cannova 1
Steve Csaki 1
Brent Copher 1
Johnny Johntz 1



Sean Smith 1
Joe Peppard 1
Joe Mike Siragusa 1



Joey Jurden 1
Roger Kitterman 1
Edward Foster 1



Jim Starr 2
John Sandifer 2
Evan Elliott 2
Davey Herron 2





Tyrone Anderson 2
Dave Gasal 2
Hansl Peter 2
Porter Davis 2



John Broderson 2
David Higgins 2
Kip Miller 2
Stewart McCray 2
Rich Robertson 2



Mark Adams 2
Hatch McCray 2
Seth Fowler 2
Andy Spencer 2



Scott Pirtle 2
Ollie Thornton 2
Cleveland Franklin 2
David Zahorsky 2



Robby Shapiro 3
Robby Shapiro 3
Bruce Pouppirt 3
Andy Colom 3
Donald Pratt 3
Bernard Ruysser 3



Jim Merritt 3
Tom Wurster 3
Kurt Hoffman 3
Peter Benson 3





Reed Hickok 3
Tom Holden 3
Joe Beck 3
Chad Miller 3



Tyler Barnes 3
Bill Biron 3
George Lewis 3
Matthew Shepherd 3



Greg Wegst 5
Kip Schwimmer 5
Max Straube 4
Ted Lambert 4



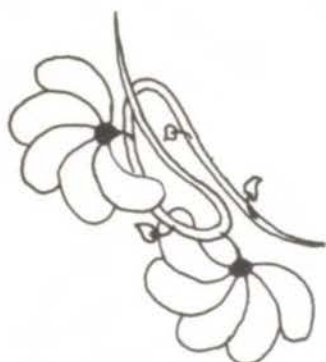
Peter Egan 4
Kevin Mayor 4
John Owen 5
David Haddad 5



Kevin Emery 5
Ken Arakawa 4
Perry Kennard 4
Chris Bailey 4



John Reed 5
David Wiser 5
Jim Spencer 5
Bryan Reed 5





Matt Lombardi 4
Wally Beck 5
Brad Mitchell 5
John Gerson 4



David Berger 4
Mike Camacho 4
Brett Chenoweth 4
not pictured:
David Beaham



Doug Greene 5
Albie Lea 5
Leo Wetherill 4
Torsten Garber 4
H.J. Latshaw 5



Richie Martin 4
John Starr 5
Bill Biggar 5
Steve Brimacombe 5



Scott Kitterman 5
Craig Herrin 5
Erich Wurster 5
not pictured:
Tom Hartwig



Jim Fasenmyer 5
Ron Yarbrough 4
Tom Wilson 5
Martin Reed 4
Frank Jurden 4





Joe Tuter 5
Mark Mullett 5
Peter Young 5
Chris Mann 5



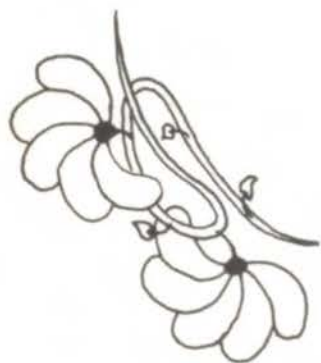
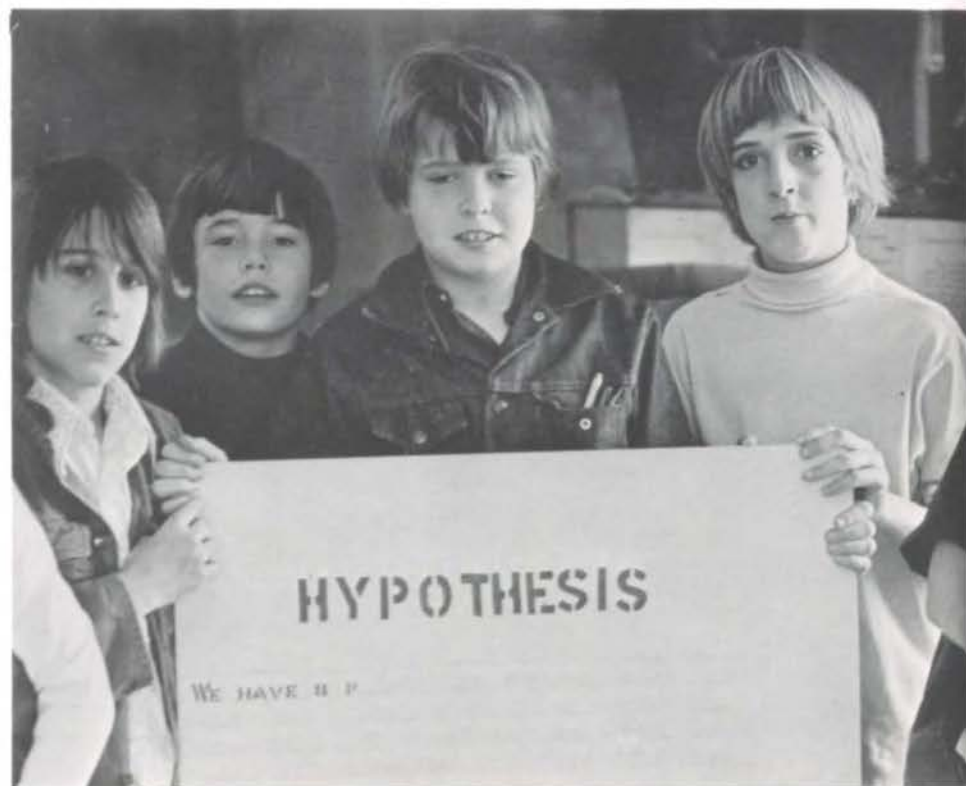
Chip Fleischer 4
Phil Wang 4
Brad Freilich 4
Hill Hughes 4

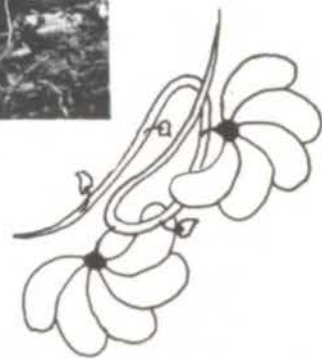


Walt Poupirt 5
Frank Slocomb 5
Cam Graham 5
Rick Fowler 5



20 times
We are not allowed to go
to the upper school bookstore
without permission.
I need to learn how to
control the mouse making in class





The child comes to kindergarten putting the finishing touches on his self-concept. He is already a capable person. He says, "I am five! I love, live, laugh, and learn 'that truly the world is everyone's classroom.'"

At Pem-Day we lay much stock in the desires of the kindergartener. He may have just completed two or more years of nursery school, already excited by many new learnings, and so he probably knows a great deal of what school is all about. The range of his activities is broad, giving opportunities for him to continue progress along with the child who may not happen to be a pre-school alumnus, but who may have developed excellent school skills through attention at home and good television programs.

Language arts, math, social and physical science and fitness programs, as well as cooking club and numerous field trips, are used to assure the child's self-expression in his strong areas of experience and enjoyment, and to enable his growth in areas where his inexperience makes tasks more difficult. An effort is made to tailor the work to the child's ability in order to build self-esteem.

Parents are encouraged to visit the class and lend a hand in many ways, such as: chaperoning outings, monitoring the library system operated by the boys in the room, building room equipment, taking turns with the weekly cooking club sessions, making paint aprons, reading stories, bringing special projects from home. Mothers and fathers, as well as grandparents and other relatives or friends are encouraged to relate actively to their kindergartener's experience.

On a Friday night each fall there is a father-son overnight camp out in tents at the center, of the campus following the all-school barbeque picnic and football game. During the course of the year the class visits all parents' businesses. This not only gives each boy a sense of pride but also some early exposure to the work world of other adults. After these trips group stories about the experience are related by the boys, written down by the teacher, duplicated for distribution and taken home.

Group cooperation and awareness of others is emphasized in the daily routine. The kindergarteners are part of the whole Pem-Day scene and visit the rest of the Lower School rooms as well as the Middle and Upper School. At Halloween time the boys don their scary pumpkin masks and parade through all the buildings making noise. Also Lower, Middle and Upper School boys have given much assistance in the classroom as well as on the playground.

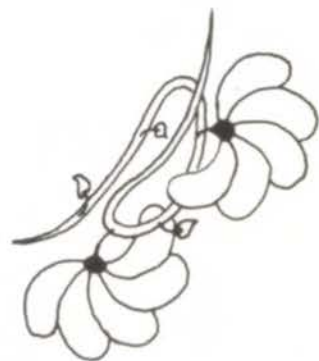
Kindergarteners study Japan, Mexico, England and American Samoa to gain some understanding of the lives of five-year-olds in other countries of the world. Walks around the neighborhood and trips to such places as the zoo, the museum, and the top of city hall aid the child in understanding his place in the vast world.

J. Marshall Martin





clockwise from above:
Ms. Carol Frantz, Mrs. Roy Dietrick, Ms. Carol Cross-
white, J. Marshall Martin, Ms. Virginia Fortner





This past year in the intermediate grades (4-5) has been an exciting one. This was due in large part to administration and faculty preparation of a flexible, challenging and dynamic curriculum. Also, There were several projects which added to the variety of the day-to-day activities. Of particular interest, I feel, was Project Earthclub on which Barry White and I collaborated. It was one of those things for which everything seemed to go right. The project originally was to have been a part of the astronomy unit in science which I was to teach while Mr. White, the regular science teacher, was to teach while Mr. White, the regular science teacher, was to teach a unit in the English class. I made a proposal that we build a mock-up of an isolation chamber to simulate the environment of astronauts in outer space, and from there the project seemed to take on a life of its own.

From an interested parent there came a panel full of switches. They would be necessary to our control panels to be used for communication purposes. From the Foreign Language Department came a multiple headphone and amplifier unit. From the Kindergarten came the expertise necessary (in the form of Marshall Martin) to construct a sturdy yet inexpensive "space capsule." And from out of nowhere came an experienced (Gemini program) electrician to do the complicated wiring. The project was truly a group effort and provided the students with an astounding array of information and experiences.

Dennis All



The importance of beginning reading experience cannot be overemphasized. The pupil's attitude toward future school work is formed at this time. Study of student progress in the following years substantiates this statement. Approach to school work as an interesting and challenging experience or as a required chore seems to persist.

Learning to read now is fun! The availability of high interest materials with stories appealing to today's children has brought greatly increased achievement and implemented the pleasure of learning.

The alphabet is the key to unlock the English language. A strong program of phonics, establishing control of letter sounds, combinations of consonant and vowel sounds, syllabication and accents for decoding the printed word are presented in the early reading program. The many other methods of word-recognition techniques are also taught to establish independence with reading that reaches all pupils, so methods are varied to meet individual needs.

The real purpose of achieving success with mechanics is to attain comprehension of the printed page. The ability to decode words is a significant accomplishment but unless the thought of the material is understood, it cannot be accurately stated at the level of mechanical control. Guidance of pupils in attaining comprehension of the material he reads is the real heart of the reading program.

As soon as a pupil shows ability to comprehend while reading independently, whether this occurs in the first week of school or later, we individualize the reading program. This enables all pupils to proceed independently according to achievement and interest. Time is given for re-enforcement of needed learnings and maximum help given to the individual pupil for continuous advancement in reading skill.

My purpose in teaching beginning reading is to build a love of reading that will continue for a lifetime.

Mrs. Roy Dietrick



clockwise from upper left:

Dennis All, Ms Jeannine Robinson, Mrs. Fred Johnson, Barry White, Mrs. John Weltmer



Barry White

Learning at any level should be an enjoyable, meaningful, and worthwhile experience. If it is not, then school, where by law one must go to obtain learning, will become a boring and unsatisfying experience.

The sooner one is able to integrate his own process of learning into acceptable work habits, the easier his adjustment will be to the rigors of Pem-Day. Part of the challenge to our teachers is to accept the individual differences each child presents, and, at the same time, help him develop his potentials toward a common goal of learning.

The above comments are some of the guidelines we follow in trying to make the Lower School portion of Pem-Day life be the best it can possibly be.

The Lower School experience should help the student develop 1) a good self-image, 2) sound working habits, 3) self-reliance, 4) independence, 5) the basic fundamentals of math, music, art, science, language arts, and social studies and 6) socialization or the human process.

We want the above to be accomplished in a warm, friendly atmosphere where each student feels secure with himself and is accepted by others.

Finally, we simply want to *guide* the child in the development of his own self so that he will meet his fullest possible potential. Learning is a process that takes place within the child and must come *through him* rather than through us.

Barry White
Principal, Lower School

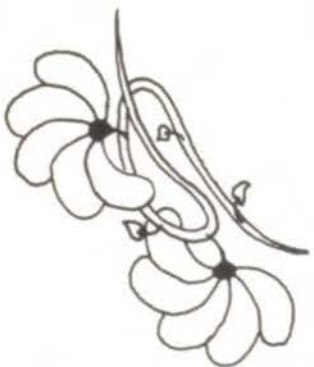




Music



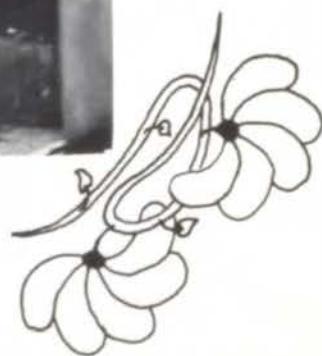
at upper right:
Mrs. Carole Mehl

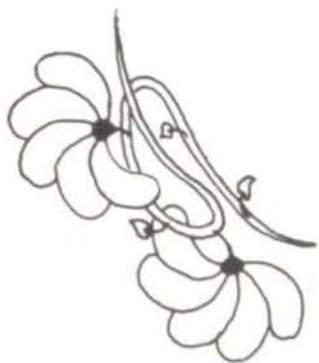




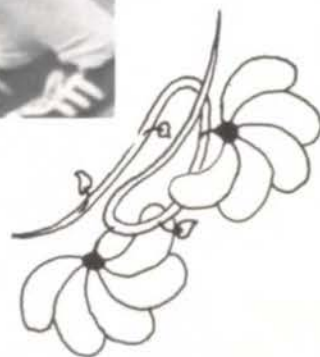
Art

opposite:
Mrs. Carolyn Taylor





Physical Education



Students 6-12

V

HERE WE GO ROUND THE PRICKLEY PEAR
PRICKLEY PEAR PRICKLEY PEAR
HERE WE GO ROUND THE PRICKLEY PEAR
AT FIVE O'CLOCK IN THE MORNING

BETWEEN THE IDEA
AND THE REALITY
BETWEEN THE ACT
AND THE MOTION
FALLS THE SHADOW

FOR THINE IS THE KINGDOM

BETWEEN THE CONCEPTION
AND THE CREATION
BETWEEN THE EMOTION
AND THE RESPONSE
FALLS THE SHADOW

LIFE IS VERY LONG

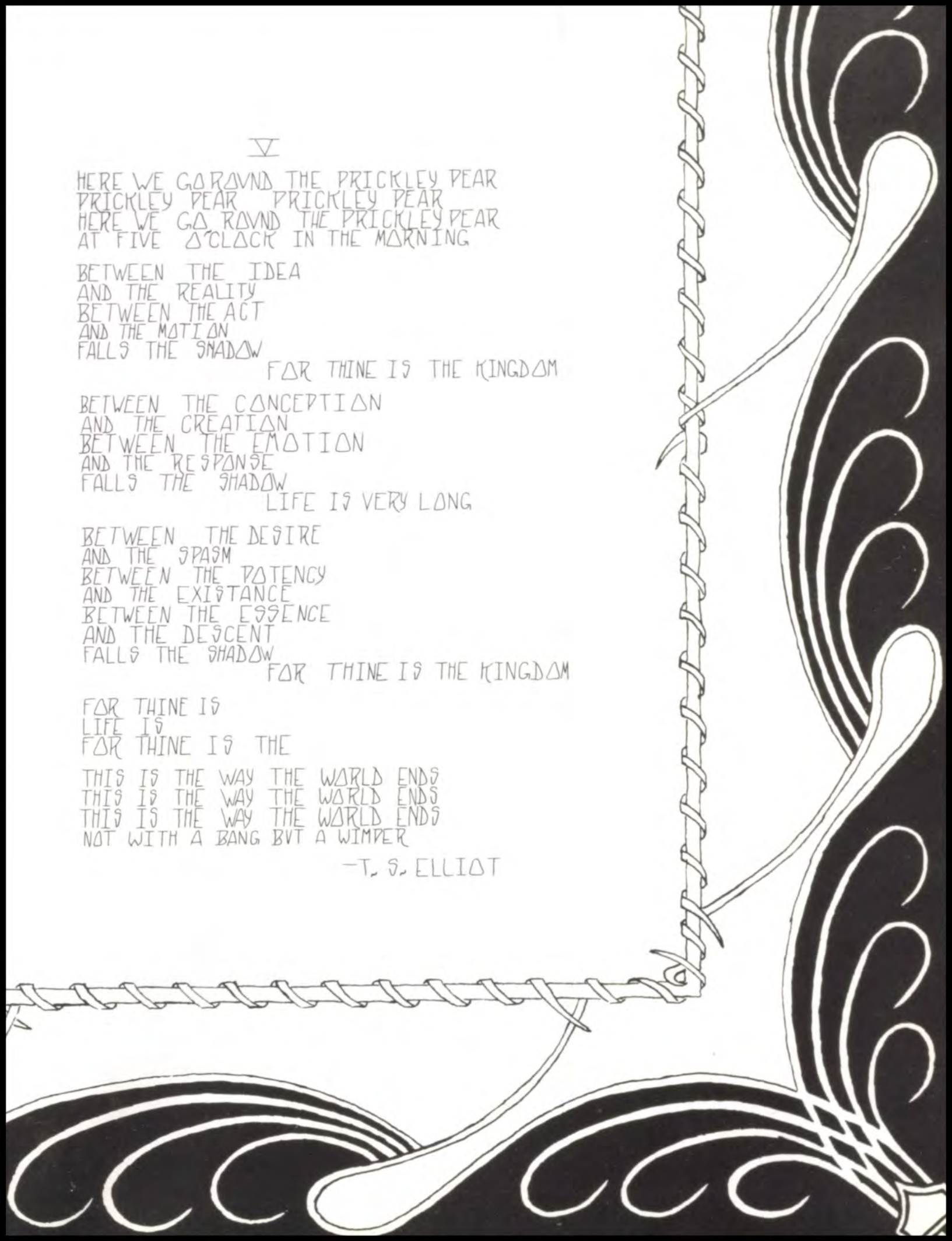
BETWEEN THE DESIRE
AND THE SPASM
BETWEEN THE POTENCY
AND THE EXISTANCE
BETWEEN THE ESSENCE
AND THE DESCENT
FALLS THE SHADOW

FOR THINE IS THE KINGDOM

FOR THINE IS
LIFE IS
FOR THINE IS THE

THIS IS THE WAY THE WORLD ENDS
THIS IS THE WAY THE WORLD ENDS
THIS IS THE WAY THE WORLD ENDS
NOT WITH A BANG BUT A WIMPER

-T. S. ELLIOT



Steve Armitage 6
Bryan Becker 6
Dave Hall 6
Stuart Martin 6



Jeff Klein 6
Bob Beaham 6
Mark Hassenflu 6
Buzzy Reno 6



Kevin Jones 6
John Mackenzie 6
Dan Bailey 6
Nelson Sabates 6





Jon Lambert 6
David Whitacre 6
Charley Benson 6
Gordie Grohman 6



John Arnold 6
Chilton Gaines 6
Bryce Kinney 6



Larry Staples 6
John DuBois 6
Seth McWhinney 6
David Boucher 6
Mark Steele 6



Chan McCray 6
Frank Newman 6
Bobby Green 6
Jeff O'Neill 6



Jeff Reed 7
Mike Rome 7
Jim Slocomb 7
Mike Crass 7



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Bill Conley 7
Brooks Hanson 7
Doug Young 7





Bill Barton 7
Duncan Burnett 7
Greg Hartwig 7
John Hickok 7



Charles Pirtle 7
Tom Knickerbocker 7
Scott Benson 7
Bill Keller 7



Doug Green 7
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Russ Munyan 7
Sean McClanahan 7



Len Jurden 7
Chris Bublitz 7
Erich Hahn 7
Bill Beck 7



John Butcher 7
Frank Young 7
Sid Devins 7
Tom Ingram 7



Sean Egan 7
Greg Bryant 7
Mark Herman 7
Kelley Graham 7





Paul Schliiffke 7
Don Spencer 7
Steve Wilkinson 7
Dave Arnold 7



Gary Hassenflu 7
Jim Davidson 7
Paul Murray 7
Peter Stark 7



Jeff Latham 7
Abe Haddad 7
Ben Furnish 7
Jim Quirk 7



Phil Christopher 7
Robb Frazier 7
Chuck Whittaker 7
Donnovan Dunkley 7



John Goodwin 8
John Starr 8
Jim Hendren 8
Steve Vaughn 8



Chuck Holden 8
Eric Brown 8
Mark Faber 8
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Russell Rector 8
Brian Hathhorn 8
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Mike Cashin 8



Kevin Sink 8
Tom Wein 8
David Dibble 8
Mike Laddin 8



David Beatty 8
Tom Hunt 8
Richie English 8
Felix Sabates 8



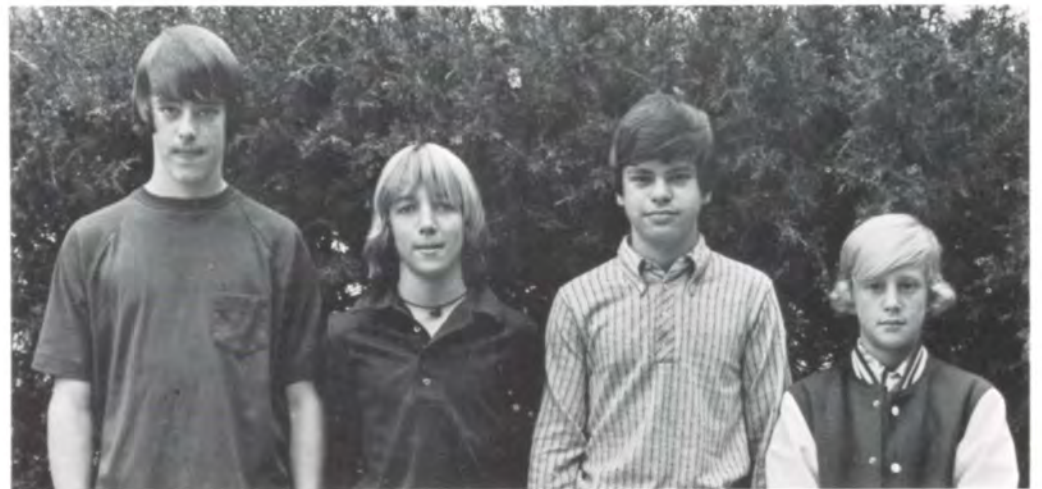
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Win Cady 8
Arnie Eversull 8
Mark Hyde 8
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Reid Marsh 8
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Craig Dolman 8



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Gregg Lombardi 8
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Brian Blake 8



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Bob Shank 8



Chris Willsey 8
Troy Miller 8
Kurt Mueller 8
John Arbab 8



Steve Bradley 9
Ken Fowler 9
Roger Hardy 9
John Fallon 9



Ryan Couchman 9
Jay Keller 9
Allan Eisemann 9
David Watkins 9





Steve Schneider 9
Cal Beck 9
Doug Gambrell 9
Joe Kessinger 9



Chip Burns 9
Jim Nutter 9
Bill Bunting 9
Lance Ross 9



Mike Ruth 9
Rob Klein 9
Graham Gaines 9
Scott Latham 9



Tom Bellavia 9
Bruce Palmer 9
Doug Parks 9
Scott Young 9



Doug Bailey 9
Jim Trickett 9
John Ingram 9
Pat Jones 9



Ian Ayres 9
Cliff Graham 9
Rob Ingraham 9
David O'Hara 9





Todd Sutherland 9
Kevan Gibbs 9
Chuck Blake 9
Rob Stroud 9



Curt Matthes 9
Mike Robinson 9
Sandy Lambert 9
Brian Rivette 9



Chuck Nicolay 9
Daryl Warder 9
Chris Sherman 9
Peter Berry 9



Alan Friedman 9
Kent Martin 9
Bryon Motley 9



Peter Breitenbaugh 9
Mike Rolfe 9
John Nesselrode 9



Perry Sutherland 9
Doug Seiden 9
Critch Greaves 9





Eric Martin 9
James Piedimonte 9
Adam Smith 9



David Fasnmyer 9
Skip Nelson 9
Jay Donohue 9



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Tim Quinlan 10
Bill Hughes 10
Jeff Beatty 10



Doug Jones 10
George Halper 10
Bill Ridge 10
Carr Kline 10



Jeff Jackson 10
Jeff Wurster 10
Mitch Mueller 10



Bill Edwards 10
Dick Sandifer 10
Greg Lindstrom 10
Geof Gorman 10





Brad Smith 10
Sandy Smith 10
Mike Rees 10
Bill Batliner 10



George Holden 10
Dan Sanders 10
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Karl Bricker 10



Tom Ward 10
Eddie Ryan 10
John Sheldon 10
Butch Hataway 10



Mike Scalet 10
Rob Greene 10
Phil Rix 10
Rob Moore 10



Mike Shopmaker 10
Andy Lona 10
Cliff Rope 10
not pictured:
Conn O'Rourke 10



Mike King 10
Jamie Haden 10
Jeff Bublitz 10
Earl Brosnahan 10





Charles Ball 10
Stephen Kraft 10
Jeff Hahn 10
Morgan Olander 10



Brian Folk 10
Alan Atha 10
Fred Goodwin 10
not pictured:
Robert Muth



Marty Monsees 10
Harris Miller 10
Reg Bulkley 10
John Quinn 10



Mike Strozier 11
Phil Brockington 10
Sere Myers 10
Mike Peterson 11



Jim Kaplan 11
Keith Averill 11
Jim McCarten 11
not pictured:
Bruce Wasserstrom 11



Tim Sutton 11
Chuck Finkle 11
Scott Nelson 11
Clint Greenbaum 11





John Young 11
Roy Crooks 11
Bill Ashley 11
Cris Lombardi 11



John Edwards 11
Mark Eisemann 11
Mark Piedimonte 11
Steve Hughes 11



Tom O'Hara 11
Dave McGuire II
Matt Dennis 11
John Leifer 11



Tom Cohen 11
Ralph Munyan 11
Mike Hoffman 11
Lou Gresham 11



Bruce Nicol 11
Ron Huffman 11
Conrad Miller 11
Larry Bates 11



John Fenley 11
Dave Clinton 11
Tom Hatfield 11
Dave Zimmer 11





Dima Smirnof 11
Jeff Stacey 11
Marc Vogel 11
Tom Stark 11



Charles Seibel 11
Dave Nachman 11
Dave Barnard 11
Mike Levin 11



Scott Ward 11
Jim Quinn 11
Jeff Brown 11
Tom Bednar 11





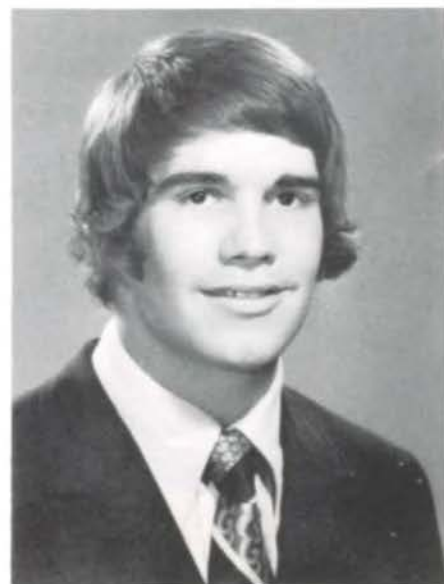
James Patrick Allain
Don Atha



James Hall Barickman, Jr.



Joe Alexander Beatty
John Biggar
Mark Edwin Bolton





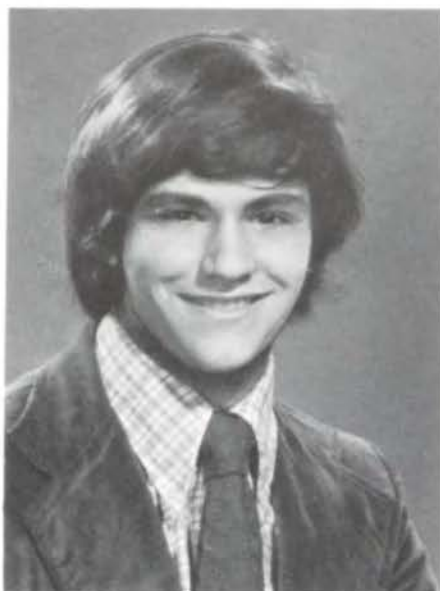
William Connett Boteler II
Joseph A. Butler IV



Joe Casper

Brian Keith Crockett
Mark Joseph Dehner
Walter Reich Dietrich





Joel Maier Eisemann
James Alan Flappan
Ted H. Greene, Jr.



Donald Joyce Hall, Jr.
Richard Watson Harmon

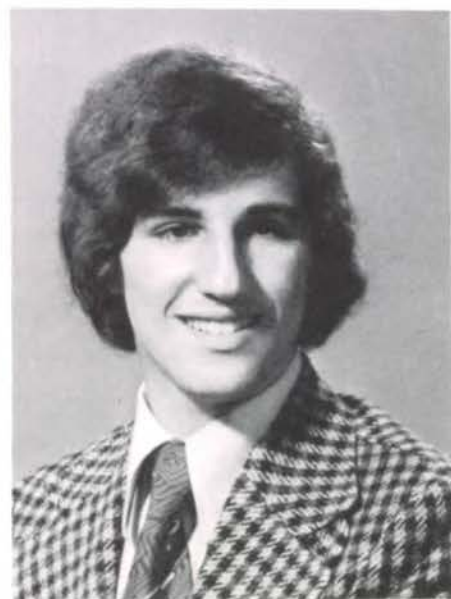


Bill Hornbeck

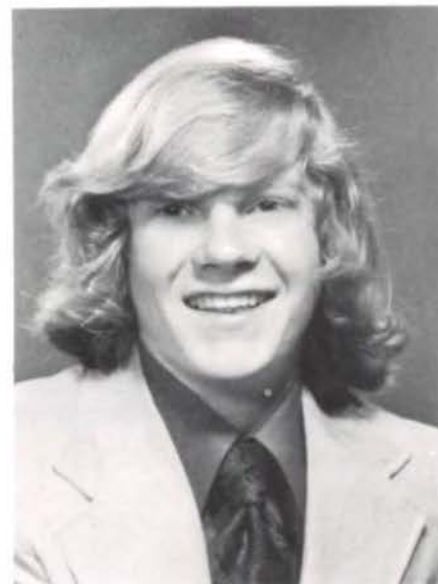




William I. Hornbuckle III



Bernard John Hurwitz
Blair Edward Johnson



Joel M. Joslin
Theodore George Kahn
Gilbert Jackson Keller



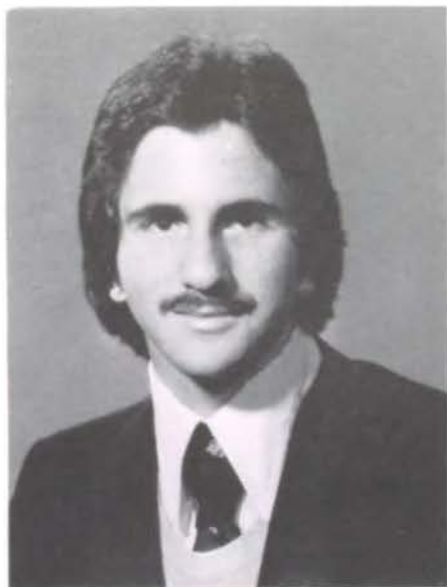
Craig Kelly
Ralph Emerson Lewis II



Elson Lima
Mikel A. Ludwikowski

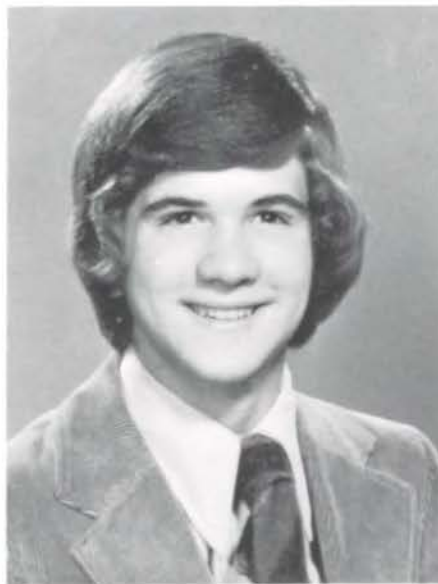
Edwin Emory MacLaughlin
James Greenwood Mitchell MacLaughlin





Terry Mark Magady
Larry Martin

John H. Moffit, Jr.
Matthew Clayton Mrkonic



Randy Norman
Randolph Oliver



Donald Greg Petrie
Peter Elles Powell
J.M. Rees



Bill Reid

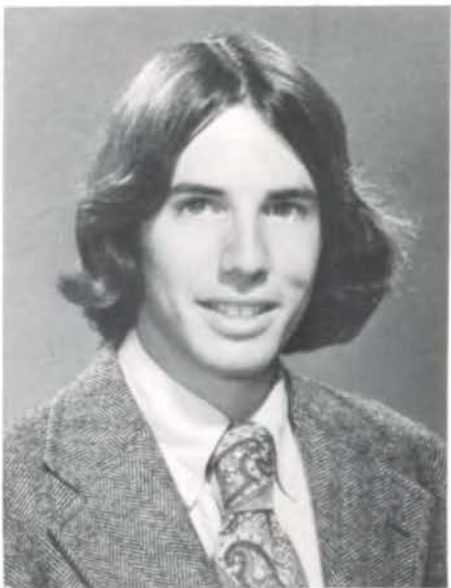
Matthew Robinson
Kevin G. Rivette





Christopher H. Schupp
Robert M. Schultz
Kell Robinson

James Michael Shaffer



James David Smith
Stephen Lear Stoops





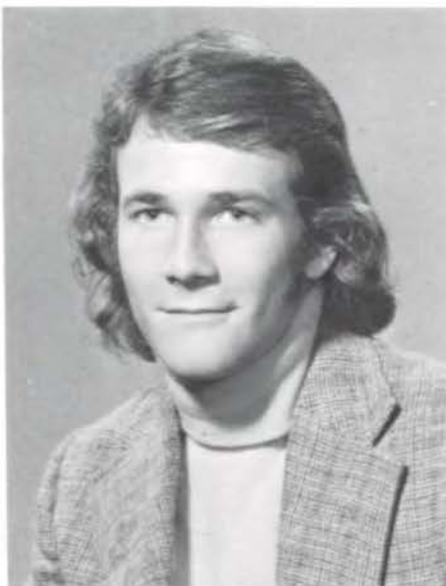
Kenneth E. Tobin



Nick Tourtellot
Chris Watson



Christopher Leo Wetherill
Richard Ernst Wiles III
Tom Willoughby



Senior Summaries

JAMES PATRICK ALLAIN 6
Operetta Stage Crew 2,3; Senate 3; Basketball 1; Football 2; Track 2,3,4, Captain 4; Cross Country 3,4, Most Inspirational Award 4; Soccer 3,4, Letterman's Club 2,3, 4, Secretary-Treasurer 4; Faculty Award 1.

DON ATHA 13
Football 1,2,3,4, All Conference Honorable Mention 2,3, First Team 4; Basketball 1,2, 4; Hilltop 3,4; Key Club 2,3,4; Letterman's Club 2,3,4.

JAMES HALL BARICKMAN, JR. 6
Hilltop 2,3,4, Senate 2,3,4; American Field Service 4; Glee Club 1,2,3,4; Middle Schooler 1; Football 1,2,3,4; Soccer 1,2,3,4; Golf 2; Princeton Book Award 2.

JOE ALEXANDER BEATTY 6
Hilltop 3,4, Associate Editor 4; Glee Club 3,4; Lower School Tutoring 3,4; Environmental Art Committee 4; Soccer 3,4; Soccer 3,4; Football 2,3; History Cup 1.

JOHN BIGGAR 6
Hilltop 2,3,4; United Campaign 3,4; Red Cross 4; Raider 4; Scholar 3; Middle Schooler 1; Environmental Art Committee 4.

MARK EDWIN BOLTON 4
Football 2,3,4, Captain 4, All Conference Honorable Mention 3, First Team 4; Track 3,4; Basketball 1; Letterman's Club 3,4; Key Club 3,4; Science Club 4.

WILLIAM CONNETT BOTELER II 6
Glee Club 1,2,3,4; Singers 4; Drama 2,3,4; Track 3; Headmaster's Achievement Award 3.

JOSEPH A. BUTLER IV
Operetta Stage Crew 3,4; Senate 1; Key

Club 4; Football 1; Baseball Manager 1.

JOE CASPER 13
United Campaign 3,4; Red Cross 3,4; Environmental Art Committee 3,4; American Field Service 4; Print Shop 1,2,3; Golf 1,2,3,4; Letterman's Club 2,3,4.

BRIAN KEITH CROCKETT 13
Hilltop 1,2,3,4, Assistant Editor 3, Coeditor-in-chief 4; Glee Club 3,4; Madrigals 4; Raider 2,3,4; Senate 2,4; Class Officer 1,4; Soccer 1,2,3,4.

MARK JOSEPH DEHNER 7
Hilltop Circulation Manager 4; Soccer 1,2, 3; Letterman's Club 2,3.

WALTER REICH DIETRICH 6
Raider Business Manager 4; Hilltop 2,3,4; Glee Club 2,3,4, Librarian 2, Historian 4, Advertising Manager 4; Singers 2,3,4; Madrigals 3,4, Librarian 3,4; Operetta Lead 3,4; Senate 2,4, Executive Committee 4; National Merit Finalist 4; Cun Laude 3; Freshman Cup 1; Harvard Book Award 3; Mathematics Cup 1; Music Cup 1; William H. Wambold French Cup 1; American Field Service 2,3,4.

JOEL MAIER EISEMANN 9
Football 1,2,3,4; Golf 1,2,3,4; Soccer 1; Wrestling 4; Letterman's Club 3,4; National Merit Letter of Commendation 4; Discipline Committee 4; Hilltop 2,3; Health Club 2,3; Middle School Tutoring 3.

JAMES ALAN FLAPPAN 13
Football 1,2,3,4, All Conference First Team 4, Captain 4; Soccer 1; Letterman's Club 2,3,4; Key Club 3,4; President 4; Hilltop 3; Health Club 1,2,3.

TED H. GREEN, JR.
Basketball 1,2,3,4, Captain 4, All Metro Honorable Mention 3, All District Second Team 3; Key Club 2,3,4, Vice-President 4; Letterman's Club 2,3,4; Football Manager 1; Track 1,2; Class Officer 1; Lower School Phys. Ed. Assistance 4; ITV 4; Sloan Art Trophy 3.

DONALD JOYCE HALL, JR. 13
Raider 2,3,4, Photography Editor 3, Associate Editor 4; Hilltop 3,4; Headmaster's Achievement Award 1; Helzburg Brothers Trophy 3; American Field Service 3,4.





RICHARD WATSON HARMAN 2
Basketball 3,4; Letterman's Club 3,4.

BILL HORNBECK 8
Football 1,2,3,4, All Conference First Team 4; Soccer 1,2,3,4, Captain 4, Metro League Second Team 3, Most Valuable Player 3; Track 1,2,3; Letterman's Club 2,3,4, Vice-President 4; Glee Club 2,3,4, Librarian 3, Secretary 4; Singers 3; Chan Noah Award 4.

WILLIAM I. HORNBUCKLE III 6
Basketball 1,2,3; Football 1,2,3; Cross Country 3; Track 1,2,3,4; Letterman's Club 2,3,4; Hilltop 3; Raider 3; National Merit finalist 4.

BERNARD JOHN HURWITZ 5
Hilltop 3,4, Associate Editor 4, Operetta

Sound Crew 3,4; Soccer 1,2,3,4; Football 1; Letterman's Club 3,4; Science Club 4; Zip 4.

BLAIR EDWARD JOHNSON 5
Hilltop 2,3,4, Associate Editor 4; Helicon 3,4, Editor 4; American Field Service 2,3,4, Secretary 4; Americans Abroad to Iran, summer 1973; Raider 2; Senate 2; Glee Club 2,3; 4; Singers 4; Drama 3,4; Football 1; Baseball 1; Soccer 1,2,3,4; Raider Marching Band 2; Relating 3,4.

JOEL M. JOSLIN 4
Track 1; Hilltop 3; Most Improved Award 1.

THEODORE GEORGE KAHN 6
Squash 1; Senate 2; Glee Club 2; Science Club 2; Hilltop 4; Photo Club 1,2; Cross Country 1; Football.

GILBERT JACKSON KELLER 7
Basketball 2,3,4, Captain 4; Track 1,2,3,4; Football Manager 1; Letterman's Club 2,3,4; Key Club 4.

TIMOTHY CRAIG KELLY 13
Soccer 1,2,3,4; Key Club 3,4; Secretary-Trea-

sure 4; Golf 1,2; Football 1; Cross Country 2; Letterman's Club 3,4; SAC 2; Environmental Art Committee 3,4; Lower School Tutoring 4.

RALPH EMERSON LEWIS II 13
Hilltop 2,3,4, Sports Editor 4; Football 1,2, 3,4; All Conference 2,4; Baseball 3,4; Basketball 1,2; Track 1,2; Letterman's Club 2,3,4, President 4; Senate 2,4, Secretary 4; Key Club 2,3,4; Board of Trustees 4; National Merit Letter of Commendation 4.

ELSON LIMA 1
American Field Service 4; Glee Club 4; Singers 4; Cross Country 4; Soccer 4; Letterman's Club 4; Hilltop 4.

MIKEL A. LUDWIKOSKI 4
Football 1,2,3; Track 3; Letterman's Club 3,4; Assembly Committee 4; Science Club 4; National Merit Letter of Commendation 3.

EDWIN EMORY MACLAUGHLIN 5
Glee Club 1,2,3,4; Singers 3,4; Madrigals 4; Assembly Committee 3,4; Drama 3; Football 1; Wrestling 2,3,4, Captain 4; Track 1,2,3,4.

**JAMES GREENWOOD MITCHELL
MACLAUGHLIN** 5
Golf 2,3,4; Squash 1,2,3; Glee Club 3,4; Lower School Tutoring 4; Hilltop 2,3; Raider 2; Key Club 4; Letterman's Club 2,3,4; American Field Service 4.



TERRY MARK MAGADY 7
 Soccer 1,2,3,4; United Campaign 3,4; Environmental Art Committee 3,4; Science Club 2,3,4, President 4; Letterman's Club 3,4; Hilltop 2,3,4; Chess Club 2,3,4; Helicon 3,4; Hebrew High School 3.

LARRY MARTIN 6
 Tennis 1,2,3,4; Science Club 4.

JOHN H. MOFFITT, JR. 4
 Athletic Trainer 3; Glee Club 2,3,4; Raider 4; Print Shop 1,2.

MATTHEW CLAYTON MRKONIC 6
 Football 1,2,3,4; Track 1,2,3,4; Basketball 1; Letterman's Club 2,3,4; Key Club 4; Senate 2.

RANDY NORMAN 2
 Basketball 3,4; Track 3.

RANDOLPH OLIVER 5
 Glee Club 1,2,3,4; Raider 2; United Campaign Chairman 4; Advertising Manager of Operetta 3; American Field Service 4.

DONALD GREG PETRIE
 Football 2,3,4; Captain 4; Track 2,3,4; Baseball 2,3,4, Captain 4; Basketball 2,3; Letterman's Club 2,3,4; Laforce Cup 3.

PETER ELLES POWELL 9
 Athletic Trainer 2,3,4; Glee Club 2,3,4; Singers 2,3,4; Madrigals 4; American Field Service 4; Drama 2; Discipline Committee 4.

J. M. REES 10
 Raider 4; Glee Club 1,2,3,4; Singers 2,3,4; Madrigals 3,4; Soccer 1,2,3,4; Football 1.

BILL RIED 7
 Soccer 1,2,3,4; Football 1; Senate 2; Hilltop 3,4; Cartoonist 4; Discipline Committee 4; Letterman's Club 2,3,4.

KEVIN G. RIVETTE 2
 Senate 2; Red Cross 4; United Campaign 4; Medical Explores 3,4; Civil Air Patrol 2.

MATTHEW ROBINSON 5
 Football 1,2,3,4, All Conference 4, All District 4; Track 1,2,3,4; Basketball 1; Letter-

man's Club 2,3,4; Key Club 4; Hilltop 4; National Merit Letter of Commendation 4; Rieger Trophy 1; Chan Noah Memorial Award 4.

KELL ROBINSON 7
 Squash 2,3,4; Drama 2; Fall Tennis 3; Glee Club 3,4; Singers 4; Helicon 4; Editor 4; Virginia Scott Minor Poetry Award 1; Lower School Tutoring 2; Cum Laude 3; Williams College Award for Scholarship and Achievement 3; Walter Bennett math Trophy 3; National Merit Finalist 4; Science Club 4.

ROBERT M. SCHULTZ 7
 Glee Club 1,3,4; Print Shop 1; Raider 4; Operetta Stage Crew 1; ITV 4.

CHRISTOPHER H. SCHUPP 6
 Glee Club 1,2,3,4; American Field Service 4; Wrestling 3; Headmaster's Achievement Award 2.

JAMES MICHAEL SHAFFER 12
 Football 1,2,3,4; Soccer 1,2,3,4; Golf 1; Track 2; Glee Club 1,2,3,4, President 4; Singers 3,4; Madrigals 3,4; Operetta Lead 1,2,4; Senate 3; Hilltop 2,3, Circulation Manager 3.

JAMES DAVID SMITH 6
 Raider 2,3,4; Glee Club 1,2,3,4; Drama 1,2,3,4; Soccer 1,2,3,4; American Field Service 2,3,4.

STEPHEN LEAD STOOPS 7
 Hilltop 2,3,4, Photo Editor 2,3; Associate Editor 4; Soccer 1,2,3,4, Captain 4; Baseball 1; Assembly Committee 4; Print Shop 2; Raider 2.

KENNETH E. TOBIN 7
 Football 1,3,4; Track 1,3,4; Basketball 1,4; Letterman's Club 3,4; Key Club 4.

NICK TOURTELLOT 12

CHRIS WATSON 4
 Football 4.

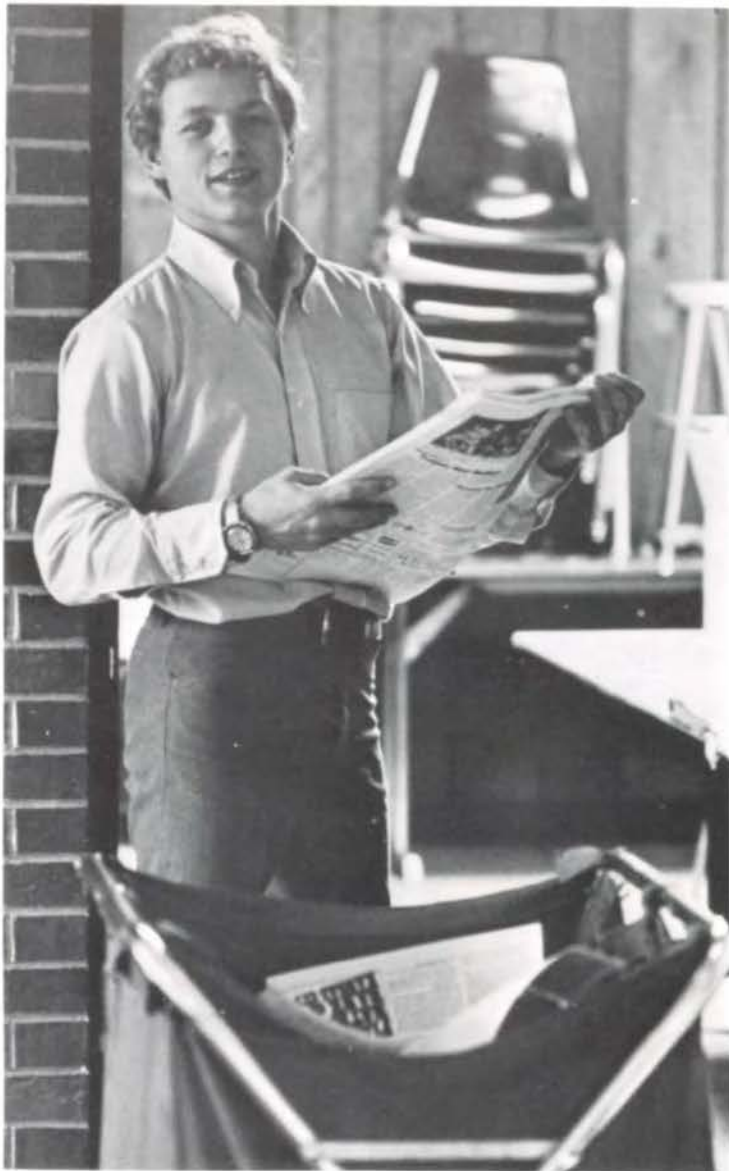
CHRISTOPHER LEO WETHERILL 13
 Soccer 2,3,4, Metro League Honorable Mention 2; Track 1,2,3,4; Basketball 1; Football 1; Science Club 3,4; Vice-President 4; Hilltop 3,4; National Merit Letter of Commendation 4.

RICHARD ERNEST WILES III 2
 Glee Club 3,4; Singers 3,4; Madrigals 3,4; Football 3,4; Track 3,4; Health Club 3; Senior C Team 4.



TOM WILLOUGHBY 5
 Football 1,2,3,4, All Conference Honorable Mention 4; Soccer 1; Track 1,2; Wrestling 2,3; Discipline Committee 3.



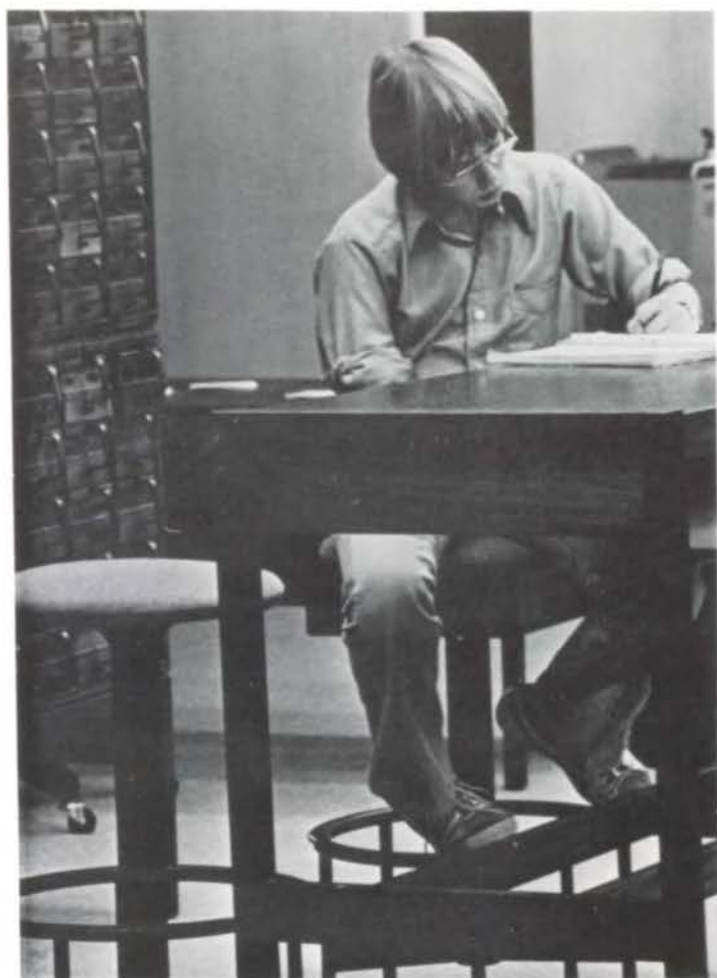


Poll: Should Pem-Day be committed to change?

Change is inherent in the total process of evolutionary development. We change mentally, physically, the trees change, the flowers, the plants, etc. (Wow! Mystical experience.) Even the idealogies of the great Buddha change—Got change for a five? "People changing day by day." (Dave Mason) Even the seasons change, snow comes, games in the spring sun, spring changes in the flowery city of Paris, Fall changes....

a senior





I see no need for change.
Change might add good points
but overall it wouldn't prepare
us any better for college and
that is why we are here.

a senior





I believe that PCD should change with the times, but not ahead of them.

a senior





Only when a school truly recognizes the need for change, can it be referred to as an institution of progressive education.

a junior





The quality of education is good here, it lets you go out to Shakey's on Fridays.

a senior





The quality of education has gradually decreased in the past decade. Most of the students don't give a fig whether they learn or not. P.C.D. is nothing more than a gloified public school, protected and private.

a senior





No activities at Pem-Day are over-emphasized,
but football is under-emphasized.

a senior





Participation in either physical education or a sport be voluntary after freshman year.

a sophomore

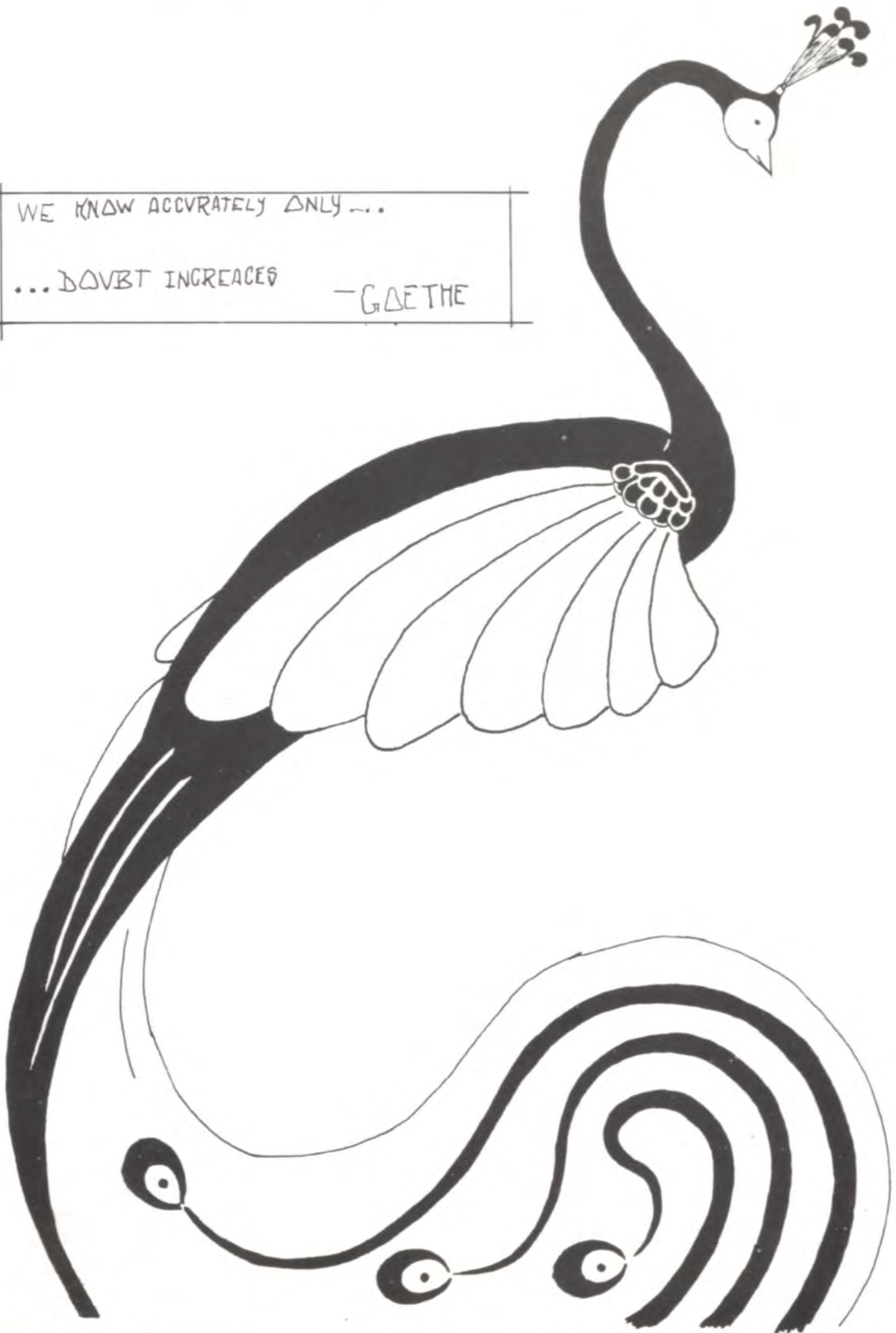


Departmental Curriculum

WE KNOW ACCURATELY ONLY ...

... DOUBT INCREASES

- GOETHE



Nothing is falser than peoples preconceptions and ready-made opinions; nothing is sillier than their sham morality.

Petronius



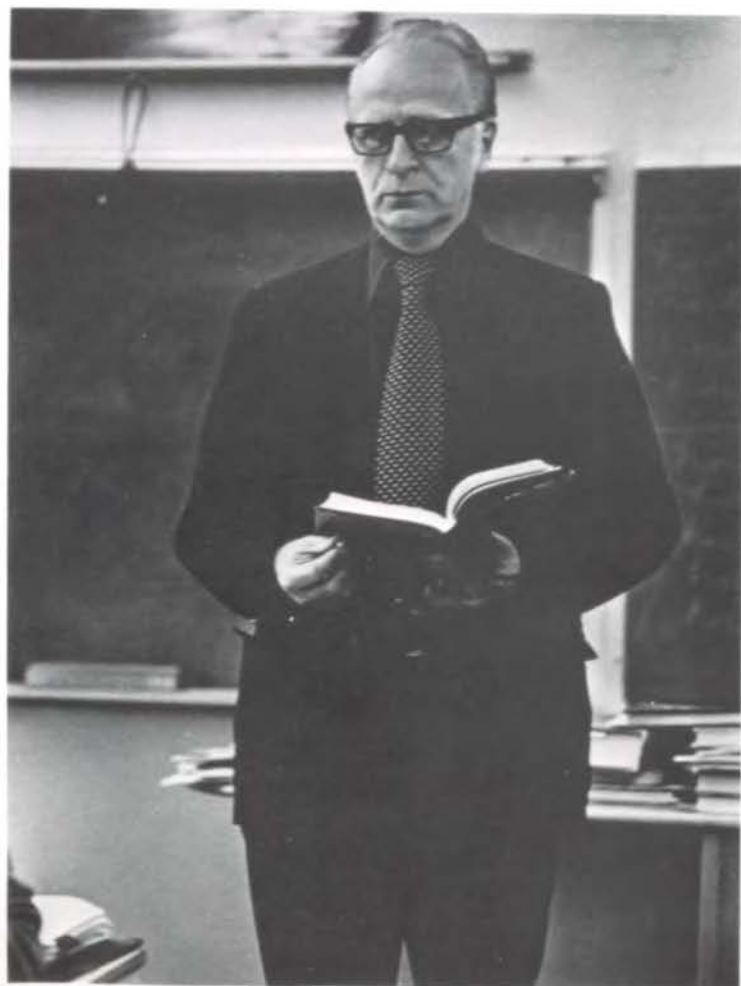
True learning must engage the whole person in the battle against unconcern, complacency, crudity, relentless egotism, indifference to human problems. Authentic learning engenders an acute sensibility to human problems.

Nahum N. Glatzer



If there is more to the human anatomy than the reading eye, the logical ear, and the articulating voice box, our schools know nothing of it. God help the painters and dancers, the musicians and contemplatives among our students! When we educate, it is invariably on the assumption that the meaning of things can be exhausted by making good, clear, logical talk about them.

Theodore Roszak



We must have the courage to live without absolutes, without dogmas; the courage to seek imaginative escapes from the straight jackets of conformity; knowing with Emerson, "Whosoever would be a man must be a nonconformist."

Leo Rosten



English

With the knowledge explosion upon us, it is becoming increasingly difficult to know what is essential to learn. The English Elective Program at Pembroke-County Day recognizes the reality of some of this vast and complex richness of knowledge by offering eighteen one-semester courses ranging from such traditional topics as composition and the dramatic and poetic works of Shakespeare to innovative concerns like creative writing, applied philosophy, humor and horse sense in literature.

We assume that much teaching is uninspired because so often teachers are forced to teach what someone else dictates. The English Department feels inspired teaching is crucial, and reaches for this quality in asking each instructor to create the electives he himself is most enthusiastic about.

We also recognize that many students are apathetic because so often courses and instructors are thrust upon them. Rather than being locked into one topic all year, students have the freedom to choose among a number of teachers and courses each semester. The English Elective Program tries to ignite students' enthusiasm as well as their intellects by providing them with material which will be interesting in and of itself and helpful in acquainting them with analytical and research techniques for exploring related areas. The refining of writing skills, intensive reading and classroom discussion are important aspects of the program.



The English Dept.

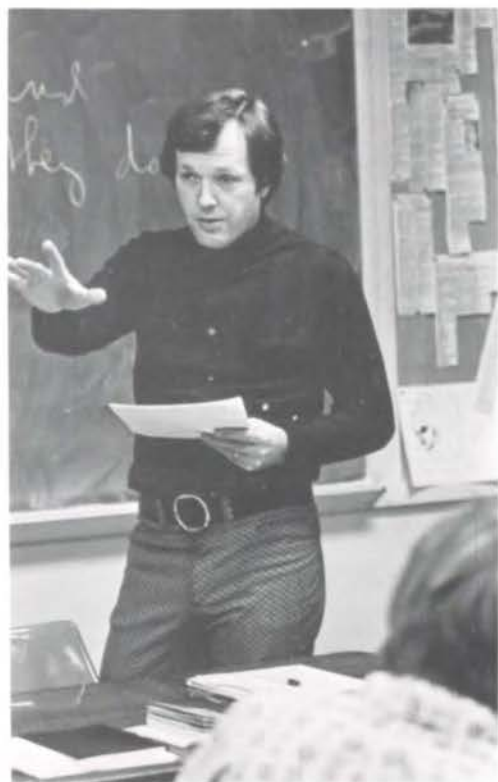
Such superiority do the pursuits of literature possess above every other occupation, that even he who attains but a mediocrity in them merits the preeminence above those who excel the most in the common and vulgar professions.

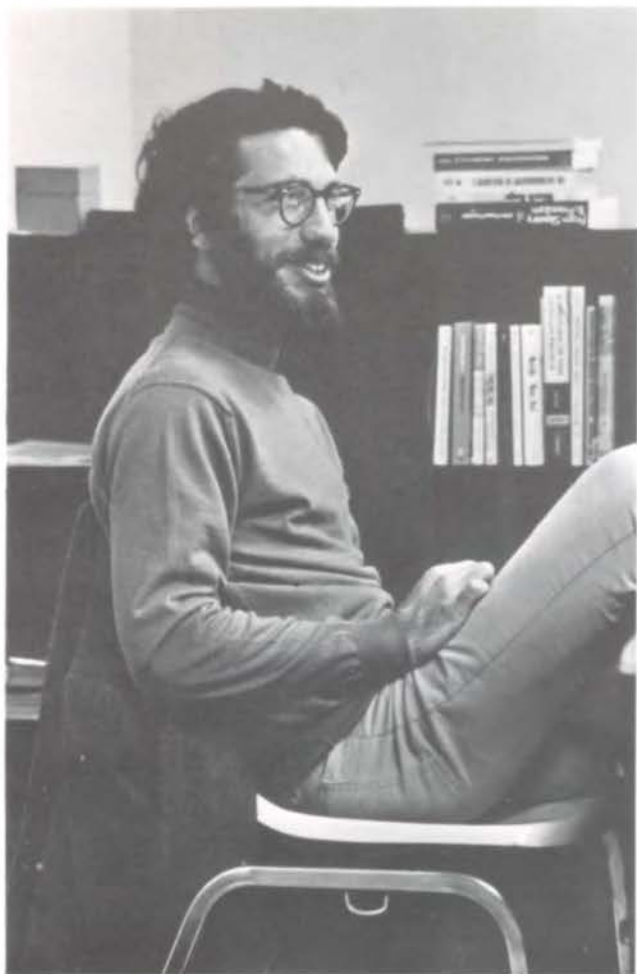
David Hume





clockwise: Carl Simomie,
Rick Sahakian, Sheldon
Clark, Ron Vierling, Isabel
Merriam.





clockwise: David Geddes, Myra Williams, Hill Hughes, Ed Wucker, Mike Trent.

The human understanding is like a false murder that, receiving rays irregularly, distorts and discolors the nature of things by mingling its own nature with it.

Sir Francis Bacon





If an individual's education is his acquisition of the mental and physical skills, the knowledge, and the attitudes required to meet most effectively his ever-changing needs and goals, the task is indeed great. Each person largely determines his own education. A school furnishes the environment for most formal learning and teachers, through their training and experience, offer guidance in procedures to be followed.

The teacher's intellectual curiosity and his feel for his fellow man are apparent and perhaps contagious. The way in which a student is first introduced to great works in each academic discipline together with his peer group's reaction to them often determines his future appreciation of the field.

The years in the Middle School are years of transition. In this period students are given definite direction so that they may more nearly perfect the elementary skills and become familiar with basic vocabulary of each department. At the same time, opportunity is given for the individual to use as much self-discipline as he has developed.

A combination of small groups enrolled in required and elective courses helps the boy further his special interests and communicate his particular point of view to the other members of the school community.

Myra Williams



History and Social Sciences

Whatever history or social science is being studied, the approach taken by the faculty in the presentation and investigation of course materials is to study the particulars in detail so as to gain an appreciation for the enormous variety of man's human experience. With a thorough factual knowledge as a base, the student is challenged to search for cause and effect relationships, to ask questions as to human motives, intentions, to seek out significant and often conflicting historical opinion. The development within each student of an understanding of the historical process is a principal concern. New perspectives upon one's own experience and the nature of the human condition are hoped for as the end result of the history and social science program at Pem-Day.

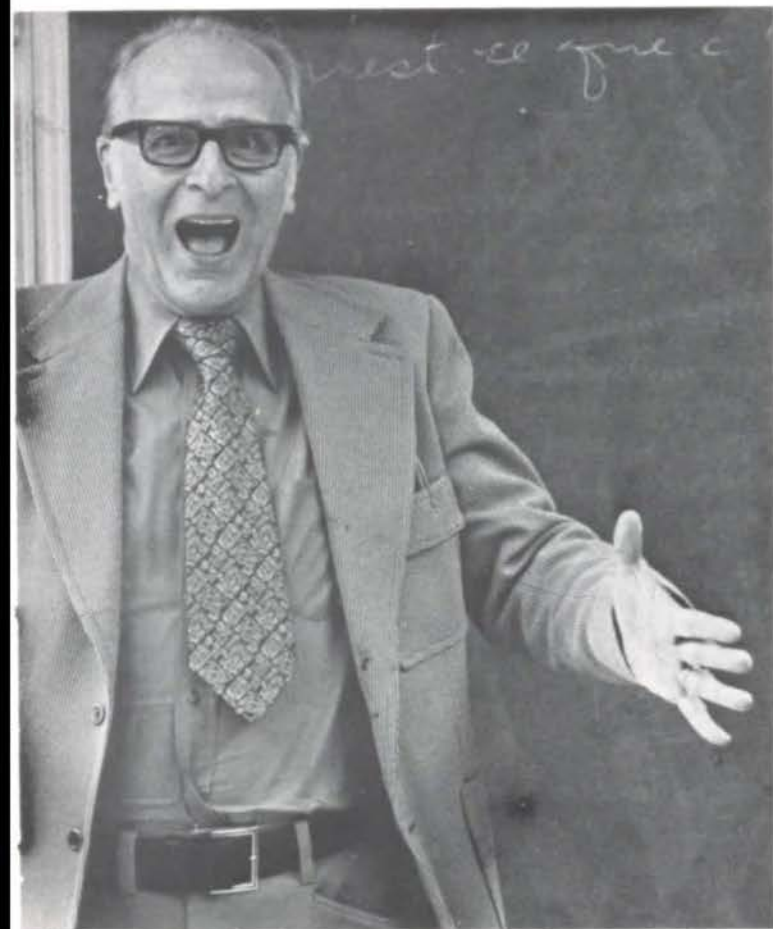
Primarily, the vehicle utilized to achieve such goals is the study of United States history. Each student is required to take U.S. history during the seventh and eleventh grades. Additionally, a broad and growing list of elective courses are available to the student at the middle and upper school level. These range from old stand-bys like Modern European History, Civics, Government, Geography, and Ancient and Medieval History to recent additions like Anthropology, African History, and U.S. Foreign Relations. Courses in English and French History are taught according to student demand. Other elective courses such as Sociology or an interdisciplinary humanities program may be studied at Sunset Hill. Additions to the Elective curriculum are contemplated as student interest and faculty expertise are found to be in common agreement. Before graduation a Pem-Day student must have taken courses from the elective program equivalent to a full year's upper school credit.

The History and Social Sciences Department



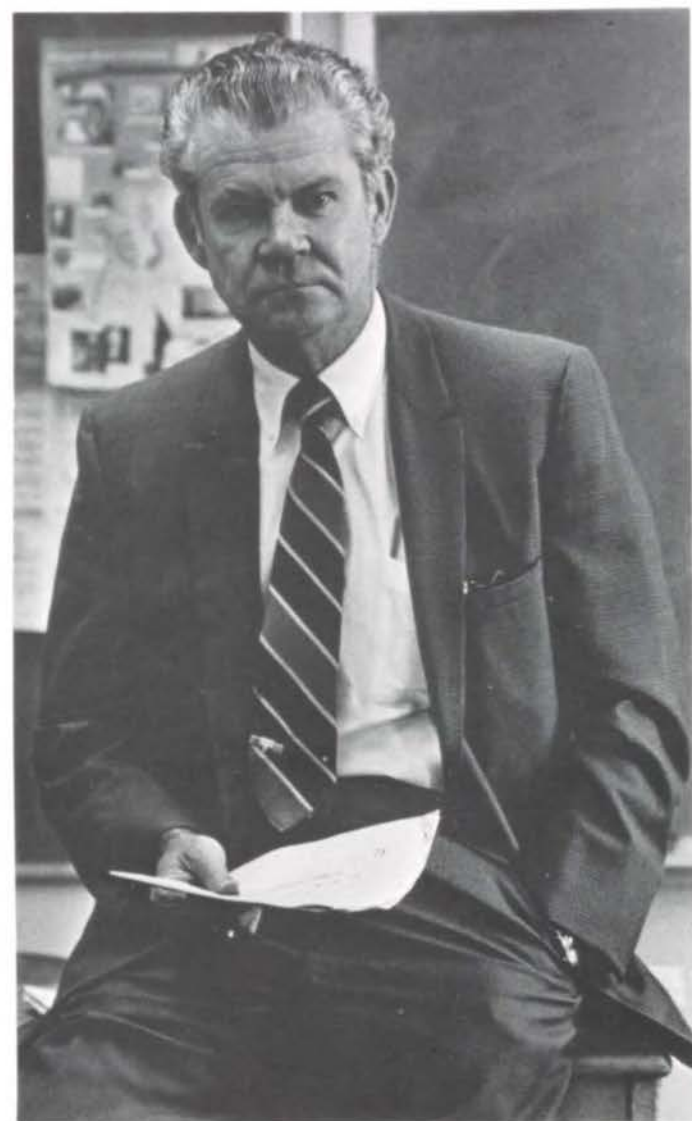
Man does not have a nature, only a history.

William Beckett



clockwise:
Gil Reynolds
Pat White
Maurice Comtois
David Geddes





clockwise: T. Edward Hicks
John Schirmer
James Ryan



Languages



There are so many cogent reasons for acquiring one or more languages foreign to one's own culture that I scarcely know where to begin. Perhaps a good starting-point would be with the sixteenth century essayist Michel de Montaigne who stated that for every foreign language that a man learned he was privileged to enter and live another life than his own narrowly-circumscribed one. By that he meant that as we gain insights and perspectives into the cultures and traditions of other races we are led to broader and deeper thinking, richer understanding, and hence to a higher quality in our capabilities of evaluation throughout our world.

In the field of literature alone many fresh and astonishing horizons open up to the person who can read the originals: the flavor of the language, the turn of mind that bespeaks a national characteristic, the selective choice of vocabulary denoting a masterful author, these are pitifully dulled and lost in translation to terms of another culture. For this reason, poetry translated becomes an aesthetic monstrosity since the separate syllables, the sound of the words in the native tongue are an integral part and support of its meaning.

In the visual and plastic arts also, painting, sculpture, architecture, even in music, there seems to be an added dimension, an added subtlety of appreciation and enjoyment if one understands, natively, the background from which the artist derived.

And in the field of travel it is already axiomatic that unless one can communicate with the natives in their own tongue one misses at least half the pleasure one might have had, and will feel strangely "deprived."

A more mundane and materialistic view now held by many is that as the world grows more international each day skilled linguists are needed for foreign branches of industry, banking, statesmanship, journalistic reporting, magazine reviewing and so forth. The "plums" go to those who are ready for them...

Marianne Moore
Chairman, Language Dept.

top: Marianne Moore
bottom: Anthony Strub



clockwise: Ed Wucker, Mr. David Randall,
Maurice Comtois.



German was the language in which to address horses, French to converse with statesmen, Italian to talk to women, English to call the birds; but Spanish was the only language in which to address kings, princes, and God.

Charles V



Science



left: Fred White,
right: Marvin Van Leeuwen



The faculty of the science department at Pem-Day seek to accomplish the following objectives:

To establish a broad awareness of the basic concepts in several fields of science such as life science, earth science, basic physical science, biology, chemistry, and physics.

To enable the student seeking a scientifically based profession to enter advanced college work with a sound preparation.

To enhance a high level of scientific literacy in tomorrow's citizen who will be making important decisions at the polls regarding such issues as energy sources and usage, pollution levels, population quotas, radioactive waste disposal, plus decisions as a consumer of a wide range of products of science and technology.

Future plans would include staying abreast of the latest developments in science curriculum and methods, equipping our laboratories with modern materials, and continuing to do the best job that we can with our students.

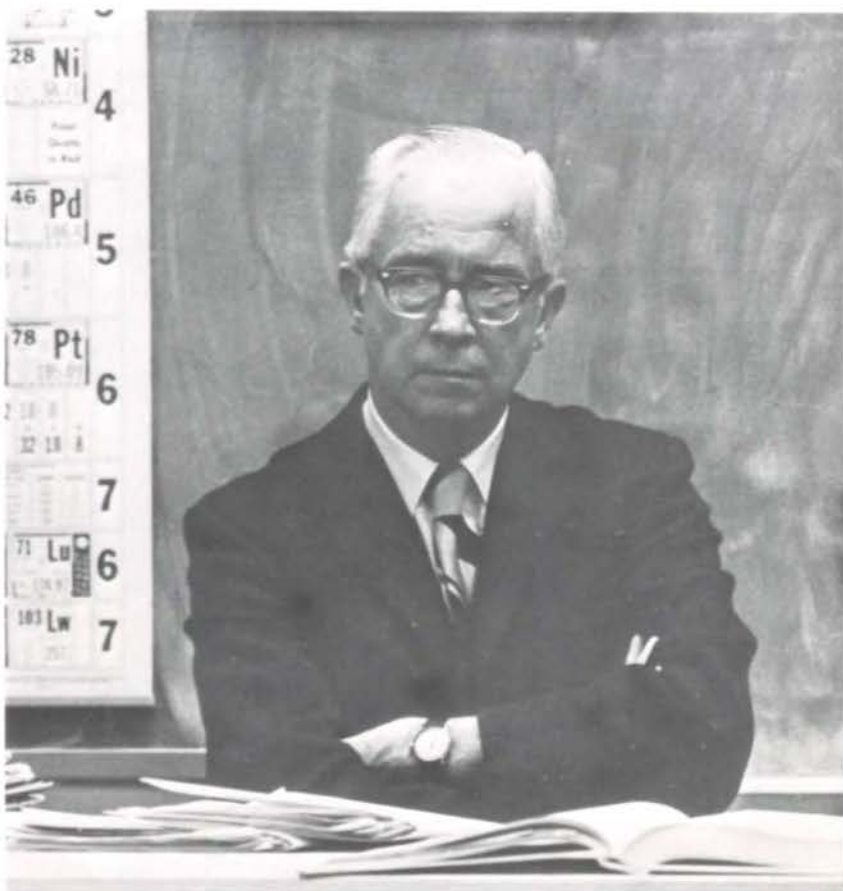
Fred White
Chairman, Science Dept.

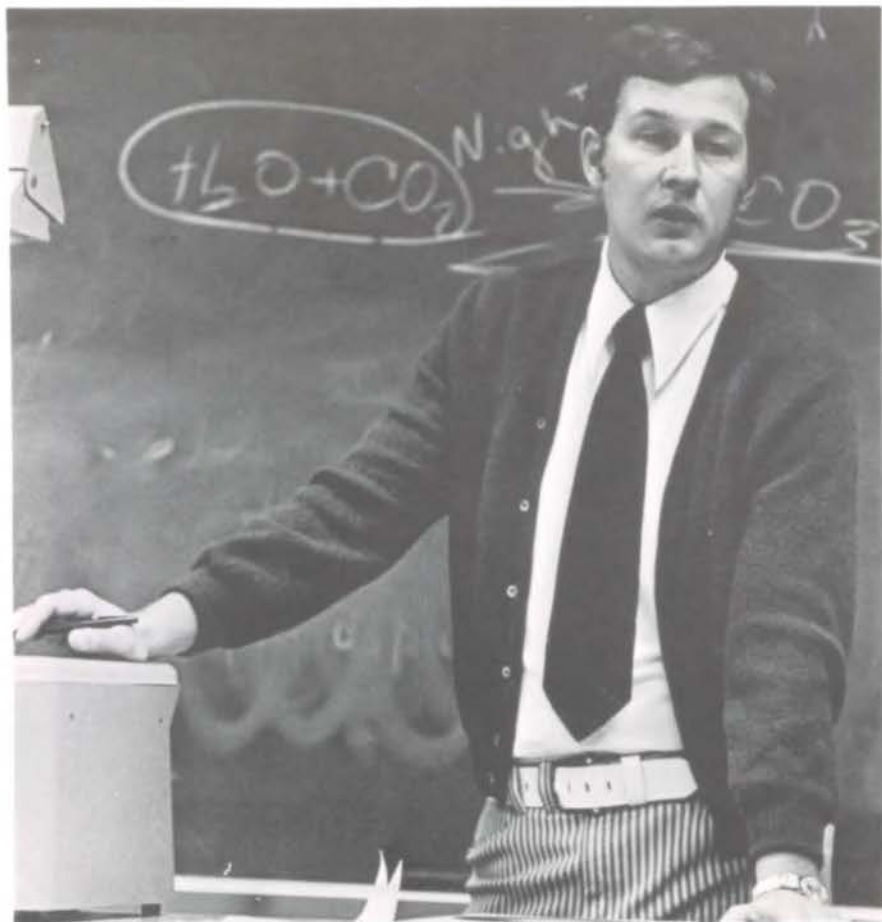




It is the nature of scientific progress that the functions of autonomous man be taken over one by one as the role of the environment is better understood.

B. F. Skinner





clockwise: Craig Maughan, Lee Flappan, Roger Mayhew, Cliff Mc-Williams, Kevin Madden.



Now I a fourfold vision see,
And a fourfold vision is given to me;
'Tis fourfold in my supreme delight
And threefold is soft Beulah's night
And twofold always. May God us keep
From single vision and Newton's sleep.

William Blake



Math

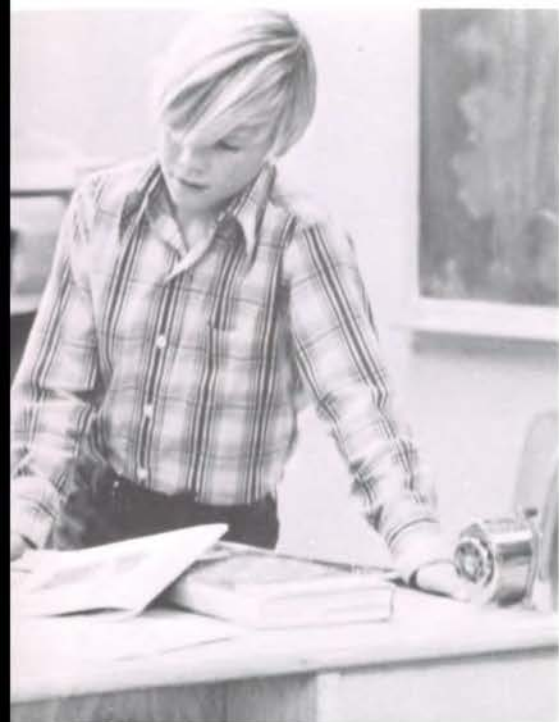
Because mathematics has left its imprint upon so many aspects of present-day civilization, its position in the modern world is a fundamental one, and a knowledge of mathematics is essential for a comprehensive understanding of current life and thought.

Acquiring the beginnings of a knowledge of the content of mathematics, an introduction to the methods of "ways of thinking" required by this subject and an appreciation of the beauty, power, and applications of mathematics is the goal of each math course at Pem-Day.

After completing the necessary Algebra I, Geometry, and Algebra II sequence, several options are available in the junior and senior year. The student may choose to begin his study of calculus or he may choose to further strengthen his math skills by enrolling in pre-calculus. Computer programming is available to those who are interested in this field. Other math courses, such as statistics, are offered depending upon student interests.

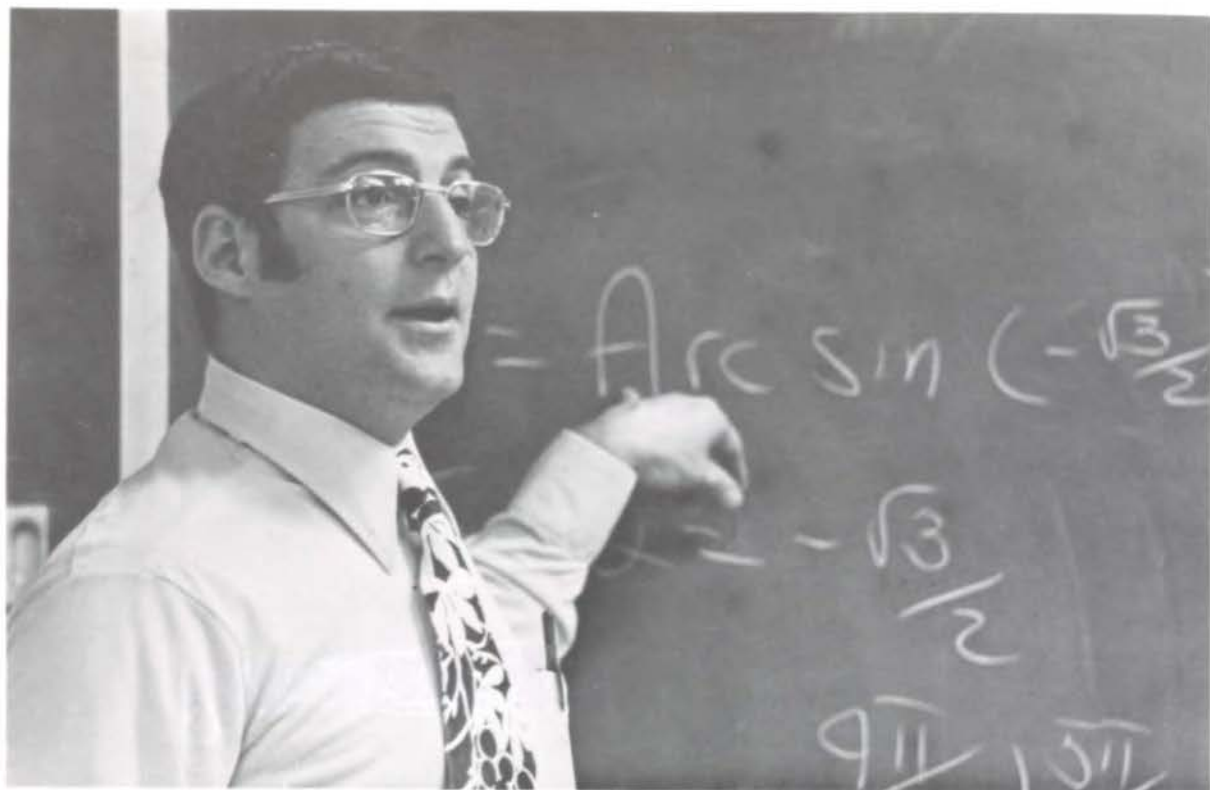
Joyce Finan
Chairman, Math Dept.





clockwise: Bob Gleeson, Cliff
McWilliams, Craig Maughan,
Mark Capaigne, Joyce Finan.

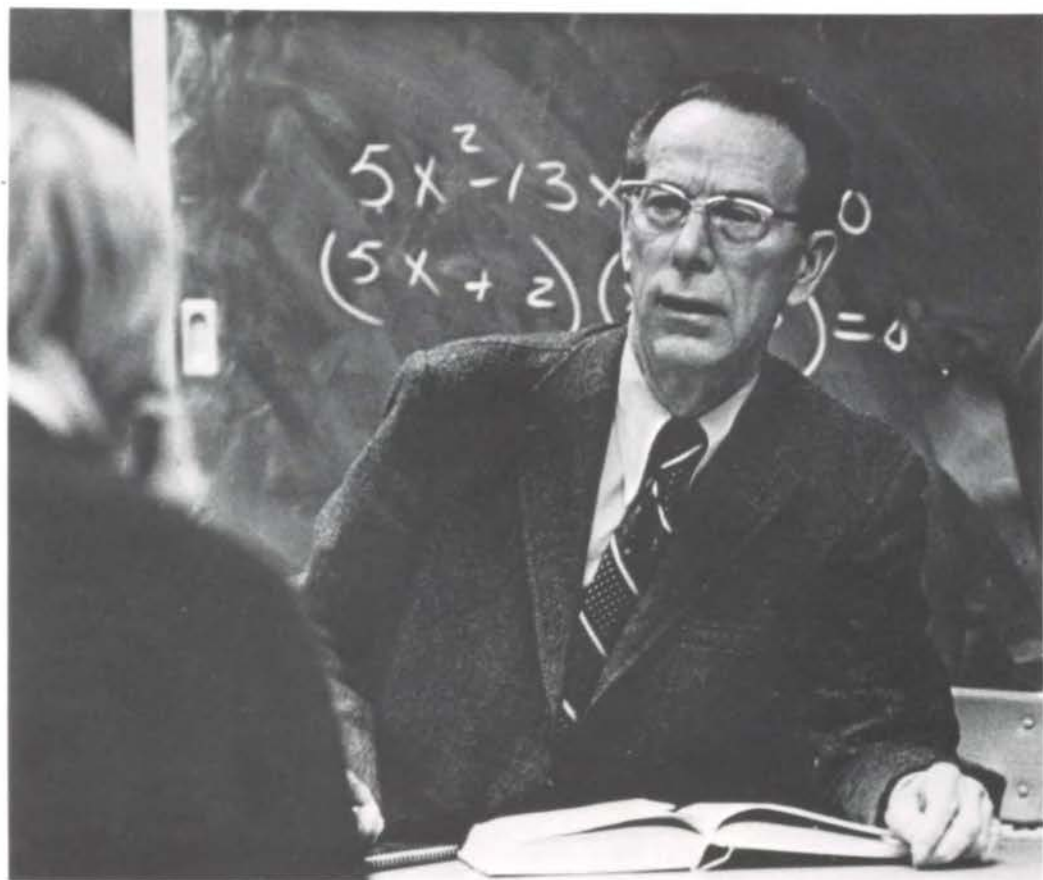




Above: Bob Hicks
At right: Ed Schoonover

Pure mathematics do remedy and cure many defects in the wit and faculties of individuals; for if the wit be dull they sharpen it; if too wandering, they fit it; if too inherent in the sense, they abstract it.

Sir Francis Bacon





Coordination

The Coordination of a boys' school and a girls' school realizes, in macrocosm, most of the peculiarities of boy-girl relationships in general. What's going on between these two? Casual holding of hands (occasionally perspiring)? Going steady? Furtive intimacies (do the parents know)? Vague promises of marriage? Difficult questions. Will he find it to his advantage to cultivate alternatives and leave the faithful bride (borrowed and blue) waiting on the church step? Will she assert her own independent prerogatives long before that and retire to a strong and lonely self-sufficiency? "We wonder if. . ." Meanwhile, God help us if the bus breaks down.

The future aside, and more to the point: Is the female an easy mark? (If so, let's go!) Does the male (notwithstanding the cattle calls— how like him!) promise mystery and intrigue? (Even so, let's go!) And so what if the bus breaks down.

Male math or female math? (Aftermath?) To elect, or not to elect (or shall we hum a few bars this time around?) Query: if all the PD's who sleep through Sunset classes were laid end to end, would they not be more comfortable? Said the old to the young, "I liked it in the days when one could study without such distractions" (was it Benedictine or Carthusian then, sir?) The ladies' room? Down the stairs and to the left. (We are not unprepared for this, you see.) And the next thing you know — remember New Jersey and the Little League — they'll want to go out for soccer. "You mean all you do is read? Anything? Wow!" And all the streakers nonetheless, were male.

A thorny courtship it was. The parents willing enough, but the in-laws not talking except at the annual reunion (and then only of myopia and the usual aches). "If only their footnotes were compatible — that would solve everything!" In the interim, inquiries by the telephone. Most for, some against, and always the galling click. Nagg-ing questions: "Is she good enough for him?" (Count on him to show up in blue jeans!) From other quarters: "Can she change him — afterwards?" (Women have a settling influence.) And the arrangements: "Shall we invite the distant cousin?"

Meanwhile and oblivious, the principals in this drama are to be observed going about their affairs with inexplicable spontaneity. Only the parkway seems to come between them.

Anonymous





In 1972 Pem-Day, in coordination with Sunset Hill, decided to offer mini-courses in place of the regular academic classes during the entire month of January. The month was so successful that the two schools decided to offer the program in 1973 and again this year with the addition of rotating classes. (Two regular second semester classes met each morning on a rotating basis.) One of the benefits of our coordinate program with Sunset is the increased variety of course offerings. This is particularly true for mini-courses. When course descriptions went out to students in early November there were over 125 different opportunities to take advantage of the talents and interests of

people other than our faculty members. Alumni and parents have been very generous in volunteering their time to participate in the program. A number of our students have taught mini-courses as independent study projects. The opportunities to increase student exposure to the community and to bring the community to Pem-Day are fantastic. In addition to broadening the curriculum and utilizing parent, alumni, and community resources, mini-courses have increased opportunities for coeducational classrooms, capitalized on faculty interests and specialities, and developed new student-faculty relationships built around interest areas. This year, for the first time, we invited parents and alumni, on a space available



Mini-Courses



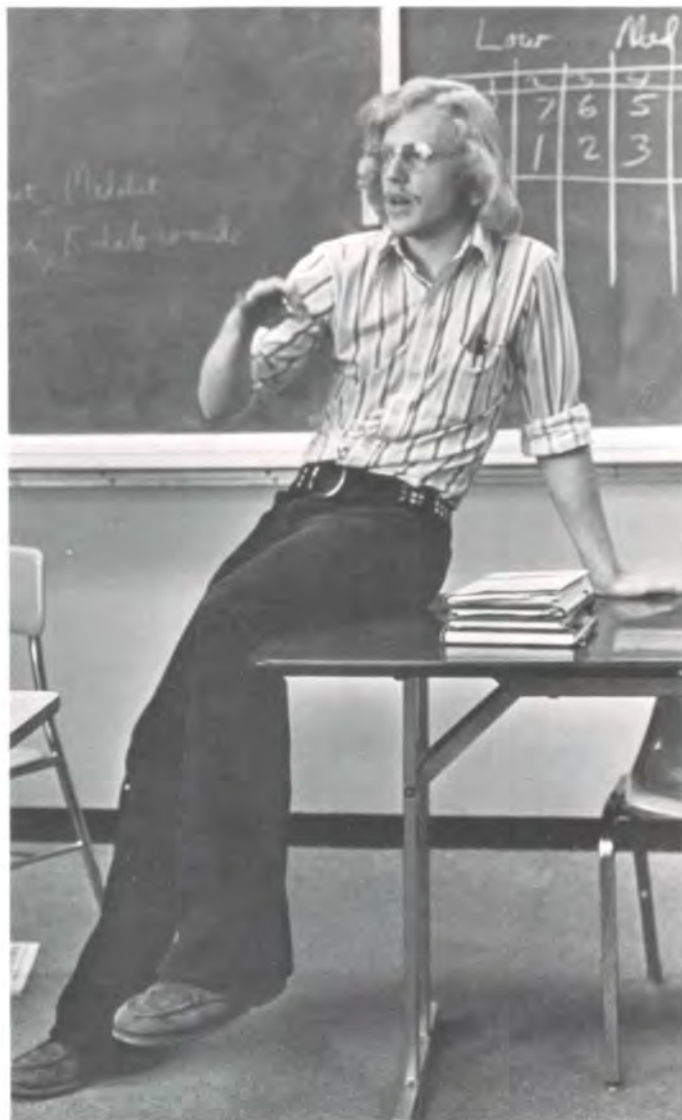
basis, to enroll in mini-courses. Several alumni have become very excited about the possibility of increased alumni involvement as teachers in the program. Mini-courses are, indeed, very appealing.

The January program has actually been three programs in one. It is built around mini-courses but offers as options the shadow program and independent study.

The "shadow program" gave boys the opportunity to shadow different professional people during part of their day. Parents and friends of the school were contacted early in the fall and asked if they would be willing to have a student shadow them. Student assignments ranged from two to five days in sessions of approximately two hours each day. The boys were able to have pre-professional experiences of their own choosing in one or more of the areas of medicine, law, banking, stock market, sales, education, industry, social work, advertising, and general business.

Independent study, as a separate program, actually got its start five years ago when required senior projects became part of the curriculum. Since that time, senior projects have become optional and independent projects have been expanded to include grades 9, 10, and 11. Senior projects have essentially become part of the independent study program and retain the "senior project" designation only for seniors who take the entire month for their project. The success of pre-professional senior projects was one of the factors which inspired the shadow program. This year, in addition to pre-professional projects like those described under the shadow program, students chose creative arts projects in photography, poetry, and wood-carving and academic projects in math, history, and science research.

January has provided a rich variety of opportunities and many interesting experiences. Whether the "January Program" will always remain a separate program in the curriculum, and if it does, whether January is the best time are still unanswered questions. What is clear, however, is that mini-courses, pre-



professional experiences, and independent study are valuable and probably essential ingredients of our curriculum. I expect that we will continue to emphasize these experiences in some important way.

Marvin Van Leeuwen



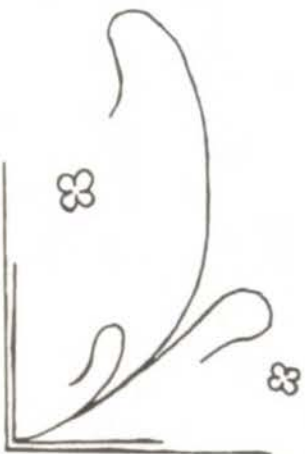
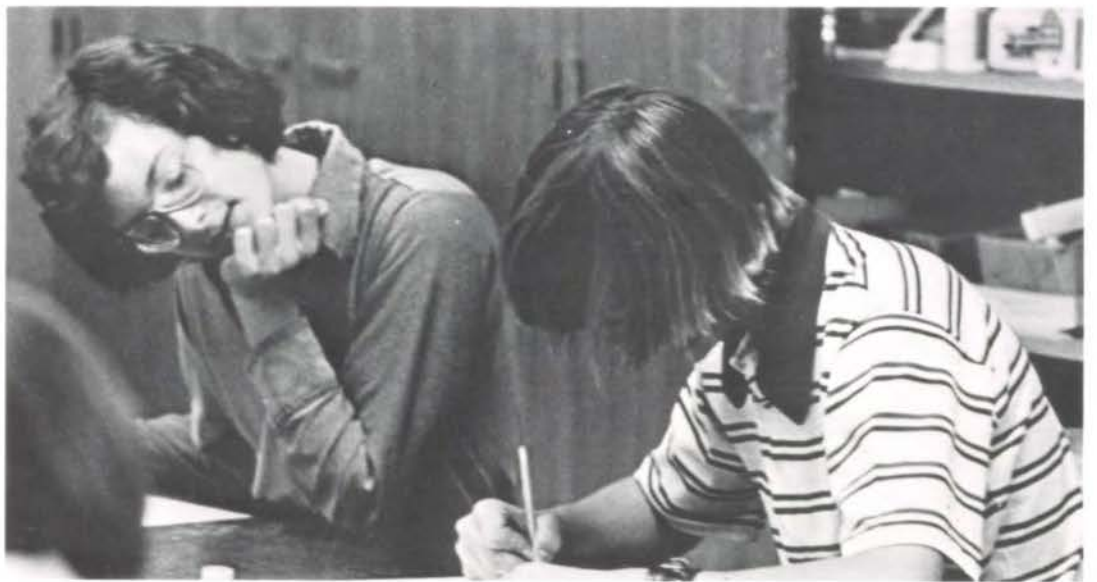
Fine Arts



THE TRUE AND THE BEAUTIFUL ARE AKIN

TRUTH IS BEHELD BY THE INTELLECT WHICH IS
APPEASED BY THE MOST SATISFYING RELATIONS
OF THE INTELLIGIBLE: BEAUTY IS BEHELD BY
THE IMAGINATION WHICH IS APPEASED BY THE
MOST SATISFYING RELATIONS OF THE SENSIBLE.
- J. JOYCE

Studio Art



When Don Adams came to Pem-Day in September, 1973, he found himself facing a rather acute challenge of fashioning an art program capable of becoming a solid, accepted part of the upper curriculum. Plagued at first a lack of facilities and residual student disinterest, one would think that Mr. Adams must have felt some disillusionment.

However, upon conversing with Mr. Adams in early March, his enthusiasm for his solution to the aforementioned challenge becomes evident. The Studio Art program is a solid, accepted part of Pem-Day's upper school curriculum. Students in Adams' classes study "how and why art is made". They are introduced to drawing, painting, woodblock printing, ceramics (both sculptural and utilitarian), and are given opportunities to express themselves in a visual medium of their choice. "Originality cannot be overstressed" says Adams, who is especially concerned with development of the individual's artistic consciousness versus the refinement of technique through copying.

Adams, as Chairman of the Art Department, also teaches middle school art classes and acts as a consultant for lower school art teacher Mrs. Carolyn Taylor.

On the subject of future plans, Adams' eyes light up at the mention of expanded facilities, perhaps a new art center. He foresees an expanded art curriculum with more specialized course offerings, and perhaps additional art personnel.

"Why do we have art classes at Pem-Day? Indeed, why do we concern ourselves with this subject at all?! I hope the answer is obvious to all since in every direction we turn one kind of art or another will be there serving and fulfilling so many basic human needs.

Through attempting to create art forms an individual can far better understand and appreciate the creative efforts of others, both past and present. There is also a built-in desire for most people to draw an image or apply color in some meaningful way to a canvas. Sometimes just the feel of clay in one's hands or the smell of wood as he carves it evokes a satisfaction unlike any other experience in the world."

*Reprinted from "Art is Here to Stay"
by Don Adams



Since art serves as a strong expression of a student feeling, the following is a sampling of both visual and literary art by Pem-Day and Sunset Hill students.

A HUMOROUS VILLANELLE FOR BAD LITTLE BOYS

Get up and walk like a man they said and shot him through the leg.
They left him there all day and night until the sun rose red.
They reached into his womb of mind and gutted out the egg.

The pain was slow and burning fire as all night long he bled.
The cells of souls of sky and sea both cried out to be fed.
Get up and walk like a man they said and shot him through the leg.

He felt the strength was leaving him; his body was in shreds;
His mind, he felt, was tired and wanted lifting from his head.
They reached into his womb of mind and gutted out the egg.

He moaned and felt the agony of all they'd screamed and said
But after that, and after all, he felt no more, was dead,
Get up and walk like a man they said and shot him through the leg.
They reached into his womb of mind and gutted out the egg.







UNFOLDED FESTIVITIES

unfolded festivities
before the masses
devouring
thrusting
jerking
writhing in anguish
rolling in mirth

stomachs filled with knives
heads screaming with pain
while the soft rain
falls down
on the sea
and on the ground

washing the streets
of mud and snow
as the festivities
cleanse the minds
of the masses
with cherry pies
and mustard.

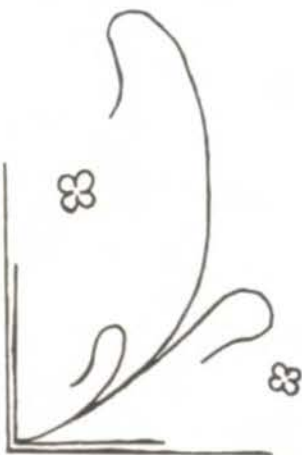


AN OBSERVANCE

It has been raining
for
several days now.
It is dark as
the rain pelts
the rain gutter
slate roof
lead-lined windows.

A cat,
soaked by rain,
its fur bedraggled
wet and cold
scratches at the door
the window
door again.

As the night moves on,
so seems the rain,
decreasing
drop
by
drop
until by morning,
the summer sun
shines
through ornate silvered
silence.





THE INVALID

Hot silent now
he fills his
sterile room.
The hospital
throbs without him.
Fed and watered
through plastic tubes,
he surrenders
eyes to sleep.
Last night,
caught by the nurse,
his head propped,
half-tilted
through the window
straining for
the sound of cars.





Brecht on Brecht

Bill Boteler
Blair Johnson
Julie Kemper
Denyse King
Mike Levin
Mone Weaver

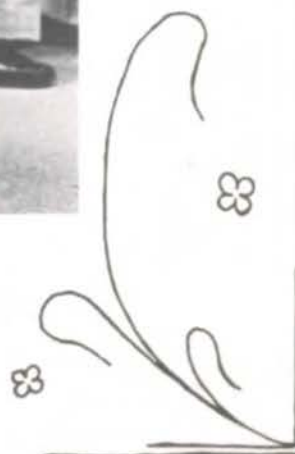
Kent Martin
Jim McCarten
Jack Rees
Catherine Reid
Sherree Ross





Animal Farm

Sherree Ross
James McCarten
Bill Botler
Denyse King
John Moffitt
Mike Levin
Catherine Reid
Becky Brimacombe

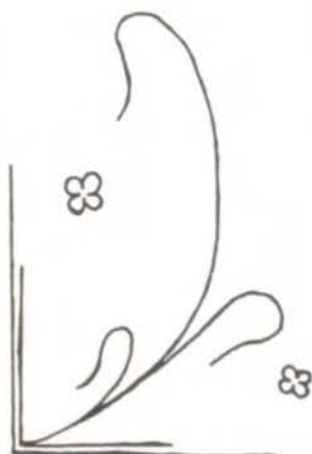


As You Like It

Bill Boteler
Blair Johnson
Jill Koenigsdorf
Mike Levin
Reg Bulkley
Peggy Kline
Bruce Nicol
Phil Rix
Anne Duffy

Kell Robinson
Emily Fowler
Mark Piedimonte
John Moffit
Debbie Morris
Sandy Smith
Emily Dillon
Karen Kamen
Barbara Brink

Susan Shopmaker
Rita Romine
Gwen Lichtor
Cathy Beaham
Amy Barnard
Elson Lima
Elissa Snider
Melody Walker



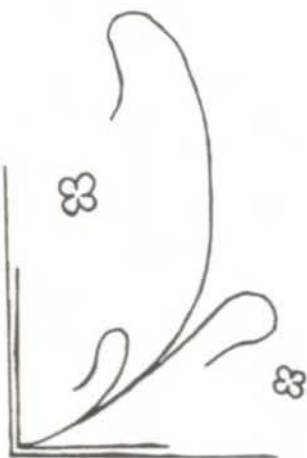


Suddenly Last Summer



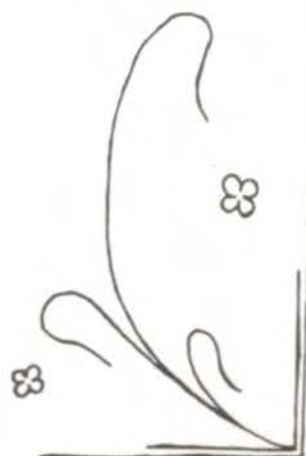
Susan Shopmaker
Jill Koenigsdorf
Bill Boteler
Emily Dillon
Jim Smith
Anne Duffy
Mary McGrannahan







Directed by
Roger Atwell



Glee Club

FIRST TENORS: John Dewese, Mike Levin, Marty Monsees, Jack Rees, Mike Rees, Mike Shaffer, Sandy Smith. SECOND TENORS: Jamie Barickman, Bill Boteler, Karl Bricker, Walt Dietrich, Brian Folk, Geoff Gormann, Elson Lima, Jim MacLaughlin, Richard Sandifer, Jim Smith, Jeff Stacey. BARITONES: Keith Averill, Larry Bates, Bill Edwards, Chuck Finkle, Clint Greenbaum, Tom Hatfield, Bill Hughes, Greg Lindstrom, Jim McCarten, John Moffitt, Ralph Munyan, Scott Nelson, Tom O'Hara, Doug Jones, Mark Piedimonte, Peter Powell, Robert Schultz, Charles Seibel, Rich Wiles, John Young, David Zimmer. BASSES: David Barnard, Joe Beatty, Brian Crockett, John Edwards, Mark Eisemann, Bill Hornbeck, Blair Johnson, Jim Kaplan, Ted MacLaughlin, Morgan Olander, Randolph Oliver, Mike Peterson, Kell Robinson, Chris Schupp, Dima Smirnoff, Mark Vogel, Bruce Wasserstrom.



Daniel Hathaway, director





I have sung or conducted "Glorious Appollo" in a train station on Osaka, on a mountaintop in Colorado, in a crumbling gymnasium in the Philippines, in front of an elephant in Ahmedabad, in an amphitheater in Jerusalem surrounded by barbed wire, and lately, in a chapel, a dining room and a parabolic whatever in Dallas-Ft. Worth. Whatever the surroundings (and they were often ironic), the message was the same: "music inspiring unity and joy."

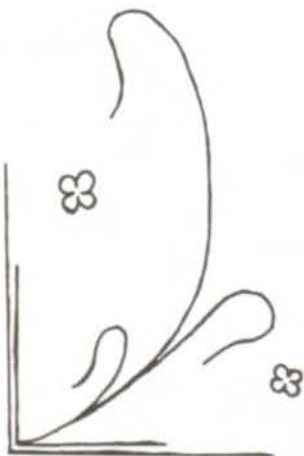
How many musicians, in the course of our human enterprise, have secretly envied their colleagues in literature and the visual arts, artists who have something to show for their labors after the sweat and labor of creation is forgotten? Poor musicians we, for our notes waft off into the ether only seconds after we have played or sung them. It is useless to preserve them, for everything salvaged in the process is counterbalanced by what is irrevocably lost among the scratches in the grooves or the hisses on the tape. But in another sense, we are uniquely fortunate, for music is the least lonely of the arts. It alone has the power to gather up in offering to something greater than any mortal is capable of alone, giving us in the process a faint flimmer of hope, if only for an instant, that the human experience is worth it after all. Samuel Webbe must have felt that, even in the narrow context of the 18th century drinking clubs that gave birth to "Glorious Apollo" and glee clubs. Beethoven certainly felt it in finding the solution to the last movement of the ninth symphony.

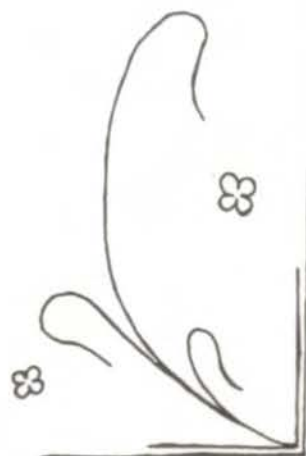
A curious yearbook article this! But I'm concerned to make a point about all the music-making we have done this year, from the BRAVOS in the Gym (too long, but who really cared?), to the Messiah at the Cathedral, to the frenetic but fulfilling Christmas program around the 30-foot tree in Kirkwood Hall (an obstacle at first, later a glory), to the MY FAIR LADY performances, to the Brahms-Medelssohn-Beethovenfest in the Gallery, to the galvanizing trip south during which we did some of our best singing, and to the numerous grab-lunch-run-sing-and-beat-it-back-for-the-fourteenth-mod appearances in between. Nothing to show for it all but a batch of dog-eared programs, a shelf of thank-you notes and some mute photographs. Nothing, of course, but some strong recollections of unity and joy which predated all our singing this year and which, both in retrospect and at the time, transcended all the pettiness of human behavior and gathered all of us together into something better than we are.

Daniel Hathaway



My Fair Lady







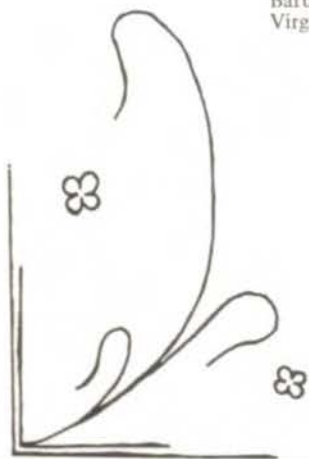
Chorus

Allison Averill
 Julie Beck
 Barbara Brink
 Julie Burrill
 Helen Cooke
 Julie Crow
 Jane Curran
 Nancy Dibble
 Susan Duboc
 Anne Duffy
 Emily Fowler
 Lyndon Gustin
 Susan Hardy
 Helen Heddens
 Jennifer Highley
 Susan Kander
 Sheila Kemper
 Ann Levin
 Marjorie Lewis
 Lindsay Lunt
 Barbara Lyons
 Virginia MacLaughlin

Lisa Mahurin
 Beth Marquis
 Barbara Marshall
 Susan Melcher
 Serese Myers
 Adrienne Ramos
 Catherine Reid
 Rita Romine
 Ann Rymar
 Jane Schertz
 Gabriel Schweitzer
 Laura Sebree
 Jill Shackelford
 Susan Slough
 Elissa Snider
 Isabel Thomson
 Stephanie Warder
 Mary Weltmer
 Laura White
 Jacarol Young
 Keith Averill
 Jamie Barickman

Larry Bates
 Joe Beatty
 Bill Boteler
 Karl Bricker
 John Deweese
 Bill Edwards
 John Edwards
 Mark Eisemann
 Chuck Finkle
 Brian Folk
 Geoff Gorman
 Clint Greenbaum
 Tom Hatfield
 Bill Hornbeck
 Bill Hughes
 Steve Hughes
 Blair Johnson
 Doug Jones
 Mike Levin
 Elson Lima
 Greg Lindstrom
 Jim MacLaughlin

Ted MacLaughlin
 Jim McCarten
 John Moffitt
 Marty Monsees
 Ralph Munyan
 Morgan Olander
 Randolph Oliver
 Mike Peterson
 Mark Piedimonte
 Peter Powell
 Jack Rees
 Mike Rees
 Kell Robinson
 Chris Schupp
 Charles Seibel
 Dima Smirnoff
 Sandy Smith
 Jeff Stacey
 Bruce Wasserstrom



Cast of Characters



Daniel Hathaway, Director
Emily Dillon, Student Director
Jim Kaplan, Stage Manager

HENRY HIGGINS	Walt Dietrich
ELIZA DOOLITTLE	Betsy Shaver, Felicity Bliss
ALFRED DOOLITTLE	Mike Shaffer
COL. HUGH PICKERING	Jim Smith
FREDDY EYNSFORD-HILL	Dick Sandifer
JAMIE	Peter Powell
HARRY	Ted MacLaughlin
QUINTET OF HIGGINS' SERVANTS	Sheila Kemper, Betsy Shaver and Felicity Bliss, Jennifer Highley, Jamie Barickman, Dave Barnard
QUARTET OF COCKNEYS	Mike Rees, Karl Bricker, Steve Hughes, Kell Robinson
MRS. PEARCE	Sherree Ross
MRS. HIGGINS	Jocelyn Hall
MRS. EYNSORD-HILL	Anne Duffy
BARTENDER	Brian Crockett
MRS. HOPKINS	Helen Cooke
HIGGINS' BUTLER	Blair Johnson
ZOLTAN KARPATY	Mark Piedimonte
LORD BOXINGTON	Clint Greenbaum
LADY BOXINGTON	Jane Schertz
QUEEN OF TRANSYLVANIA	Allison Averill
THE QUEEN'S CONSORT	Jack Rees
MRS. HIGGINS' MAID	Catherine Reid
THREE BUSKERS	Keith Averill, Karl Bricker, Ted MacLaughlin
ANGRY MAN	Larry Bates
ANGRY WOMAN	Rita Romine
THE FOOTMAN	Randolph Oliver
CONSTABLE	Jim Kaplan
FLOWER GIRL	Laura Sebree
THE BYSTANDER	Bill Boteler
ANOTHER BYSTANDER	Jim McCarten
A SELSEY MAN	John Moffitt
A MAN FROM BRAZIL	Elson Lima
MRS. HIGGINS' CHAUFFER	Ralph Munyan
AMBASSADOR	Chris Schupp



H.M.S. Pinafore

Directed by Marles Smith

Student Directors Mike Shaffer
Betsy Shaver

Stage Manager Jim Kaplan

Sir Joseph Porter Roger Hardy

Captain Corcoran Critch Greaves

Ralph Rackstraw Jay Donahue

Dick Deadeye Byron Motley

Josephine Mary Beth Finkle

Buttercup Sally Malley
Debra Morris

Boatswain's Mate Joe Kessinger

Cousin Hebe Bari Bowles
Julie Barickman

Carpenter's Mate Eric Martin
Brian Blake





Janet Sue Barelli
 Bari Bowles
 Caroline Cooke
 Sue Hataway
 Mimi Ingraham
 Peggy Kline
 Jean Levitt
 Sally Malley
 Lisa McCray
 Debra Morris
 Betsy Ridge
 Phyllis Powan
 Mone Weaver
 Julie Barickman

Carol Bartlett
 Suzanne Beck
 Beth Bishop
 Leslie Bloom
 Marianne Carlson
 Cindy Cowherd
 Ann Deacy
 Ann Duboc
 Susan Epstein
 Mary Beth Finkle
 Kate Glazer
 Beth Goolsbee
 Hillary Hall
 Betsey Hughes

Kathy Lewis
 Gwen Lichtor
 Sarah MacLaughlin
 Peggy McCarten
 Connie McGuire
 Tammy O'Neill
 Marilee Redman
 Barbara Scott
 Eleanor Shutz
 Libby Shackelford
 Jackie Sight
 Melody Walker
 Christie Wilkin
 Sara Ziegler

John Arbab
 Richard Berry
 Brian Blake
 Robert Brown
 John Heiser
 Mike Laddin
 Gregg Lombardi
 Peter Berry
 Peter Breitenbaugh
 Jay Donahue
 John Fallon
 Critch Greaves
 Roger Hardy

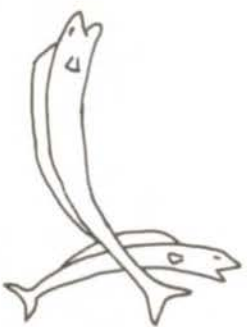
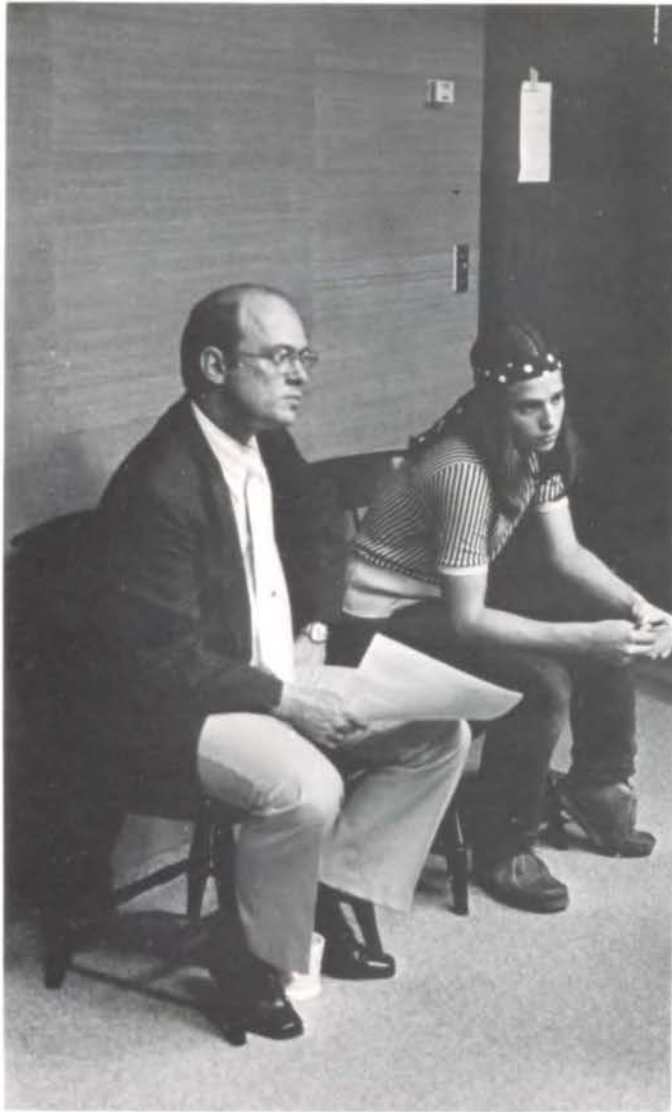
Joe Kessinger
 Robert Klein
 Scott Latham
 Eric Martin
 Kent Martin
 Byron Motley
 David O'Hara
 Doug Parks
 Jamie Piedimonte
 Brian Rivette
 Mike Ruth
 Steve Schneider

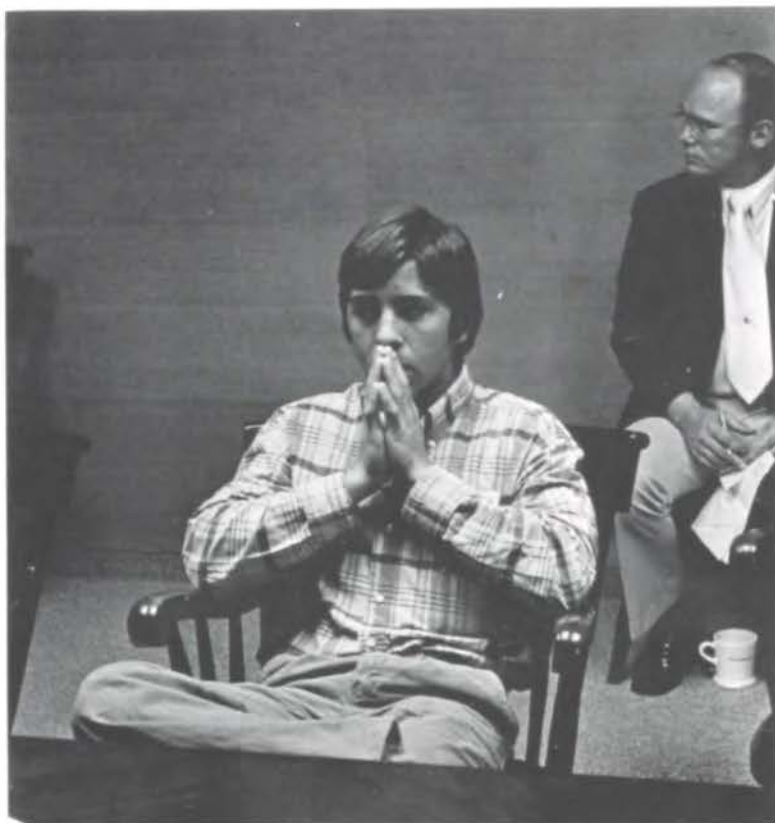


Organizations



The Senate



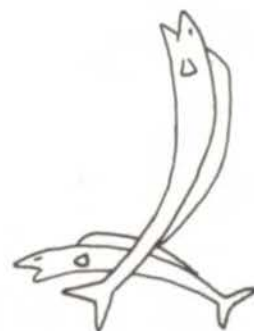


This past year in the Student-Faculty Senate was a lot like previous years; it doesn't seem like much was accomplished. One of the first things discussed was the drug problem at Pem-Day. At the last meeting of the 73-74 senate, a proposal was accepted that allows for a counselor to be available, so a troubled student may receive guidance if he desires it.

The senate also voted for the passing of the senior parking lot bill, debated over the changing of the academic requirement before participation in an extra-curricular activity, and set up a time and place for a student book exchange.

Hopefully, there will be more to write about next year.

Dave Barnard



The Hilltop

The Hilltop had a successful year in 1973-1974. A greater number of features supplemented the wide news coverage, including a look at the situation of blacks at Pem-Day, a series of features on the energy crisis, a look at the school budget, a humorous analysis of college sweepstakes, and reports covering the termination of the water leaks in the Upper School Design for Learning Complex.

A strong editorial stance was taken on a variety of issues throughout the year, including freedom of the press at Pem-Day, a large indoor insect population, minicourses, competition, the energy crisis, various school programs, and the lack of support for the glee club director.

For the most part, the fine sports department held up its end under the capable leadership of Ralph Lewis, as praised by the National Scholastic Press Association, which gave the Hilltop an All-American rating for the second year in succession. The photography department received the only disparaging remarks from NSPA, despite several picture pages and numerous picture panels.

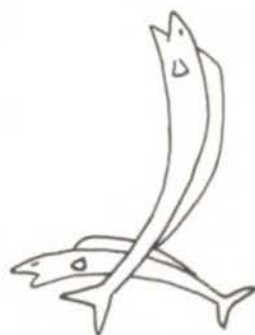
John Biggar's review column brightened the editorial page with his succinct appraisals and candid observations of everything from a new radio station to area concerts and an auction of Indian jewelry.

Unfortunately, however, this strong editorial stance often appeared futile, as the editors gained a feeling of shouting words to the winds in the midst of the cloud of apathy that has taken Pem-Day by the throat in recent months.

With a full and capable crew of editors for next year, the Hilltop's future looks bright.

Brian Crockett





No matter how saturated with advice one may be upon arrival in a foreign country, one is bound to feel like a fish out of water. Such was my feeling for a few days while adapting to the customs of Iran, where I spent the summer of 1973 on the AFS American Aboard program.

I lived in the capital city of Tehran, a metropolis of four million people in northern Iran. My home was situated in a very typically Iranian, middle class section that was steeped in tradition, culture, and religion.

My family, a large one, consisted of Mama, Baba, and seven children, ranging in age from 4 to 28 years old, while two other sisters were married and lived elsewhere in Teheran. My family was, as many Iranian families are, very hospitable, affectionate, and closely-knit, and thus it was not difficult for me to become a part of the family, and partake in their daily activities.

My family wasn't too involved in social activities, but because of my presence, Mehdi, my host brother, and I saw a great deal of Iran. It was during these excursions that I learned about many of the Persian customs and saw not only the famous tourist sights, but also much of the everyday life that is so often taken for granted.

Although time may wash away many of my memories, I won't forget the people of Iran, especially my family, because they made me aware of the world outside of the United States, and helped me learn a great deal about myself.

Blair Johnson

The AFS as we know it in our schools of today traces its origin to the years of World War I. That dedicated group of Americans gave further of their devotion to the cause of humanity in those war years.

Today the service continues--and in years of peace. The dedication and devotion is evidenced in every home and school privileged to have an AFS student. Parents, community leaders, service clubs, and teachers in the rural areas, the small towns and cities of America have opened their arms to the young men and women as the school boys and girls of the world.

International understanding has been furthered, and lasting friendships have been made through the AFS organization. All involved benefit greatly. The world has become a neighborhood.

Our first AFS student came from Norway and graduated in the class of 1962. Each year since September of 1961 we have had students in this program. We have become acquainted with Sweden, Turkey, Finland, Argentina, Australia, Italy, Spain, Switzerland, Malagasy Republic, Japan, Chile and Brazil.

The experiences with these students has enriched the lives of the entire community of our school.

Gilbert Reynolds



AFS



Nowadays, a lot of people and organizations are talking about peace, understanding, and so forth. However, few of them are doing things in the way it should be done. It is awfully hard to find somebody that gives you something and does not expect some kind of reward. Religious beliefs or political thoughts, and even money, (more than the necessary), are involved in the whole thing. So when those kinds of commitments are involved, it is hard to trust whether an experience through these organizations would be worthwhile. I am sure nobody likes to be used as an instrument of propaganda.

Nevertheless, there are a few people and a few organizations really doing something about peace and understanding toward our fellow creatures. Among those few, AFS is one of them. Increasing every year, and becoming more and more worldwide, the old American Field Service is really doing a remarkable job in this matter. AFS's frame of reference includes not only offices and chapters, as it is mainly composed of families, schools, and finally students. There is a very close and deep relationship among all the people involved, which increases the development of the most beautiful human feelings.

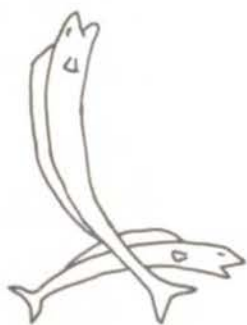
As an AFS'er, I feel that very strongly, and I am so glad that I can count on AFS to try to get more love and understanding for this wild world.

Elson Lima





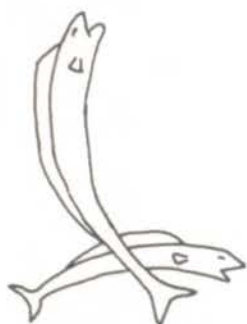
Raider



Our Special thanks to: Tom Corcoran,
T. Edward Hicks, John Biggar,
Jim Kaplan, Reg Bulkley, Jennifer Highley,
Brian Crockett, Suzie Swartzman, Mike
Strozier, Mr. and Mrs. Edward A. Smith,
Mr. and Mrs. Donald J. Hall, John Leifer



Assemblies





An attempt was made this year to expand and improve upon our assemblies, adding to the number provided in the past, while maintaining a sound quality of presentations.

Student reaction to the assemblies presented was generally favorable. There were a few cases where the level of the address by the speaker was not best suited for some of the students. As you might imagine, a high school audience is one of the most difficult groups to entertain on this planet.

Assembly programs included two engineering professors from the University of Missouri, a program on bee keeping by Mr. Barry White and his student assistants, a demonstration on the history of sound reproduction and stereo by Mr. David Beatty, a sharing of experiences of Lt. Commander Charles Plumb, a six year Viet Nam POW, the University of Missouri Pop Percussion ensemble, a series of dramatic sketches and cheers by the Olathe High School Girl's drill team, a program on the rotary engine by Mr. Glenn Bailey, a discussion of the highlights of the Kansas City Royals' activities and plans by Mr. Rick Reichert and Mr. Tom Hall of the Royals, the personal experiences of Mr. Greg North during his South American safari, and a program on the history of Rock by a well known disc jockey.

As far as a purpose for the assemblies in general, perhaps an effort to diversify the student's week, to present something new and different, sometimes educational, sometimes ornamental.

Fred White
Chairman, Assembly Committee



The Helicon



This year's HELICON made no radical departures from those of past years. Instead, we tried to sharpen the quality of the prose, poems, and photographs and generally make it a more readable and professional-looking literary magazine.

At the outset of the year we considered implementing a few innovations. Some of these were coordinating our efforts with Sunset Hill, putting out two HELICONS instead of the usual one, and printing an informal, mimeographed literary magazine every two months.

Unfortunately, for various reasons none of these ideas ever came about. It was the staff's feeling that instead of putting out two HELICONS of only fair quality, we should publish one of excellent quality. In addition, it was the business manager's feeling that we print only one HELICON because of the rising cost of publication. The coordination idea was also rejected as the HELICON and Sunset's PLEIADE had somewhat conflicting aims for their respective projects.

For the first time in several years, however, interest in writing seemed to be on the rise. Although the first entries to the HELICON didn't trickle in until January, by March we had enough material to publish three magazines. We were extremely pleased with the number and quality of this year's works, and were especially happy to be able to represent the creative efforts of the entire school, not just the Upper School.

Blair Johnson



The Scholar

Fall 1973

"Our Mixed and Disparate Destiny"
by Matthew Robinson

"The Evolution of the Hemingway Hero"
by John Biggar

"Death of a Dream"
by Jim MacLaughlin

"Truman Capote's Style"
by Mark Dehner

"The Poetic Responsibility"
by Jim Smith

Spring 1974

"Crucifixion: FOR WHOM THE BELL TOLLS"
By Mitch Mueller

"DEATH OF A SALESMAN: A Social
Commentary"
by John Leifer

"You Gotta Move"
by John Biggar

"A Significant Migration"
by Jeff Wurster

"Huck Finn as an American Hero"
by Keith Averill

"The Victorian Rule of Disraeli"
by Sandy Smith

Walt Dietrich, Associate Editor
Clint Greenbaum, Associate Editor
John Leifer, Associate Editor

The idea of publishing a journal to showcase the scholarly work done at Pem-Day came about **due to** my desire to (1) further the creation of an atmosphere where the intellectual achievement might be recognized by the student-peer community, and (2) to demonstrate to the community in general the high-school work done at Pem-Day.

Frankly, I know of no other secondary school that publishes anything like THE SCHOLAR. But, then, that is fitting and proper, for I also don't know of very many other secondary schools whose students do the kind of work done right here at Pem-Day.

I think the future of THE SCHOLAR is unlimited, just as the future of the Pem-Day students is unlimited. I was proud to be a part of this journal.

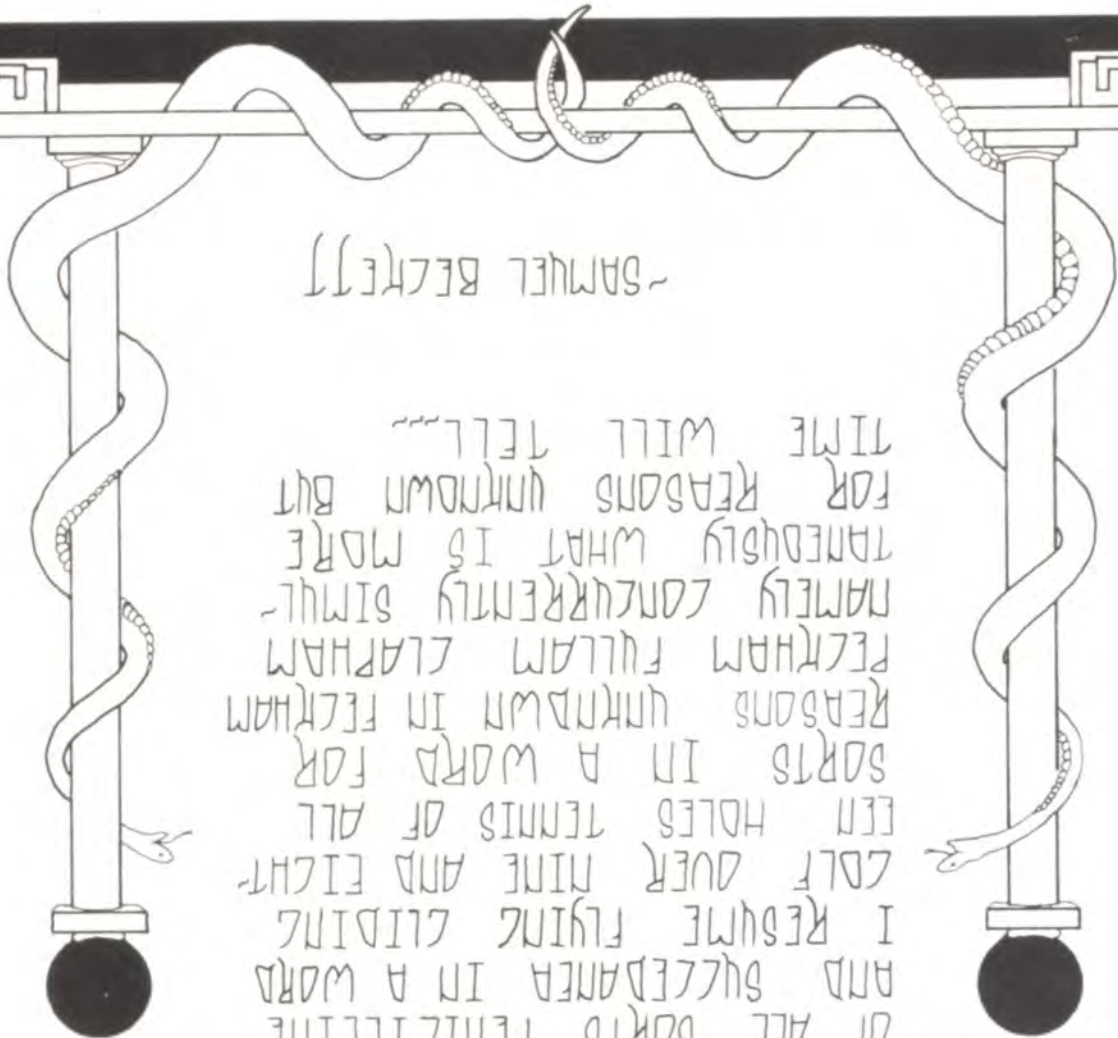
Ronald J. Vierling, Editor-in-Chief



Sports

~SAMUEL BECKETT

THAT MAN IN SHORT THAT MAN IN BRIEF
 IN SPITE OF THE STRIDES OF ALIMENTATION
 AND DEFECATION WASTES AND PINES WASTES-
 AND PINES AND CONCURRENTLY SIMULTANEOUS-
 LY WHAT IS MORE FOR REASONS UNKNOWN
 IN SPITE OF THE STRIDES OF PHYSICAL
 CULTURE THE PRACTICE OF SPORTS SUCH
 AS TENNIS FOOTBALL RUNNING CYCLING
 SWIMMING FLYING FLOATING RIDING
 CLIMBING COMPETING LAMPGLASS SKATING
 TENNIS OF ALL KINDS DYING FLYING
 SPORTS OF ALL SORTS AUTUMN SUMMER WINTER
 WINTER TENNIS OF ALL KINDS HOLKEY
 OF ALL SORTS PENICILLINE
 AND SUCCEDEANEA IN A WORD
 I RESUME FLYING CLIMBING
 COLF OVER NINE AND EIGHT-
 TEN HOLES TENNIS OF ALL
 SORTS IN A WORD FOR
 REASONS UNKNOWN IN FEELHAM
 REASONS FULLAM CLAPHAM
 NAMELY CONCURRENTLY SIMUL-
 TANEUSLY WHAT IS MORE
 FOR REASONS UNKNOWN BUT
 TIME WILL TELL...

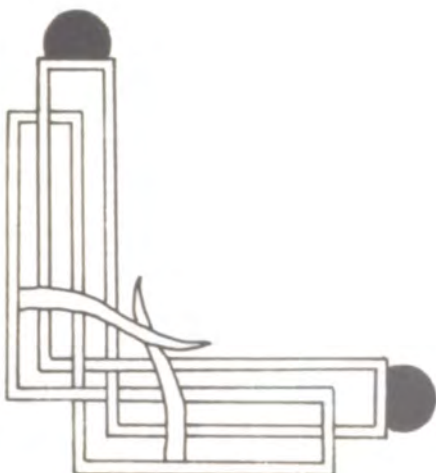




back row l. to r.:
 Coach Dennis All,
 Ralph Munyan, Greg
 Lindstrom, Elson
 Lima, Jay Keller, Grant
 Reuter; front row,
 l. to r.: Tom Cohen,
 Jamie Allain, Chuck
 Finkle, Ian Ayres,
 Clint Greenbaum,
 Mark Piedimonte.

Cross-Country

St. Mary's Invitational	6th of 6
Saviour Invitational	10th of 12
St. Joe Shawnee-PCD	lost dual (31-25)
Liberty Invitational	13th of 14
PCD Invitational	8th of 8
Warrensburg Festival	3rd of 4
Tonganoxie Invitational	12th of 13
PCD-John Burroughs	won (25-31)
Saviour Invitational	10th of 12
District at Oak Park	15th of 15
Excelsior Springs-PCD-St. Pius X	3rd





Under the leadership of Coach Dennis All, the Pem-Day varsity cross-country team experienced its most successful season. Led by captain Chuck Finkle, the harriers took several firsts and posed a threat to other teams who had been in existence for many years. The Pem-Day community gave active support to this year's team, and with this growing interest the team will continue to expand and improve.

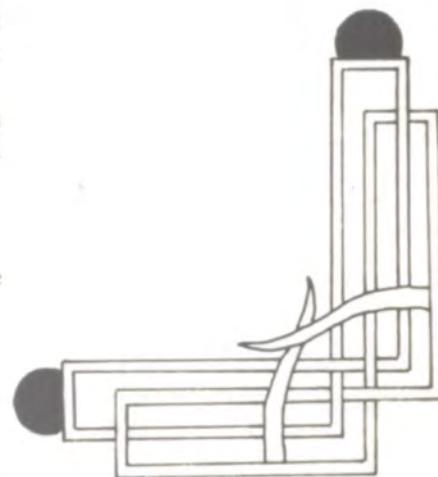
The first annual Pem-Day Cross-Country Invitational, hosting over a hundred runners from schools around the state, was a great success, and will continue to be a popular event on the Pem-Day calendar.

The team was composed of more members this year because of the sport's increasing popularity, and with the return of all but one letterman, Coach All is looking forward to an extremely successful season next year. In Coach All's words; "the past two years have been a learning process, and we will put into practice what we've learned." He added: "We have some people now with a great deal of experience, and it takes a great deal of experience to run a cross-country race."

The absence of size classification makes cross-country a difficult sport competitively. Coach All relates that, "the lack of size classes in cross-country makes competition extremely tough, but we should have some individuals who can hold their own."

The cross-country record was reset by junior Chuck Finkle and now stands at 10:09.

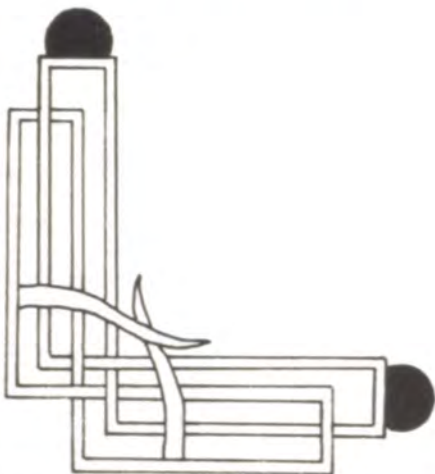
Chuck Finkle



Football



l. - r.: top row: Phil Brockington, Jeff Beatty, Bill Batliner, Eddie Ryan, Butch Hataway, Dick Sandifer, Tom Ward, Alan Atha; 2nd row: Coach Pat White, Peter Powell (mgr.), Coach John Schirmer, Morgan Olander, John Weltmer, Brian Folk, Chris Watson, Conrad Miller, Tom Bednar, John Fenley, Karl Bricker, Coach Bob Hicks, Rob Moore (mgr.), Coach Lee Flappan; 3rd row: Jeff Bublitz, Matt Mrkonic, Matt Robinson, Ken Tobin, Tom Willoughby, Ralph Lewis, Jamie Barickman, Bill Hornbuckle, Bill Hornbeck, Harris Miller (mgr.); 4th row: Richie Wiles, Don Atha, Mark Bolton, Don Petrie, Jim Flappan, Mike Shaffer, Mike Ludwikoski, Joel Eisemann.



The 1973 Pem-Day varsity football team provided the school with one of the best seasons in recent memory. Led by a core of many experienced seniors, the team fashioned a 7-2 record.

The first game was on September 14, against Belton. Sophomore fullback Phil Brockington, making his varsity debut, scored both touchdowns for the Raiders and senior Don Petrie added a field goal.

The next foe for the Big Red was St. Joe Shawnee, always a highly emotional contest. Pem-Day displayed a defense which did not allow a complete pass and an offense which moved the ball well for a close victory.

The Raider's next two victories were against cross-state rivals St. Louis Country Day and John Bourroughs.

After a decisive victory against Hogan, the Raiders were ranked sixth in the city and first in Missouri AA class schools by the Kansas City Star.

The disappointment of the season came on October 26 when the squad was defeated by Lillis. Several dropped passes and two missed field goals were the downfall of the team.

The Raiders bounced back to defeat last year's state champion in AA, St. Mary's. This was the team's most devastating offensive showing, as they rolled for over 400 yards with senior halfback Bill Hornbeck accounting for 149 of these.

The Raiders next faced St. Pius X to decide the Catholic-Prep Conference title. Unfortunately, again the Raiders faltered and were trounced severely.

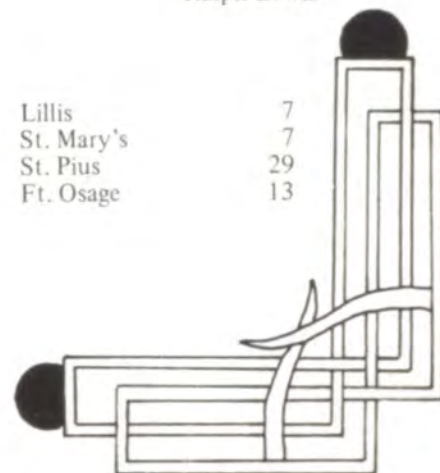
The team closed the season on November 16 with a victory over Fort Osage. The Raiders, behind at halftime, showed the spirit that gave them such great success this season by scoring three touchdowns in the second half to win.

Many players on this year's team were honored at the end of the season. Named to the First-Team All-Conference squad were senior quarterback Don Petrie, senior guard Jim Flappan, senior tackle Mark Bolton, end Don Atha, halfback Matt Robinson, defensive back Jamie Barickman, and linebacker Billy Hornbeck. Robinson was also named to the All-District team as a defensive back.

Ralph Lewis



PCD	15	Belton	0	PCD	0	Lillis	7
PCD	21	St. Joe	20	PCD	27	St. Mary's	7
PCD	20	Codasco	7	PCD	6	St. Pius	29
PCD	24	Burroughs	7	PCD	25	Ft. Osage	13
PCD	21	Hogan	7				



The Homecoming



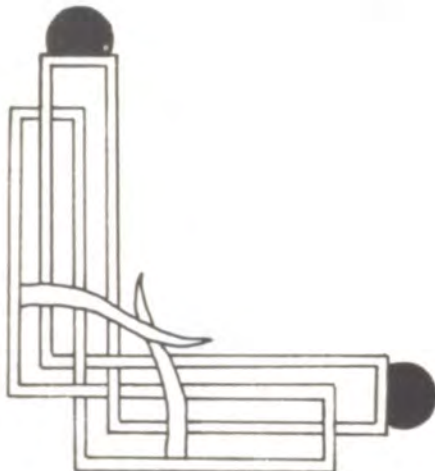
The Homecoming event of 1973-74 was really no different than that of previous years, except in the group of candidates themselves, who were Jennifer Deweese, Karen Kamen, Jill Shackelford, Betsy Shaver, Mary Weltmer and Mimi Willits. It is difficult to say who was most qualified to be the queen because there are, it seems, no generalized set of standards or qualifications by which a queen is chosen. Even if there were, how do those that do not know the candidates or perhaps have never seen them before, make a valid decision? For this reason, an assembly is held on the day prior to the homecoming game, in which all the speeches are given on each candidate by her escort. After all the speeches are completed, the actual voting occurs.

On the Saturday of the Homecoming game during half-time all the candidates are driven around the track and then escorted to their designated place on the field. Congratulations to Karen Kamen who was then announced Homecoming Queen of 1973-74 and given a beautiful bouquet of roses.

It seems that many people were surprised and/or confused about the selection of the Queen, merely because Karen has been at Sunset for only several months—that perhaps she was chosen due to the masterful speech given by her hysterical escort Craig Kelly.

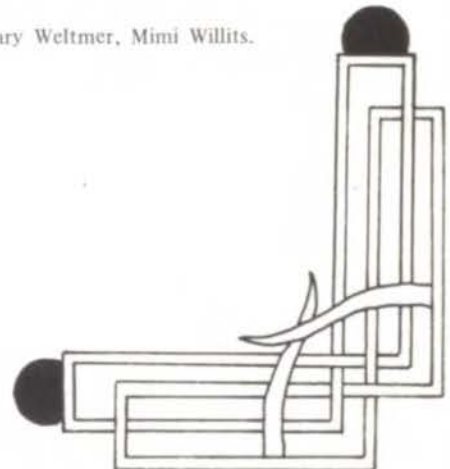
Overlooking the fact that Karen has been at Sunset only a short time, all of the candidates were equally qualified and eligible to be queen. It is an interesting event simply because there is no way of knowing how participants will vote or in what light they will concern themselves.

Anonymous





Pictured above: Jennifer Deweese, Betsy Shaver, Karen Kamen (Homecoming Queen), Jill Shackelford, Mary Weltmer, Mimi Willits.



Basketball



Although the 1973-74 Pem-Day basketball team sustained an outstanding 19-3 record, their season ended on a rather disappointing note. Hopes of earning a 2A state championship diminished when the Raiders, after defeating three teams to achieve the title, fell in the first round of the state play-offs to the Higginsville Huskers.

Nonetheless, the Raiders did have a remarkably excellent team and Coach Jim Ryan ended his coaching career on a very positive note. Ryan felt that this past year's basketball squad can be ranked as one of his best. He commented, "They played good ball and represented the school and themselves very well."

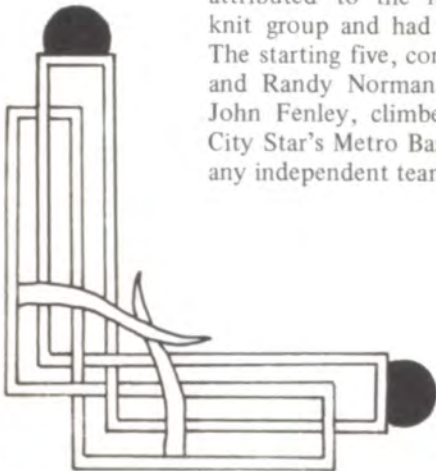
Senior co-captains Ted Greene and Gib Keller stated that the success of the Raiders could be attributed to the fact that "they were a closely knit group and had a good time playing together." The starting five, consisting of seniors Greene, Keller, and Randy Norman and juniors Dave Barnard and John Fenley, climbed as high as 7th in the Kansas City Star's Metro Basketball Poll, the highest rank of any independent team in the city.



Greene, playing at the post position for the Raiders, led the squad for the 2nd consecutive year in scoring with an average of 22 points per game. Greene was named to the 2A all state team, and also to the second all Metro team. Norman, named as all District forward and also Honorable Mention on the state team, was second in scoring with a 19-point per game average. Norman also excelled in capturing rebounds for the round-ballers. Keller, all district guard, led the squad in assists and also was known as a pretty crafty ball handler.

It might be a few years before new head coach Bob Gleeson can produce a team with the qualities of the '73-74 squad. Gleeson substantiates the fact that it will be hard to replace Greene, Keller, and Norman, but also believes there is a great deal of potential in returning players.

Ted Greene
John Hurwitz



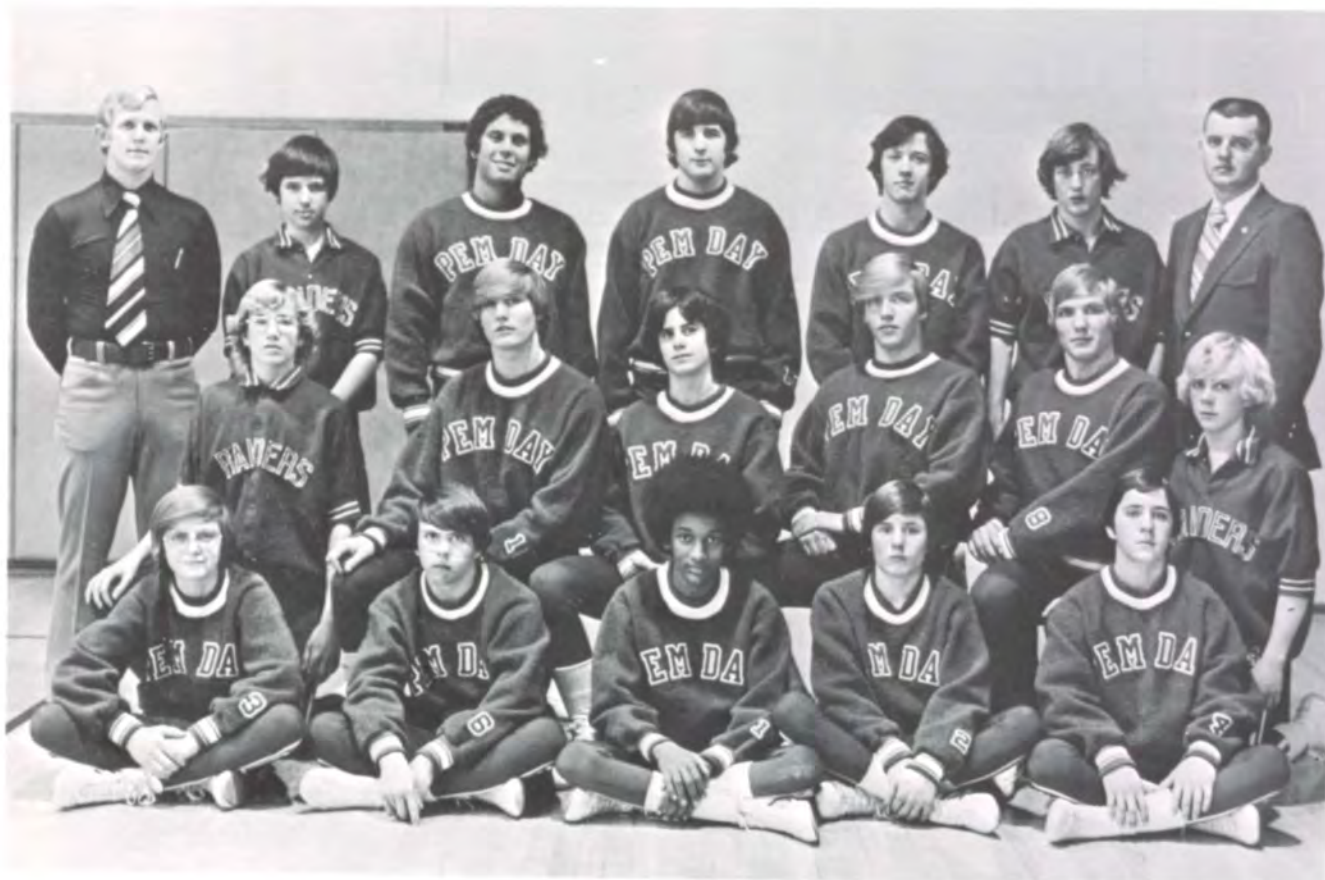


PCD 68	Excelsior Springs 61	PCD 83	Kearney 50
68	Grandview 50	65	St. John's 57
85	Belton 61	63	St. Pius X 68
74	Olathe 66	73	Southwest 64
68	Hogan 62	79	Barstow 56
60	Raytown 54		
63	Truman 46	Regionals	
72	Smithville 46	PCD 72	Pleasant Hill 42
65	O'Hara 56	81	Lillis 80
75	Ft. Osage 61	72	Raymore-Peculiar 65
82	Codasco 40		
80	East High School 48	State	
57	Rockhurst 64	PCD 50	Higginsville 58



l. to r.: Dave McGuire, Don Atha, Dave Barnard, Ted Green, Randy Norman, Coach Jim Ryan, Rick Harmon, Scott Ward, Ken Tobin, John Fenley, Gib Keller.

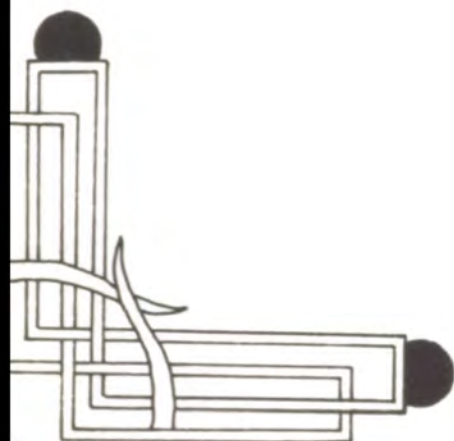




back row, l. to r.: Coach Robert Beake, John Quinn, Joel Eisemann, Chris Blake, Ted MacLaughlin, Tim Sutton, Coach Pat White; middle row: Steve Schneider, Larry Bates, John Dewese, Scott Nelson, Jim McCarten, Joe Kessinger; front row; Marty Monsees, Mike King, Sandy Smith, Tim Quinlan, Karl Bricker

Wrestling

	PCD
St. Joe	52.....12
Northeast	48.....21
O'Hara	55..... 9
Butler	33.....22
Codasco	49.....15
Ward	33.....27
St. Pius X	58..... 6
Kearney	52.....14
St. Mary's	27.....39



The 1973-74 wrestling season was not one of the best in Pem-Day's history, despite excellent coaching by Pat White and Bob Beake. The only standout wrestler on the team was senior captain Ted MacLaughlin. And even he, plagued by injuries, bombed out at the end of the season.

The team was a very close-knit group, and shared the burden of defeat together. Tim Sutton, a good wrestler who was injured at the peak of the season, said, "This year's team was the closest one I have ever seen. We still have parties together long after the season has ended."

The grapplers won one match against St. Mary's. This was a great experience for the team because the younger wrestlers were able to have the full six-minute matches. Experience is one of the most important parts of wrestling.



At the District Tournament there were many surprises. Sophomore Tim Quinlan showed great promise by taking fourth place. Larry Bates promise his quick moves and great strength took third place. Ted MacLaughlin made it to the finals and then lost to a similar 15-0 opponent, after an overtime on a highly disputed referee's decision.

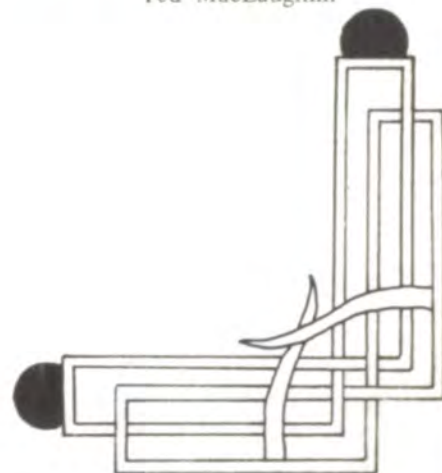
At Regionals Tim and Larry lost early and were therefore out of it. MacLaughlin, coming off a few freak injuries, not being able to work out for two weeks, won his first match, but then lost his next match to the eventual second place winner in the state. He then had to "wrestle-back" against the opponent to whom he had lost at districts and was beaten fairly decisively. When asked to explain his loss, MacLaughlin commented, "I just couldn't get psyched up, which is a very important part of wrestling."

Next year's captain will be Tim Sutton. He will be backed by seniors Jim McCarten, Larry Bates, Scott Nelson, and the ever-ferocious Chris Blake.

Wrestling is an excellent discipline. Participants must work their bodies and minds to the very peak of their efficiency while dieting to keep their weight down. Drugs and other things which cloud perception cannot be used. The experience of having no excuses for defeat and full responsibility for victory is unequalled in any other high-school sport.

In my opinion, wrestling is an activity which has, for the individual, the greatest potential for growth and self-exploration of any sport.

Ted MacLaughlin





standing, l. to r.: Coach Rick Sahakian, Matt Dennis, John Hurwitz, Bill Reid, Blair Johnson, Joe Beatty, Dave O'Hara, Mitch Mueller, Craig Kelly, Coach Ron Vierling; kneeling, l. to r.: Jim Smith, Brian Crockett, Mike Rees, Chuck Finkle, Terry Magady, Chris Wetherill, Jamie Allain, Jamie Barickman, seated, l. to r.: Mike Shaffer, Elson Lima, Jeff Wurster, Steve Stoops, Bill Hornbeck, Tom Cohen, Clint Greenbaum.

Four years ago when I arrived at Pem-Day, the soccer program consisted of seventeen young men, one set of worn, tattered jerseys, four soccer balls, and no soccer field or goal nets.

Now, with the conclusion of the fifth year of soccer at Pem-Day, the school sports two soccer coaches, a home field for varsity and junior varsity competition, a practice field, a fine set of nets, and two sets of jerseys. In addition, there were fifty young men playing soccer this year--the most important fact of all.

It occurs to me, then, that the most significant thing that I have seen happen at Pem-Day is that a tradition of participation and excellence has been established.

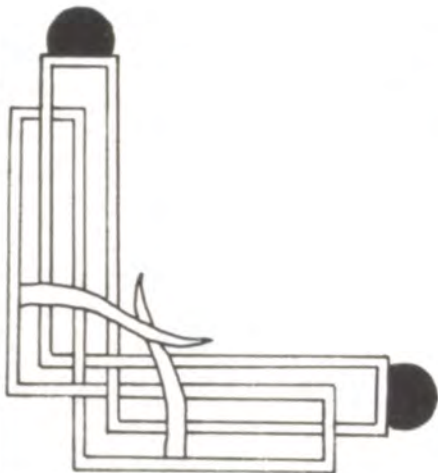
This year's seniors have never played on a losing team. And this year's seniors have helped to firmly establish the notion that in soccer at Pem-Day, one gives himself over to the group, and one never quits. Over and over again, Pem-Day has won games in the waning minutes because the teams refused to accept defeat.

And over and over again the teams have conducted themselves like gentlemen and sportsmen in situations that would have tried the patience of far older and more "mature" men.

Thus, it is the opportunity for growth, personal and corporate, that is the most important thing soccer offers the Pem-Day student. It is the opportunity to extend oneself beyond oneself under the stress of competition that is essential.

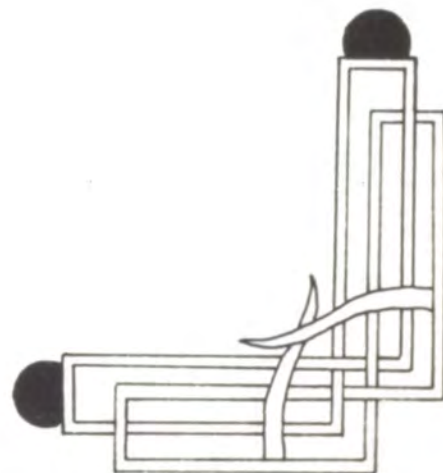
Ron Vierling

Soccer





Pem-Day	4	.....	Belton	0
Pem-Day	4	.....	O'Hara	2
Pem-Day	0	.....	Smith Cotton	7
Pem-Day	2	.....	Hogan	1
Pem-Day	0	.....	Miege	2
Pem-Day	1	.....	Rockhurst	2
Pem-Day	1	.....	O'Hara	0
Pem-Day	3	.....	Smith Cotton	3
Pem-Day	2	.....	Hogan	1
Pem-Day	2	.....	Miege	1
Pem-Day	1	.....	Rockhurst	0
District Tournament				
Pem-Day	4	.....	O'Hara	0
Pem-Day	1	.....	Rockhurst	2



Tennis

l. to r. - Rob Muth (mgr.), Brad Smith, Keith Averill, Mike Rees, George Holden, Dave Barnard, Jamie Haden, Earl Brosnahan, Fred Goodwin, Coach Hill Hughes.

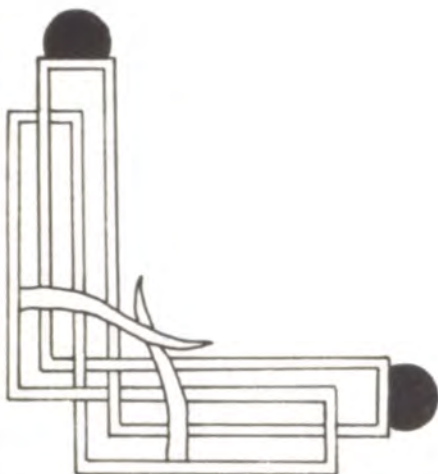


The tennis team this year had a very fine season, finishing with a record of 7-3. They took second in a team tournament at Topeka and, for the 8th straight year since districts were instituted, won the district title. The team, led by junior captain Dave Barnard and fitted with a host of other juniors and sophomores, sent the doubles teams of Smith-Rees and Holden-Haden to the state tournament. Although neither team did well, the racquet-men were ranked 10th in the state.

Coach Hill Hughes played a vital part in forming this group of young individuals into the solid, aggressive playing unit that they became by the end of the season. Hughes worked with the team on and off the court, increasing the feel that each player had for tennis by meetings third mod, conferences between sets during matches, and private meetings with players about individual problems they might have. Mr. Hughes does not receive any recognition for this abundance of extra effort, so I would like to express my own personal gratitude for this guidance. I am sure the rest of the team feels the same way.

This season may not have proved as successful as past seasons in terms of statistics, but it was definitely profitable for all individuals involved. It was a building experience, and consequently the future of tennis at Pem-Day looks very bright.

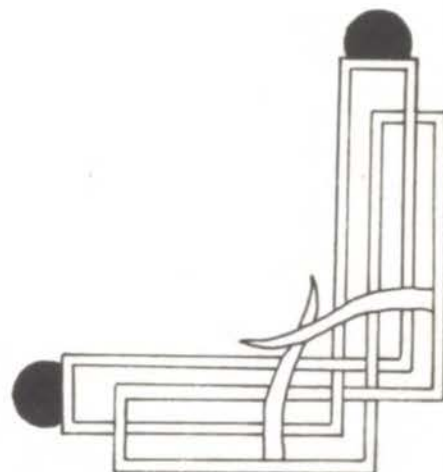
Mike Rees





PCD 0	Barstow 0
PCD 6	Washington 3
PCD 9	Shawnee Mission North 0
PCD 7	Southwest 2
PCD 9	Shawnee Mission West 0
PCD 4	St. Joseph Central 5
PCD 23:	Topeka 24
	Topeka West 17
	Topeka Independence 8
PCD 2	Cadasco 1
PCD 0	Shawnee Mission South 9
PCD 6	Rockhurst 3
PCD 2	St. Joseph Central 5

first among 22 schools at districts
 tied for 10th in the state tournament



back row, l. to r.: - Jeff Bublitz, Dave O'Hara, Alan Atha, John Weltmer, Morgan Olander, Ian Ayres, Jeff Wurster, Dick Sandifer. 3rd row - Peter Breitenbaugh, Conn O'Rourke, Mike King, Scott Nelson, Chuck Finkle, Cling Greenbaum, Tom O'Hara, Roy Crooks, Daryl Warder, Coach Flappan, Coach Hicks, 2nd row - John Quinn, Matt Robinson, Ted MacLaughlin, Bill Hornbuckle, Jamie Allain, Matt Mrkoncic, Chris Wetherill, Mark Piedimonte. 1st row - Elson Lima, Don Atha, Gib Keller, Ken Tobin.



Track

PCD vs. Manuel	(won) 62-28
Warrensburg Relays (indoor)	third
PCD vs.	
Pius & Hogan	(won) 103-44-34
Miege Relays	sixth
Kearney Relays	first
Warrensburg Relays	first
Knights of	
Columbus Relays	first
PCD vs. St. Joseph	(won) 79-66
PCD vs. Codasco	(won) 87-52
Catholic Prep Conf.	first
District	first
State	first

With the best track team in the school's history, Pem-Day discretely romped to the 1974 Missouri State AA title, PCD's first in over 20 years. After winning the district meet with a phenomenal 80 points, the team, led by captain Gib Keller, amassed 52 points--more than double second place's 23½.

The rest of the season was merely a warm-up for Columbia. The team, coached by Bob Hicks and Leon Flappan, won three major championships in addition to the Catholic Prep Conference Title and three other small meets.

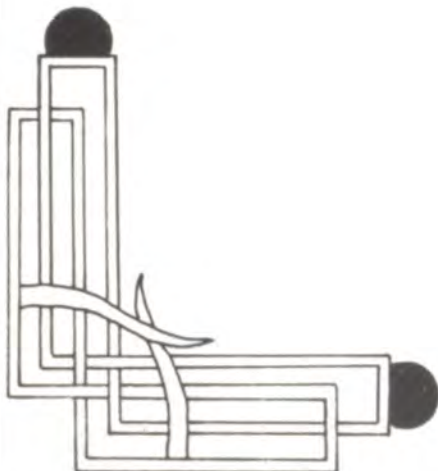
For the third year in a row, the two-time state championship 880 yd relay team was asked to a special invitational event at the Kansas Relays. Running against such schools as Raytown and Central, the team of Wetherill, Hornbuckle, Atha, and Allain took third.

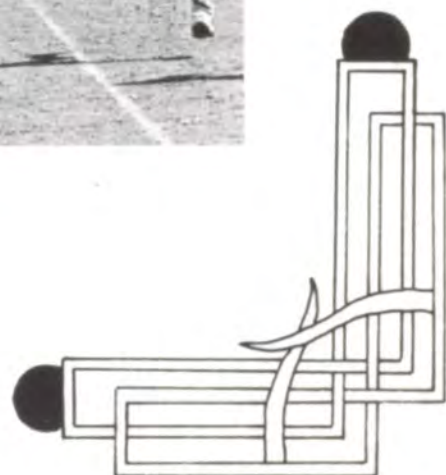
AFS'er Elson Lima proved to be an indispensable part of the team, consistently taking 1st and 2nd in the 100 yard dash, and running with Allain, Bublitz, and Atha on the state championship Mile Relay team. Elson was 4th in the 100 at the state meet and anchored the state winning 880 yd relay team with Allain, Wetherill, and Hornbuckle.

Other outstanding performances were by Gib Keller in the long jump (school record) and triple jump (state record), and Don Petrie in the shot put (school record) and discus throw. Each took two firsts in the state meet. Gib also placed 4th in the low hurdles. Chuck Finkle lowered his two mile school record time and was undefeated, except at the state meet. Other points in Columbia were scored by Chris Wetherill in the 220 yd dash (2nd place) and 100 yard dash (3rd), Dick Sandifer in the long jump (2nd), and Bill Hornbuckle in the 220 yd dash (5th).

Though the team is losing a swarm of seniors, next year's team will undoubtedly be treated with respect, and with the help of upcoming freshmen should continue the tradition of fine Pem-Day track teams.

Chris Wetherill





Golf

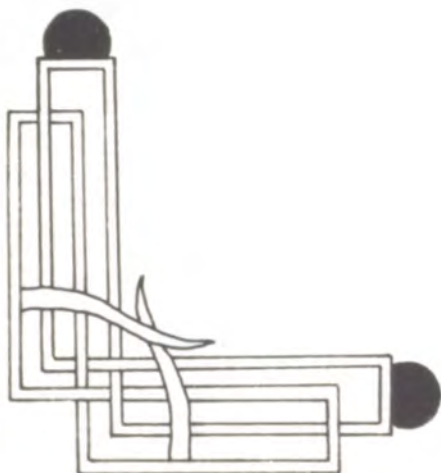
back row, l. to r.: Coach Bob Gleeson, Joe Casper, John Shelden, Dave McGuire, Joel Eisemann, David Watkins; middle row, l. to r.: David Zimmer, Ted Kahn, John Moffit, Carr Kline, Mitch Mueller; front row, l. to r.: Jim Quinn, Jim MacLaughlin.

The 1973-74 Pem-Day Golf Team played rather unexpectedly well this season. Although still plagued with inconsistency, the Raiders came through with their most successful season in several years. Twice the team broke 160 in four men team play, a feat which had not been accomplished since 1969.

The team was consistently led by six players. Seniors Jim MacLaughlin, Joe Casper, and Joel Eisemann, juniors Jim Quinn and Dave McGuire, and sophomore John Shelden were the low shooters over the season. Dave McGuire was the most consistent team medalist, followed by Jim Quinn and Captain Joel Eisemann.

In his first year of coaching golf, Bob Gleeson did a good job. Taking charge of a team which had possibilities of being poor, he held it together with the aid of the team captain. And, although there are three graduating seniors, the traditional favorable outlook must apply to next year's team. With the fine play of this year's juniors and sophomores future success is a definite possibility.

Joel Eisemann





Pem-Day 158	Belton 181
Pem-Day 160	O'Hara 162
Pem-Day 328	St. Joseph Central 325
Pem-Day 167	Miege 176 Southwest 177
Pem-Day 173	Raytown 166
Pem-Day 165	Rockhurst 167
Pem-Day 157	Van Horn 171
Pem-Day 169	O'Hara 178
Pem-Day 171	Truman 165
Pem-Day 162	Southwest 168
Pem-Day 162	Codasco 166
Pem-Day 164	Rockhurst 160 St. Pius 167

SHAWNEE MISSION INVITATIONAL

4 man tenth place 371

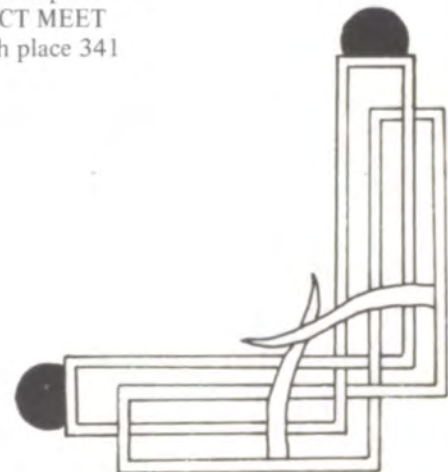
2 man ninth place 179

WILLIAM JEWELL INVITATIONAL

4 man thirteenth place 347

DISTRICT MEET

4 man fifth place 341



Baseball

Pem-Day 16	.....	North Platte	1
Pem-Day 2	.....	Belton	1
Pem-Day 3	.....	Liberty	7
Pem-Day 12	.....	Platte City	1
Pem-Day 5	.....	Lee's Summit	0
Pem-Day 10	.....	Turner	9
Pem-Day 5	.....	Park Hill	0
Pem-Day 12	.....	Platte City	1
Pem-Day 7	.....	LeBlond	2
DISTRICT			
Pem-Day 4	.....	West Platte	2
Pem-Day 11	.....	Sherwood	0
Pem-Day 3	.....	LeBlond	2
REGIONALS			
Pem-Day 5	.....	Green City	0
Pem-Day 6	.....	Sturgeon	0
STATE			
Pem-Day 3	.....	Illmo Scott City	1
Pem-Day 1	.....	Nixa	0

The 1974 edition of the Pem-Day varsity baseball team achieved its goal from the start of the season: a second consecutive state title. The team fashioned a 15-1 record with seven of those wins in the state tournament.

This year's team differed from last year's in that it didn't dominate the tournament as the team of 1973 did. The 1974 team had offense at the right times and defense at the right times to provide the state victories.

The tournament was held this year at Poplar Bluff, Missouri, and the Raiders met Ilmo - Scott City in the semi-finals. Don Petrie's 2-hit pitching and his 3 RBI's paved the way for the team's 3-1 victory.

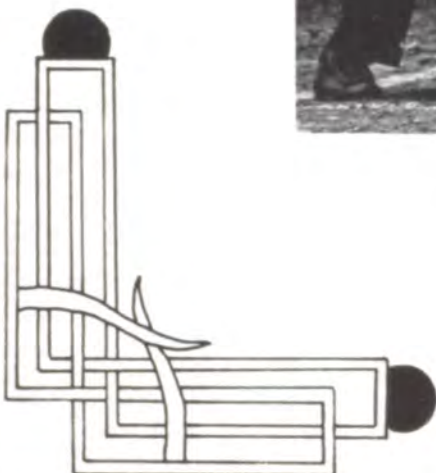
The finals were held against Nixa, who possessed an unblemished 15-0 record. Jim Flappan pitched a strong game with Petrie helping out in the last two innings and the Raiders won, 1-0. The only score of the game came in the first inning when John Fenley doubled in Jeff Brown from second.

Four members of the team were placed on the all-state list. They were Don Petrie, who hit .439 and had an ERA of 0.32, John Fenley (.393), and Jim Flappan (.346), who were first team selections, and Matt Dennis (.342), who was a second team choice.

Petrie was also drafted by the Oakland A's on the sixth round and decided to sign and go into professional baseball as a pitcher.

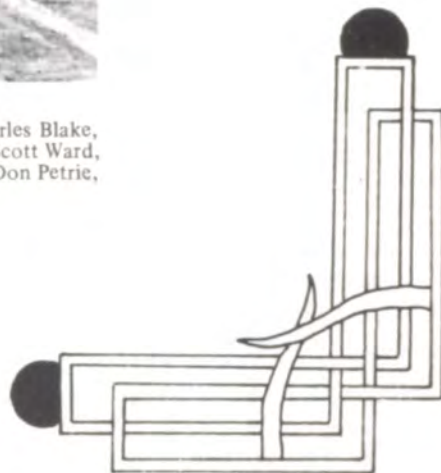
Coach Pat White was excited with the title and felt that "it was much harder this year because we were the defending champs and everyone was looking for us."

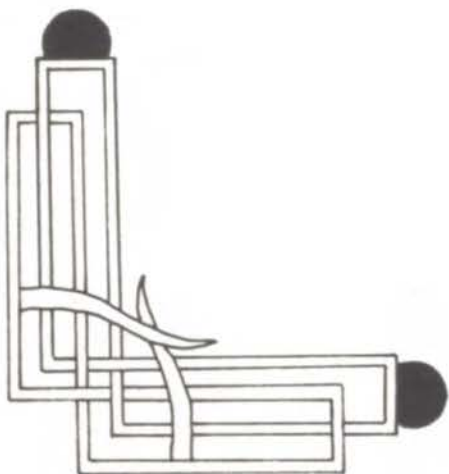
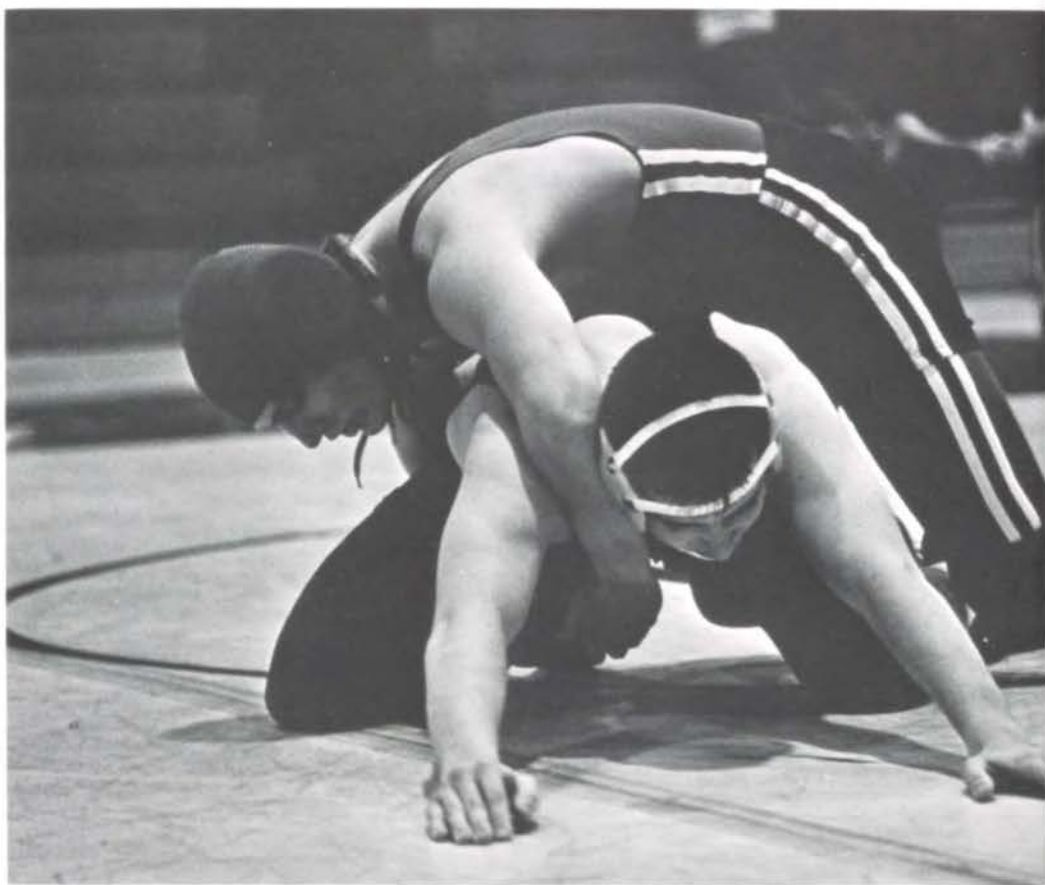
Ralph Lewis
John Hurwitz

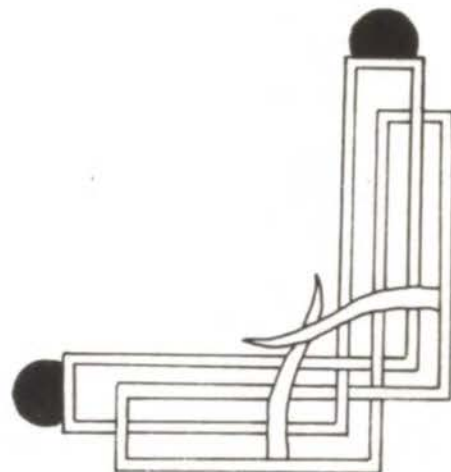


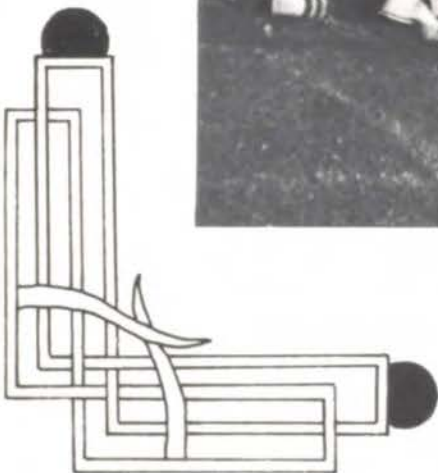


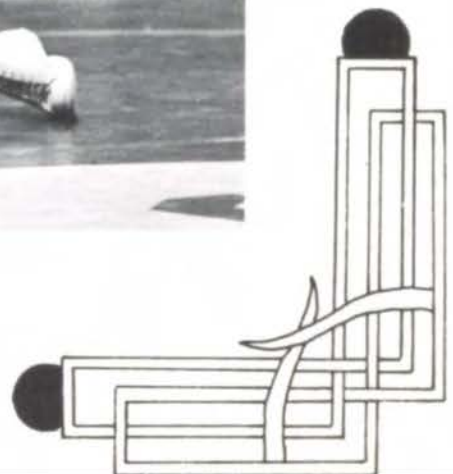
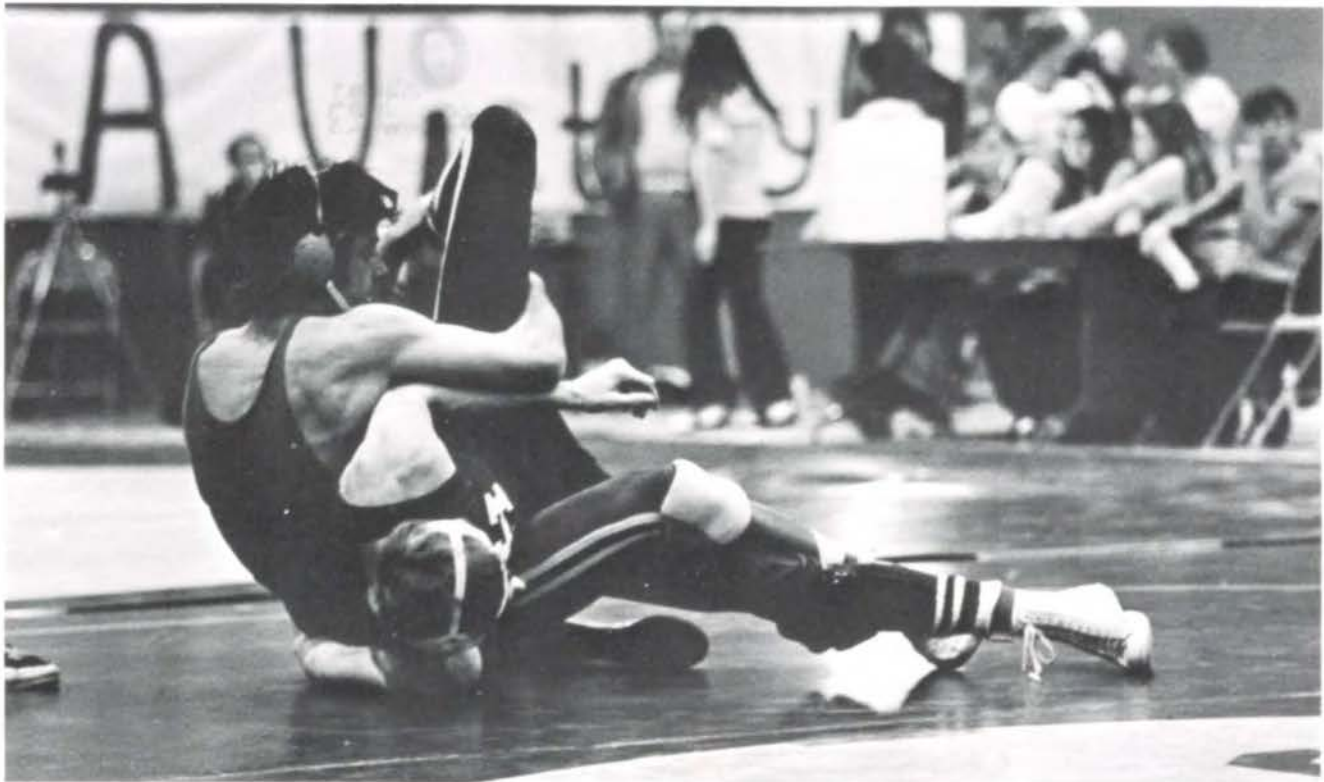
back row, l. to r.: Todd Sutherland, Karl Bricker, Steve Kraft, Larry Bates, Bryan Folk, Jim McCarten, Charles Blake, Perry Sutherland, middle row, l. to r.: Coach Pat White, Eddie Ryan, Mike Levin, Conrad Miller, Tom Bednar, Scott Ward, Coach Roger Mayhew, front row, l. to r.: Mark Bolton, John Hurwitz, Matt Dennis, Craig Kelly, Jim Flappan, Don Petrie, Ralph Lewis, John Fenley.

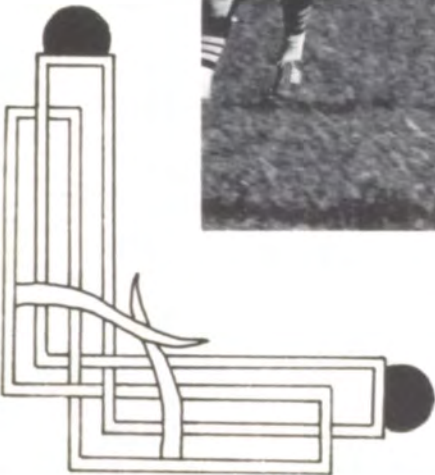


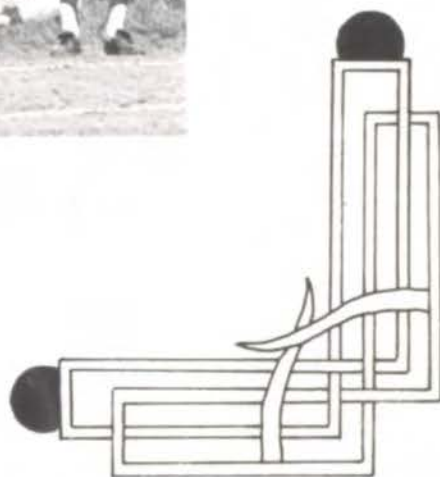
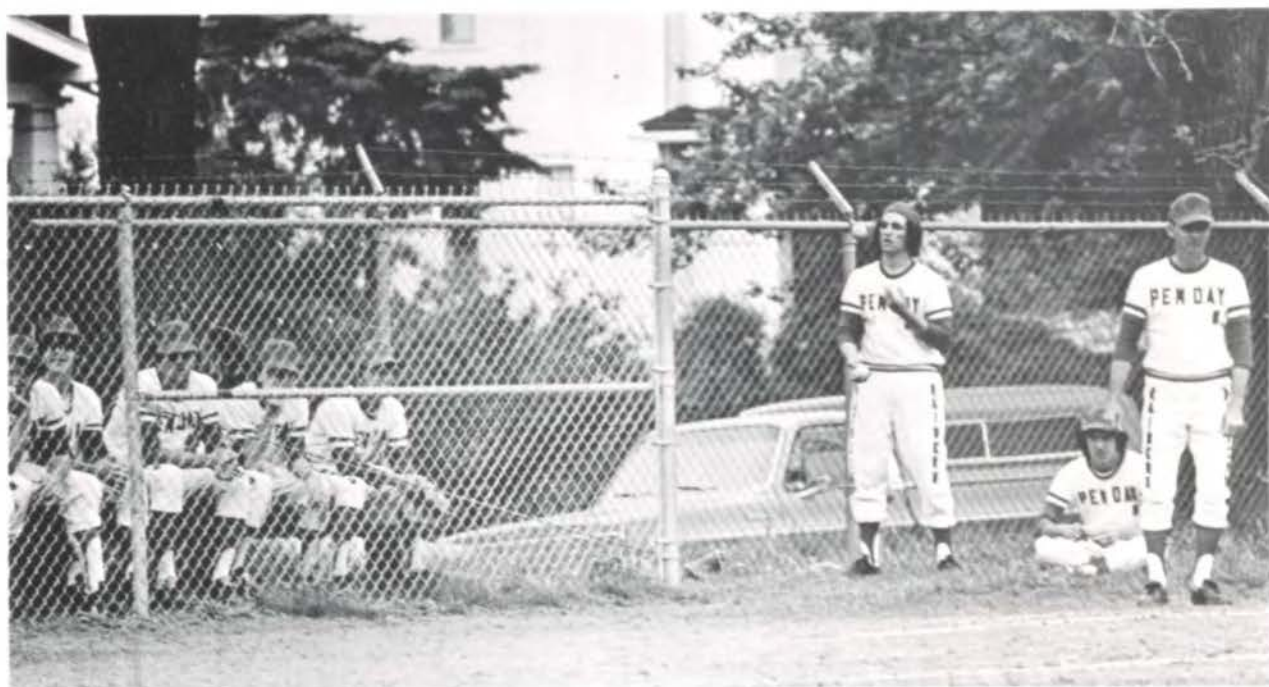


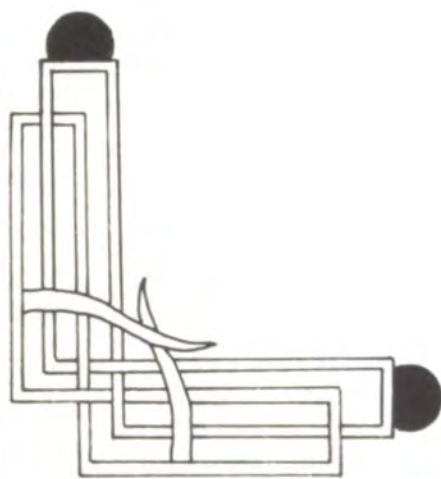






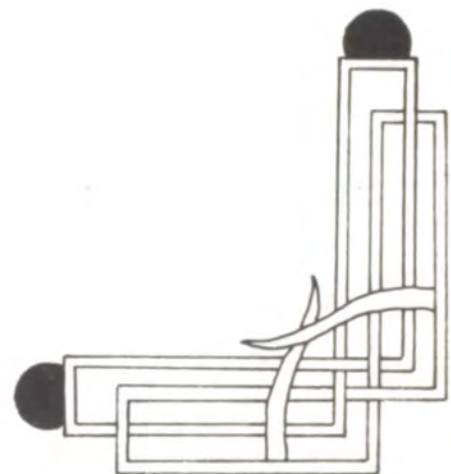




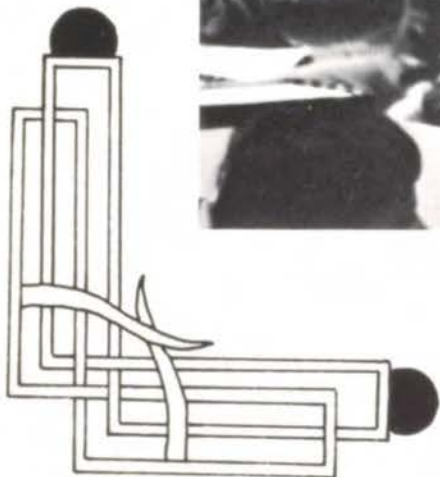


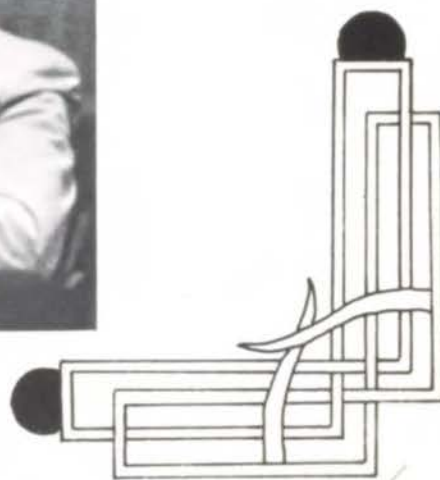


Joseph Scalet
Robert Beake
Physical Education



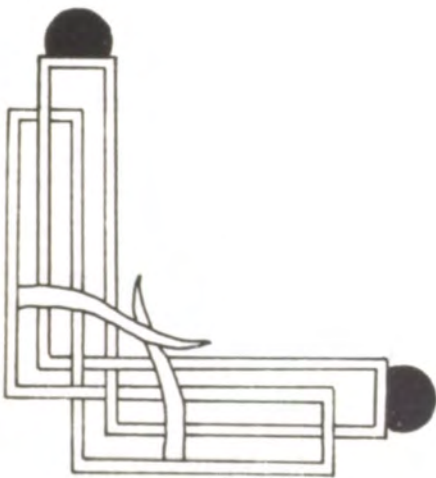
Final Assembly

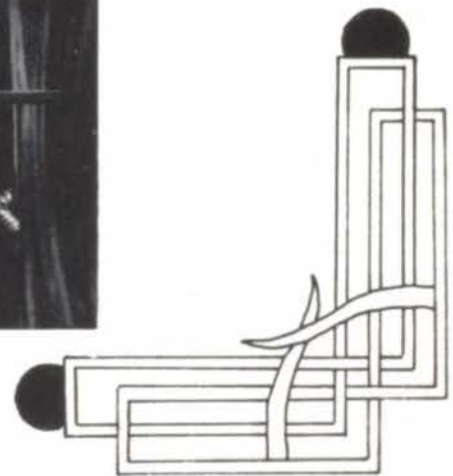
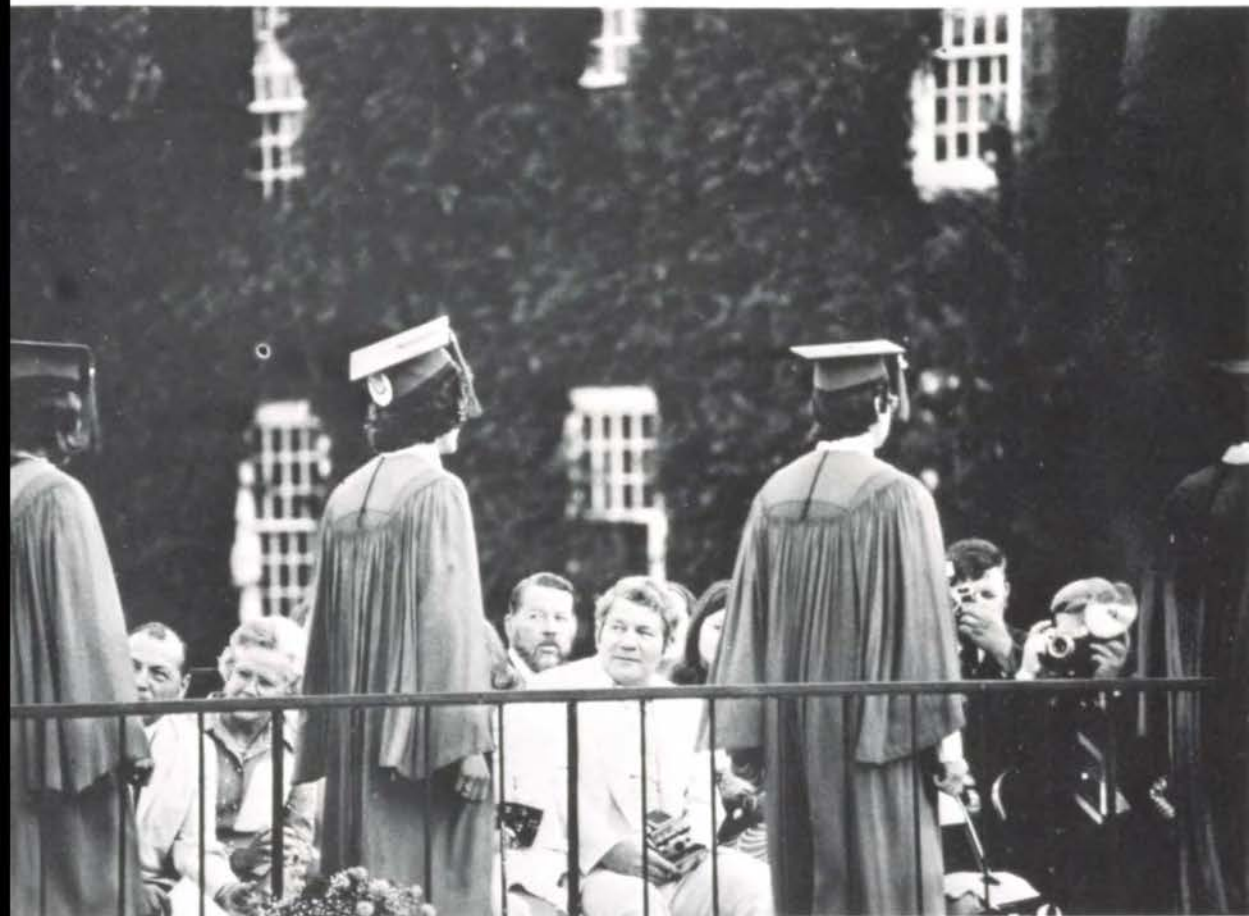




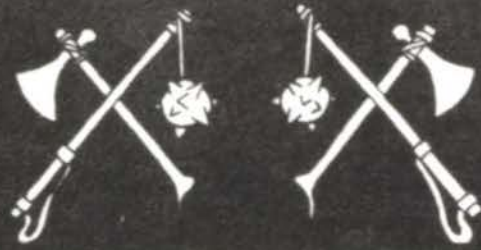


Commencement



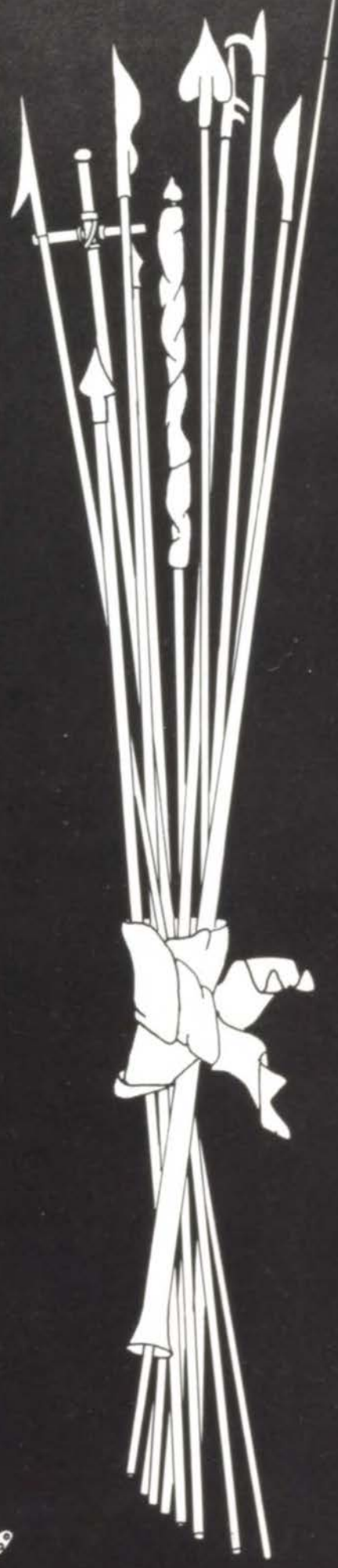
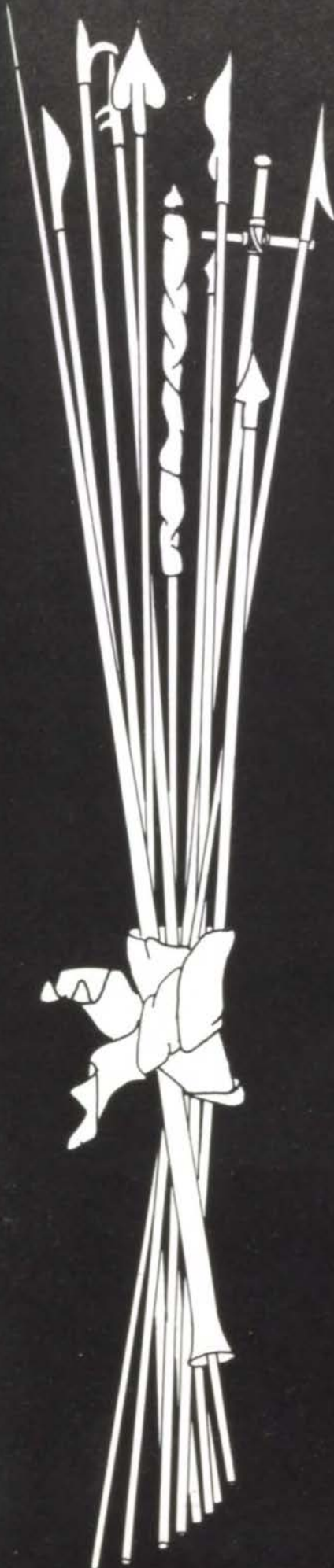
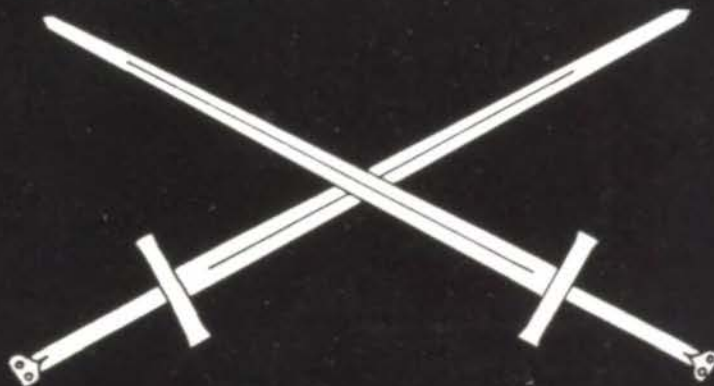


Administration & Staff



THE
FOOL IS
THE WISE
MAN WHO
GOES
BLITHELY,
RATHER THAN
BLINDLY, ON
HIS WAY.

-J.F.C.-



Board of Trustees



standing,

Ralph Lewis

Sheldon Clark, II

Hugh J. Zimmer, Vice-President

Dwight D. Sutherland

John A. Benson, Secretary

George K. Landis, M.D.

seated,

Patrick H. White

C. B. Lueck, Jr.

Richard A. Eisenhart, Jr.

Roger B. Boocock

Donald J. Hall, President



	seated,
standing,	Richard C. Green
Morton I. Sosland	Dorothy H. Hughes
Harry C. McCray, Jr., Treasurer	Peg Ruth
Kent E. Whittaker	Karl Bricker
Markham B. Campaigne	Elinor Eisemann





Roger Boocock



One of the most frequently asked questions I have encountered as an administrator is: "As headmaster, do you teach any classes?" If I respond, as is the case, that I do not, the next question is: "Don't you miss teaching?" The answer is both yes and no.

Yes, I miss teaching because I enjoyed it very much. I enjoyed planning the program, working with the students, and watching them grow intellectually. I am fascinated by the subject of mathematics which I taught.

As chief administrative officer for the school, I enjoy now planning for the entire school, watching all of the students grow, and I particularly enjoy working with the faculty and school principals in trying to make a better program for the students. My administrative role, then, as headmaster is basically similar

to that of a teacher, but instead of having a single class or series of classes as my responsibility, I have all of the students and all of the classes of the school as my responsibility. The daily routine is different from the one I had as a teacher, but the objective is the same. I enjoy these responsibilities very much.

At the beginning of this book *THE AIMS OF EDUCATION*, Alfred North Whitehead states, "Culture is activity of thought and receptiveness to beauty and humane feeling; scraps of information have nothing to do with it."





A merely well informed man is the most useless bore on God's earth. What we should aim at producing is men who possess both culture and expert knowledge in some special direction. . . .As to training, the most important part is given by mothers before the age of 12."

A distinction is drawn here between education and training. Pem-Day should be involved in both. In a school such as Pem-Day, training really means such things as reading and writing and arithmetic. It also means setting high standards in work habits so that students will learn to do their homework and thoroughly.

By education, Whitehead means "activity of thought." Indeed, he goes on to say that, "Above all things we must be aware of what I will call "inert ideas," that is to say ideas that are merely received into the mind without being utilized or tested or thrown into fresh combinations."

My philosophy of education, as it applies to Pem-Day, includes the idea that both training and education will take place. Much of the debate that goes on within this school community as to how we can best spend our time has at its center confusion over what is education and what is training.

Recent articles in the newspapers and magazines have been entitled "Student Test Scores Sliding." A steady ten-year decline in high school students' scores on the SAT have been noted. It seems, then, that we have not been doing quite as good a job in this area of training recently as perhaps we should have. This is because schools recently have de-emphasized training and emphasized education. What we need to do is strike a proper balance and indeed make sure that Pem-Day provides the student with both training and education. I expect that determining what that proper balance is will be a subject for debate always. The role of a headmaster, as educational leader, will be important in striking that proper balance.

Roger Boocock



Kevin Madden

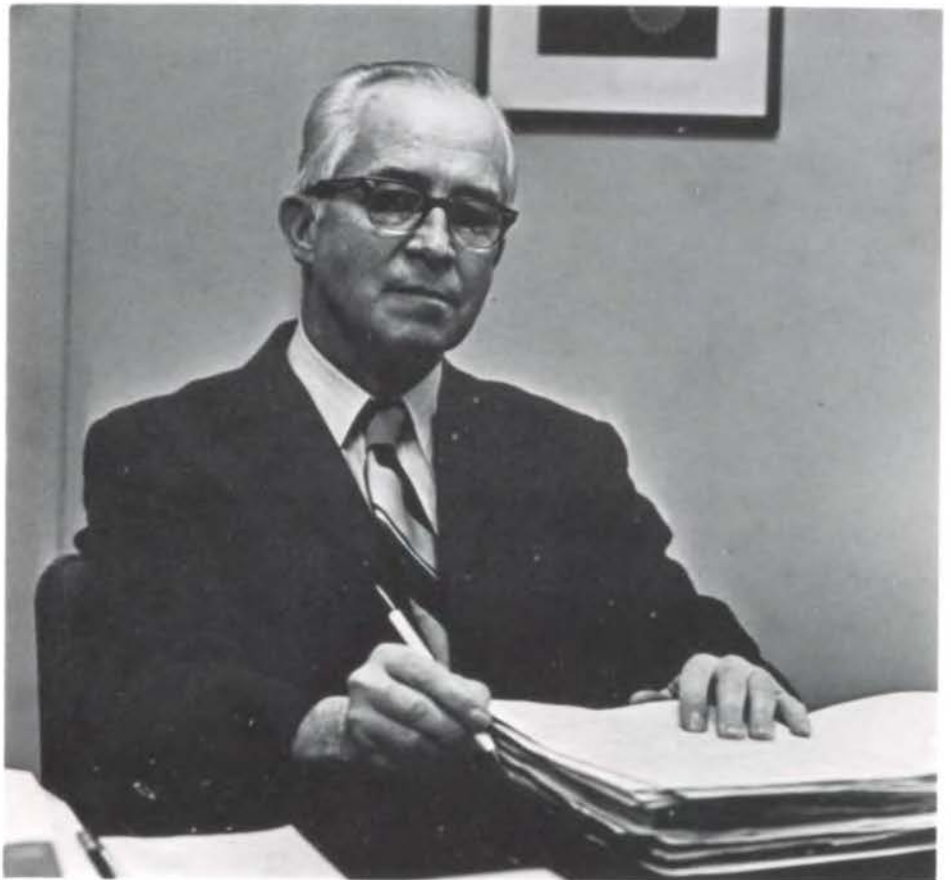
The associate headmaster assists with the administrative tasks of the school as the need arises. In the absence of the Headmaster, he functions as acting head. He assists the headmaster with college placement by initiating discussion concerning college possibilities with the junior students for whom he serves as advisor.

He assists the Headmaster in interviewing teacher candidates and in a general way functions as a sounding board in a variety of areas for the Headmaster who makes the final administrative decisions.

The associate headmaster, also Dean of Students, spends considerable time discussing students' academic problems with individual teachers, and exploring with them possible avenues that might lead to improvement and a more satisfying experience for those students.

He is the coordinator of the January Shadow program and is the "keeper of the calendar"—a nightmarish task that, in varying degrees, requires vigilance, foresight, and instant recall in order to avoid utter chaos.

Kevin Madden





The Dean of Students functions largely in the area of academic matters. It is the Dean's responsibility to make certain that the school's requirements are being fulfilled at successive levels as a student progresses through the school and more specifically that the requirements for graduation are being met as a student passes through the Upper School. Starting with the ninth grade and for each successive year thereafter, the Dean of Students sends a credit summary to each student's parents at the end of the school year along with the approved course selections for the following year. Consequently, at no time should there be any confusion about a student's credit status.

A second major function of the Dean of Students is to supervise the Academic Probation Program and to confer periodically with those students who have been placed on Academic Probation in an effort to bring about an upward swing in academic performance.

Course changes, withdrawals, and load adjustments are arranged through the Dean of Students, who, after discussing the advisability of such action with those directly concerned, makes the final decision.

The Dean is responsible for overseeing the advisor system and for working with those students who are referred to him by the assigned advisors.

Finally, the Dean of Students' door is always open, and he is more than happy to listen.

Kevin Madden



Marvin Van Leeuwen

With Ed Wucker doing an excellent job running the day-to-day affairs of the upper school, I have been able to expand my role as principal and to begin thinking about my new position as an "assistant headmaster for program and staff."

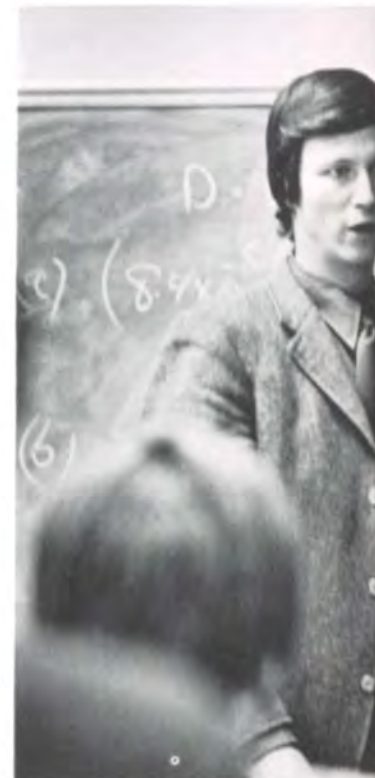
One of my main jobs as an assistant headmaster has been to try to increase discussion and thinking about the quality of classroom instruction. To do this I have each teacher's classes several times and asked each teacher to fill out a course information sheet, including a discussion of major goals and resources and methods used to reach these goals.

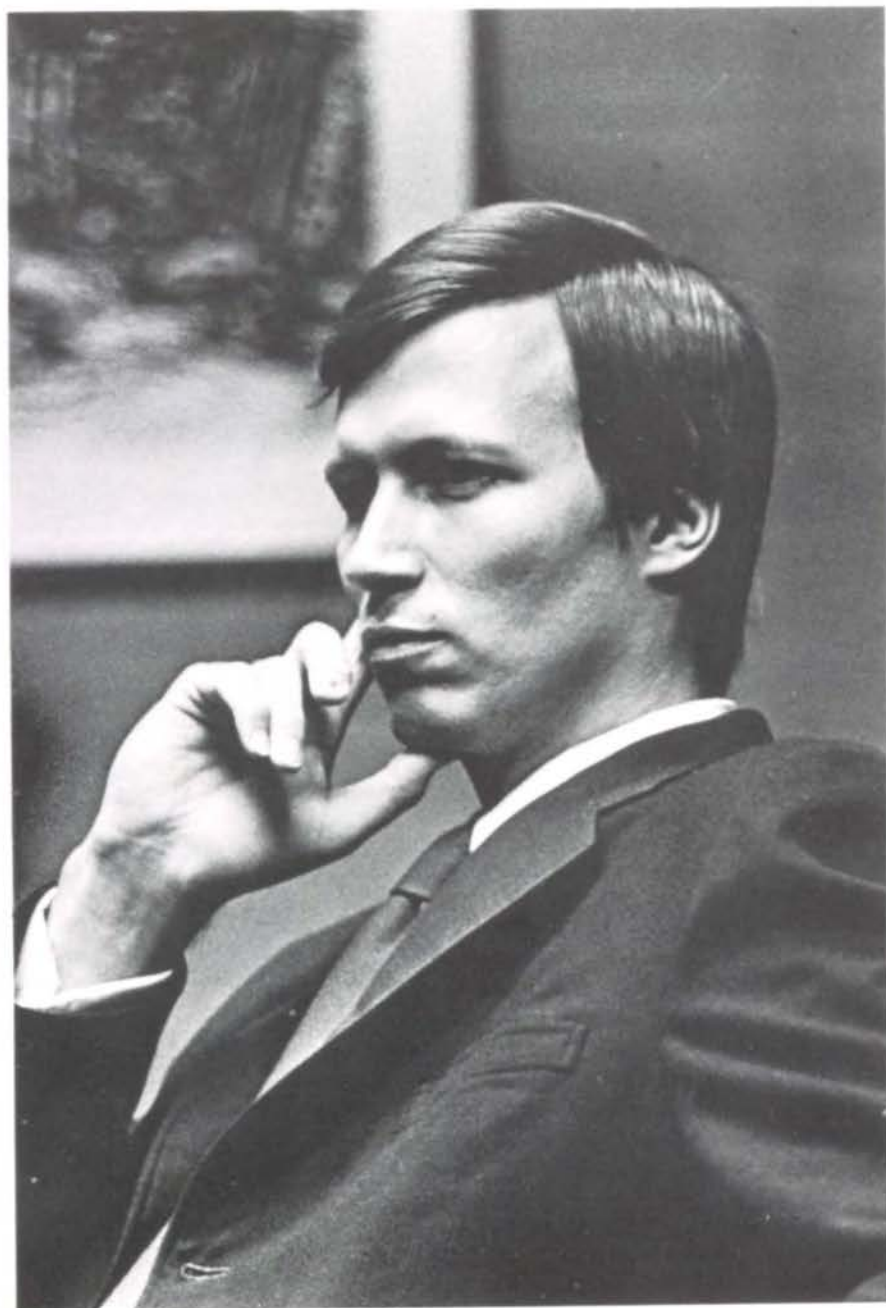
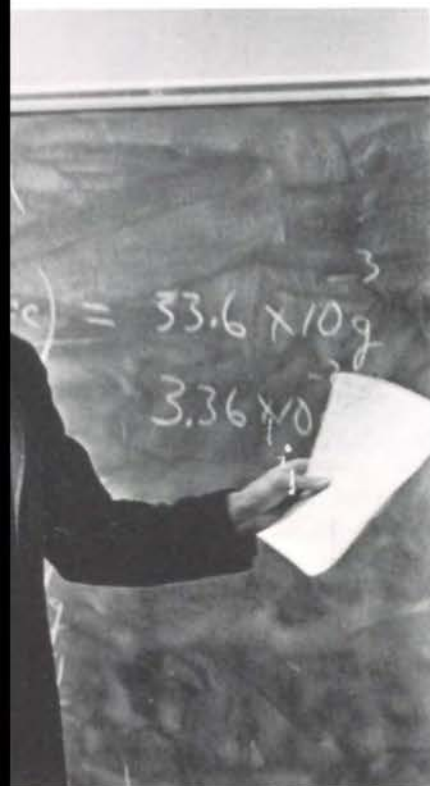
I am chairman of a faculty committee on "the quality of instruction." As a committee we have discussed various means of evaluating the quality of teaching, and also ways of stimulating faculty interest in new methods and resources. Of particular interest is the new audio-visual equipment capable of videotaping television programs, including channel 19, for later replay and with the added capability of making our own videotapes here at school. This will not only allow faculty members to "watch themselves teach" but also to record special classes and programs for future replay.

In terms of program, this has been a learning year for me. I have worked closely with the lower and middle school principals and with the teachers in these divisions to find out where we are now. As I learn more, I will be able to focus more attention on the matter of assuring that our curriculum is coordinated K-12, and perhaps to make recommendations for changes or additions.

I am tremendously excited about the possibilities of improving, and perhaps expanding, an already great program and appreciate the opportunity to write about it in the RAIDER.

Marvin Van Leeuwen





C. B. Lueck

The role of the fiscal manager of an independent school is probably the most interesting position in the field of general business. The position requires an individual to have a general knowledge of a great number of fields, i.e. accounting, insurance, purchasing, taxes, construction, maintenance, contractual arrangements, to name only a few.

I am extremely fortunate at Pem-Day because the Board of Trustees and the Headmaster give me broad general guide lines of operation and allow me the freedom to deal with the problems. With this ability to operate, things can be done much more quickly and efficiently than would be possible if it were necessary to secure approval on each individual problem.

It appears to me that the role of the business manager has increased in its importance over the past ten years, because of the increasing number of problems of operation an independent school. Governmental reports, alone, require a considerable amount of time, i.e. in the past couple of years we were required to file annual income tax and pension plan reports.

There has been a great improvement in the exchange of information in the broad area of the business operations between schools across the country. This exchange has come about because of the various group meetings that are held each year. The meetings give one the opportunity to learn of the problems and solutions of other schools, as well as quick sources of guidance for one's problems.



C. B. Lueck





Sheldon Clark

Pem-Day like **ninety-nine** percent of all independent schools and colleges across the country is faced **each year with** a deficit. What that means is income received, primarily from tuitions, doesn't equal our expenses. In other words, it costs Pem-Day more money to run the school than we take from tuitions. Obviously, no school can exist for very long when expenses exceed income.

One of the primary responsibilities of the development officers is to annually raise funds which bridge the gap—or cover the cost—between what we take in and what we spend. Lately Pem-Day's annual deficit has been running between \$65,000 and \$85,000. Fortunately though an aggressive annual giving program, aimed primarily at parents of Pem-Day boys, we have been successful in covering our expenses, and as a result balancing the budget.

It is not enough, however, to just balance the budget each year. Pem-Day continually needs additional funds to enhance and improve our physical facilities, maintain faculty salaries at a level consistent with other schools, to buy books for the library, to upgrade learning equipment, and to generally keep pace with the ever changing teaching methods and techniques.

It is the responsibility of the development officer to continually identify specific areas of the school which need funding. One specific area is identified, the headmaster, with the board of trustees, evaluate the necessity and immediacy of funding a specific project. Every project considered and eventually undertaken, will enhance the quality of the education every Pem-Day student receives. At the moment, several specific projects are under serious consideration. For example: an expanded visual arts program; instrumental music; environmental improvement; classroom improvements; modernization of Flagg's Auditorium; the addition of several tennis courts; redesign of the lower school playground facility; manual training facilities; re-sodding of the soccer field; upgrading faculty salaries and benefits. Certain major deficits are being considered such as a swimming pool and a fine arts building.

Ranking high on the priority list and of immediate concern is Pem-Day's scholarship program. It is common knowledge that Pem-Day continues to seriously lag behind most leading independent secondary schools in providing scholarship assistance to deserving students. Pem-Day currently gives only \$33,000 in scholarship aid. This does not even compare favorably with our cousins in St. Louis—John Burroughs (\$68,000) and St. Louis County Day (\$74,000) who also rank near the bottom on the scale of schools providing scholarship aid.

The alumni, as well as the parents, are an important source of income for Pem-Day. In the years to come the alumni will be asked to shoulder more and more of the responsibility for funding Pem-Day innovative programs.

Pem-Day is fortunate in being in a community that is responsive to quality education. In the past parents, friends and alumni have eagerly responded to the needs of our school. It is the job of the development officer to see that this keen interest continues to flourish in the future.

Sheldon Clark



My first full year in this office has been an extremely enjoyable one due to both the challenge of the job and to the atmosphere here at school.

As my job is primarily "selling" the school, I'd like to start by saying that for the two years I've known Pem-Day, the school has been a salesman's dream. I credit that not merely to any ONE element, but to the ENTIRE Pem-Day community . . . students, faculty, parents, alumni, administration and trustees. We've had two back-to-back years that have made my job most enjoyable.

Secondly, the job itself is a new and different type of challenge for me and one with many varied areas of responsibility, enrollment being first and foremost. My major effort in admissions this year has been the publication and mailing of our new brochure and a concentrated follow-up campaign designed to involve interested parents in some meaningful discussion about Pem-Day.

Perhaps the most challenging aspect of this job, though, is the need for creativity and innovation. The admissions task in the mid 60's. More and more the job requires a marketing approach. . . advertising, public relations and active but dignified salesmanship. And since you can't sell a school the same way you can toothpaste or snow tires, it becomes a very exciting challenge. But the challenge is only a part of the enjoyment. The greatest joy comes from the school itself, and I'm looking forward to another great year in 1974-75.



Rick Eisenhart

Rick Eisenhart



Ed Wucker

The job is running the Upper School on a day-to-day basis. It involves a lot of busy work: posting notices, looking for students who need to have "urgent" messages from parents, giving permission for routine absences, checking on tardies and absences, writing admit slips, counselling students; keeping the corridors relatively quiet, handling discipline matters, meeting with teachers, talking to parents, filling in where needed, putting out memos, trying to solve the ever-present daily "crises," and just manning the office. No two days come close to being alike. It keeps me busy, and that's what I like.

The challenge is to keep things in perspective and to keep smiling. One student's problem or disruption has to be put aside—not forgotten—when the next student comes in. Each situation needs its own response. One or even a few disappointments cannot be allowed to color all the interactions of the day. It's important, too, to realize how few and minor the problems are in comparison to what many schools experience. We really have a good group of kids.

A dilemma exists as to when to be fair by treating all students as individuals. It's not easy to make that judgment nor does the decision always appear fair to the student involved.

One of the most "fun" things of the year has been running the mini-course program. To see the pieces fall together has been satisfying. That's not to say everything fit perfectly, but I am already anxious to start planning for next year. I hope we will have more professionals from our parent and alumni bodies involved in mini-courses next year, and I hope a budget will be set up for mini's.

It's too early (Dec. 8) to assess the year as good or bad, happy or sad; but as Aristotle would say, it's becoming a good year.

Ed Wucker



James Ryan

Middle schools have evolved from a society that is changing and also because of educators' concern for the pre- and early adolescent whose psychological and physical needs are unique and can be better dealt with in a setting separate from that of the elementary and secondary level students.

Special consideration and allowances must be made in order to allow students to meet academic and social needs – of identifying with others in their quest for independence and initial decision making.

The Middle School provides a curriculum which emphasizes individual attention from an academic, social, and physical point of view. At Pem-Day we attempt to preserve a system of schooling that is in step with today's demands – to provide an arena in which to explore new approaches for the education of Middle School youngsters.

A Middle School faculty must be trained to deal with the problems of this age student and be capable of dealing with, and sensitive to, student concerns and expectations.

A close relationship exists between 6th, 7th, and 8th graders, a relationship that should develop into a pleasant and meaningful school experience, an experience that will provide them with a strong background in the basic skills and the continued development of academic and social habits.

The Middle School youngster needs a school environment and program different in from that of the elementary school and not as complex or competitive as that of the Upper School in order to build a sound foundation for further intellectual and social growth.

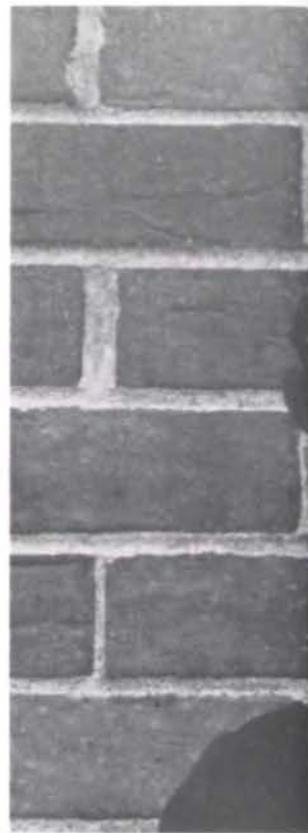
James Ryan





clockwise:
Elsie Williams
Ruth Mrkonic
Liz Lovelace
James Ryan







Clockwise: Mrs. Charles Boehm, secretary business office; Lois Draney, bus driver; Mrs. Carl Helmstetter, registrar; Martha Grimes, librarian; Mrs. John T. Barnes, secretary development and alumni office.



Kitchen and Maintenance Staff



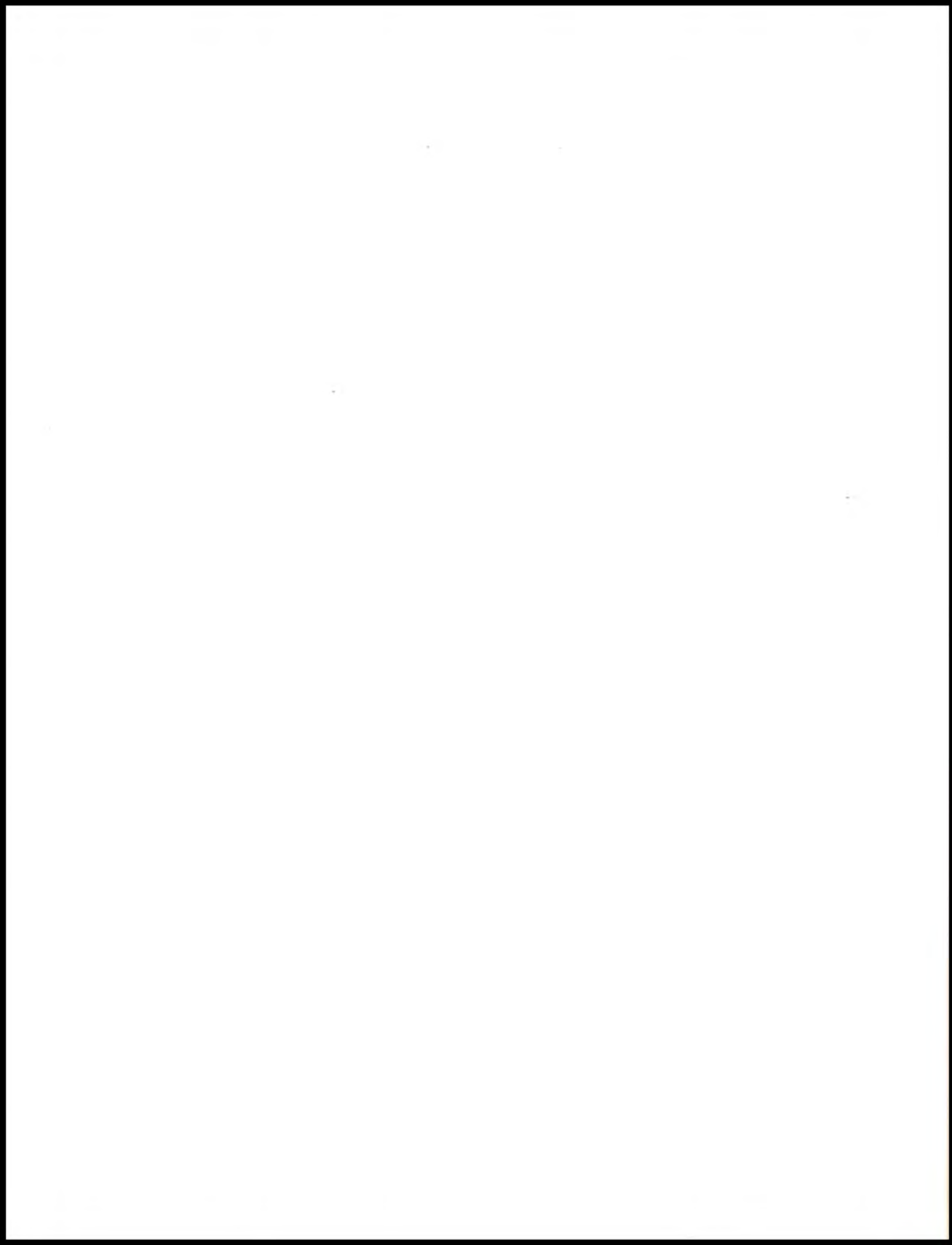
top: Bob Tiller
l. to r. Lucille Riddle
Marge Patton
Ide Haley
Vi Pherigo
Jean Lickteig
DeEtta Kempnan
Charlie Madlock

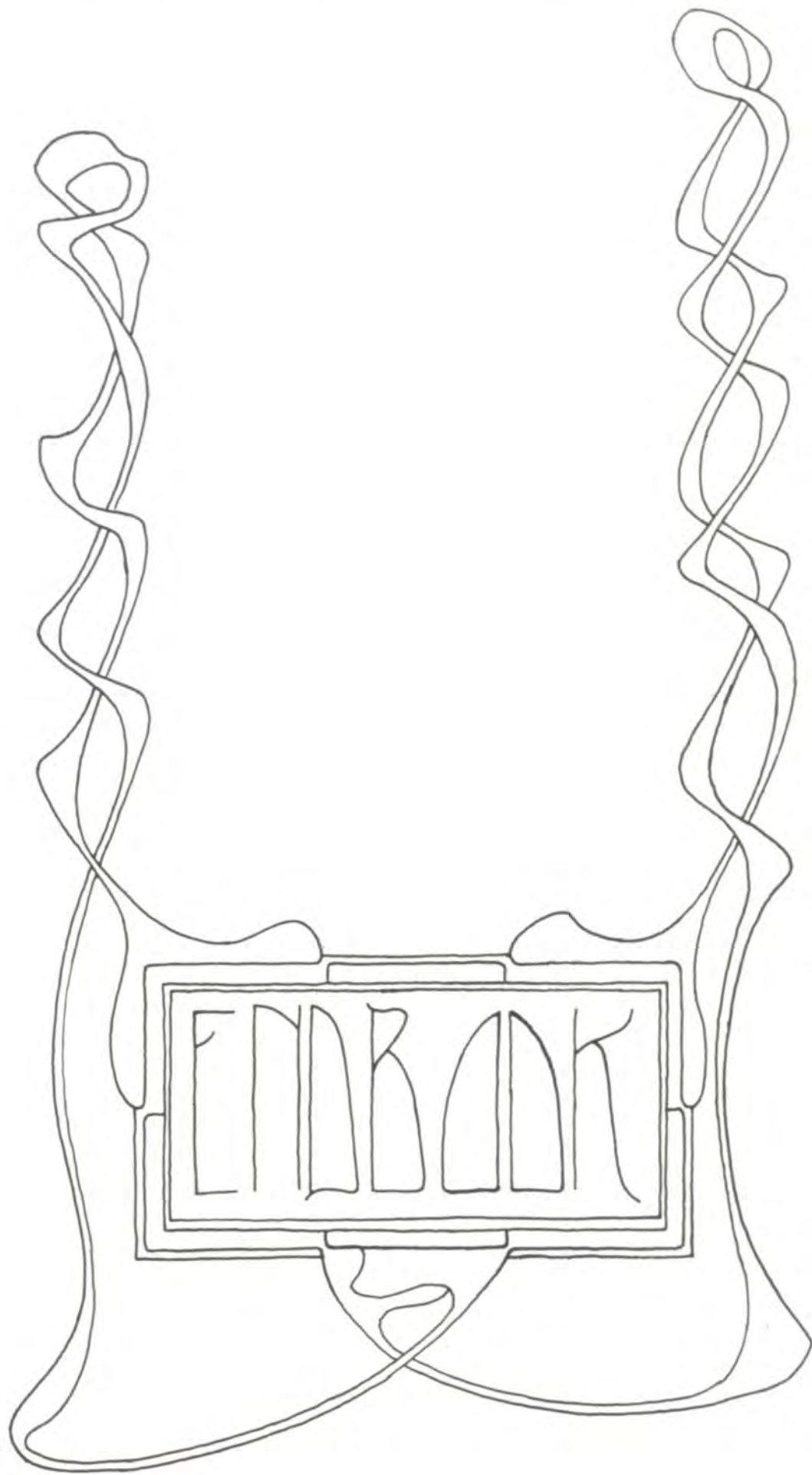




top: Dorothy Muck
l. to r. James Bowden
Calvin Davis
Elga Woffard
James Higgins









College Collage



Jamie Allain Trinity
 Don Atha University of Miami (Florida)
 Jamie Barickman Occidental
 Joe Beatty Tufts
 John Biggar Occidental
 Mark Bolton University of Kansas
 Bill Boteler C.W. Post
 Jay Butler University of Kansas
 Joe Casper Tulane
 Brian Crockett Trinity College
 Mark Dehner University of Denver
 Walter Dietrich Harvard
 Joel Eisemann Stanford
 Jim Flappan William Jewell
 Ted Greene Colorado University
 Donald Hall Claremont Men's College
 Rick Harman University of Kansas
 Bill Hornbeck University of Kansas
 Bill Hornbuckle Baylor
 John Hurwitz Hobart
 Blair Johnson Bowdoin
 Joel Joslin Texas Christian University
 Ted Kahn Colorado University
 Gib Keller Drake
 Craig Kelly Colorado University
 Ralph Lewis Cornell University
 Elson Lima Universidade Gami Tilho (in Brazil)

Mike Ludwikoski University of Kansas
 Jim MacLaughlin University of Pennsylvania
 Ted MacLaughlin Southern Methodist University
 Terry Magady Occidental
 Larry Martin Fort Lewis College
 John Moffitt University of Denver
 Matt Mrkonic University of Kansas
 Randy Norman Johnson County Community College
 Randolph Oliver DePauw
 Don Petrie Colorado University
 Peter Powell Rollins
 Jack Rees Connecticut College
 Bill Reid Colgate
 Kevin Rivette Heidelberg
 Kell Robinson Stanford
 Matt Robinson Stanford
 Robert Schultz Western State College of Colorado
 Chris Schupp Westminster
 Mike Shaffer University of Tulsa
 Jim Smith Harvard
 Steve Stoops Westminster
 Ken Tobin Drake
 Nick Tourtellot UMKC
 Chris Watson William Jewell
 Chris Wetherill University of Washington
 Rich Wiles University of Miami (Florida)
 Tom Willoughby Eastern New Mexico



UPPER SCHOOL AWARDS

- Ed Ryan Trophy . . . All-Around Athlete*
Gib Keller and Don Petrie
- Alumnus Cup*
Whitney Flagg Miller, Class of 1960
- Senior Class Award to Outstanding Faculty Member . . .* Gilbert Reynolds
- Harvard Club Book Award . . .* David Nachman, Class of 1975
- Williams College Dictionary . . .* Tim Sutton, Class of 1975
- Princeton Book Award . . .* Sandy Smith, Class of 1976
- Trevor Mount Peace Prize Plaque . . .* Steve Hughes, Class of 1975
- Cecil C. Coad Cup . . . History*
David Nachman and Thomas Bednar, Class of 1975
- Jack Wolcott Cup . . . Sportsmanship*
Ted Greene, Class of 1974
- Starr Trophy . . . Dramatic Arts*
Mark Piedimonte, Class of 1975
- Paul Dana Bartlett, Sr. Citizenship Plaque*
Kenneth Tobin, Class of 1974
- James Lee Starr Plaque . . . Music*
Michael Shaffer, Class of 1974
- Walter W. Bennett Trophy . . . Mathematics*
Tim Sutton, Class of 1975
- Sloan Art Trophy . . .* Jack Rees, Class of 1974
- Helzberg Brothers' Trophy . . . Scholastic Improvement*
James Allain, Class of 1974
- Charles A. Epperson Cup . . . Mathematics*
Kell Robinson, Class of 1974
- Bracken Trophy . . . English Composition*
Walter Dietrich, Class of 1974
- Paul Jr. and Herbert Hall Bartlett Cup . . . English Composition*
Jeff Wurster, Class of 1976
- Virginia Scott Miner Poetry Cup . . .* Blair Johnson, Class of 1974
- Sulzbacher Cup . . . Latin Prose and Translation*
Keith Averill, Class of 1975
- Franklin Murphy Tablet . . . Science*
Chris Wetherill, Class of 1974
- Valedictory Cup . . . Scholastics*
Walter Dietrich, Class of 1974
- Clifford A. Nault Cup . . . French*
Walter Dietrich and Kell Robinson, Class of 1974
- Alliance Francaise Award . . . French*
Keith Averill, Class of 1975
- Phillip E. Gaylord Cup . . . School Spirit and Loyalty*
Michael Shaffer, Class of 1974
- LaForce Cup . . . Scholarship, Character, Athletics*
Charles Finkle, Class of 1975
- Robert Goodwin Challenge Cup . . . Scholarship, Character, Athletics*
Ralph Lewis, Class of 1974
- Freshman Cup . . . Pride, Leadership, School Spirit*
Eric Martin, Class of 1977
- Melvin Bishop Cup . . . Concern for Others*
Walter Dietrich, Class of 1974
- Head Boy Tablet . . . Highest Scholastic Standing*
Keith Averill, Class of 1975
- Headmaster's Cup . . . Initiative, Responsibility*
Jamie Barickman, Class of 1974
- Headmaster's Achievement Award*
Patrick Jones, 9th Grade; Philip Rix, 10th Grade;
Scott Nelson, 11th Grade; Joel Joslin, 12th Grade.
- Awards for Outstanding Senior Projects*
Blair Johnson, Michael Shaffer
- Special Citation . . .* James Smith



1973-74 AWARDS

National Merit Scholars

Walter Reich Dietrich, William Ivan Hornbuckle III,
Michael Andrew Robinson

National Merit Letters of Commendation

Joel Maier Eisemann, George Graham Leiter, Ralph Emerson Lewis II,
Mikel Alan Ludwikoski, Matthew Granger Robinson,
James David Smith, Christopher Leo Wetherill.

LOWER SCHOOL AWARDS

The Headmaster's Achievement Awards

Tommy White, Kindergarten; Chris Tucker, 1st Grade; David Zahorsky, 2nd Grade;
Reed Hickok, 3rd Grade; Kevin Mayor, 4th Grade; Bryan Reed, 5th Grade.

Virginia Greef Walker Cup . . . Finest School Spirit and Loyalty

Peter Young, 5th Grade

Handley Art Award

Mark Mullett, 5th Grade

Hal Gaylord Cup . . . Sportsmanship (not to be confused with athletic ability)

Steve Brimacombe, 5th Grade

Bishop Music Award

John Reed, 5th Grade

MIDDLE SCHOOL AWARDS

Virginia Scott Miner Award . . . Creativity in English

John Arbab, Class of 1978

History Cup

Bob Green, 6th Grade; Philip Christopher, 7th Grade;

John Arbab, John Goodwin, Kurt Mueller, 8th Grade

Mathematics Cup

Bryan Becker, 6th Grade; Doug Green, 7th Grade;

Kurt Mueller and John Goodwin, 8th Grade.

Wambold Cup . . . Excellence in French

John Arbab and John Goodwin, Class of 1978

Froelicher Cup . . . Excellence in Scholarship in 6th grade

Bob Green and Jordan Martin

Parker Trophy . . . Scholarship, Athletics, Conduct

John Goodwin, Class of 1978

Rieger Trophy . . . Self-reliance, Initiative, Cooperation

John Arbab and Kurt Mueller, Class of 1978

Davis Trophy . . . Scholarship, Character, Athletics

Bill Beck and Steve Wilkinson, Class of 1979

Music Cup

Brian Blake and Mike Laddin, Class of 1978

Art Award

Peter Wilkin, Class of 1978

Headmaster's Achievement Award

Jeff O'Neill, 6th Grade; John Butcher, 7th Grade;

John Starr, 8th Grade.

Dickinson Award . . . Perseverance and Improvement

Nelson Sabates, 6th Grade; Scott Benson, 7th Grade;

Troy Miller, 8th Grade.

Strauss Cup . . . Most Academically Improved in 6th Grade

Mark Steele

Middle School Faculty Award . . . Special Contribution

Win Cady, Class of 1978

Science Award

Jeff Klein, 6th Grade; Bill Conley, Phil Christopher, 7th Grade;

Robert Brown, 8th Grade.



Faculty Summaries



DONALD E. ADAMS 1
Chairman Art Department; Instructor of Studio Art, Ceramics, Art History; B.F.A. Kansas City Art Institute, M.A. Rhode Island School of Design.

DENNIS ALL 3
Instructor of English and Social Studies; Varsity Cross Country and 5th grade Basketball Coach; B.S. University of Kansas.

ROBERT T. BEAKE 1
Instructor of Physical Education; Head Wrestling, 9th grade Football, and Assistant 8th-9th grade Track Coach; B.A. William Penn College, Santa Clara University.

MARKHAM B. CAMPAIGNE 4
Instructor of Algebra; 8th grade Football, 9th grade Basketball, 8th-9th grade Tennis, and Squash Coach; Williams College, B.S. U.S. Naval Academy, M.A. University of Missouri at Kansas City.

SHELDON N. CLARKE II 5
Director of Development and Alumni Affairs; Instructor of English; Football Coach; A.B. Washington and Lee University, New York University.

MAURICE COMTOIS 14
Instructor of Latin and French; B.A. University of Montreal, M.A. Catholic University of America, Rockhurst College.

CAROL CROSSWHITE 5
Instructor of Second Grade; B.A., M.A. University of Missouri at Kansas City.

MRS. ROY DIETRICK 31
Instructor of First Grade; B.S. Northeast Missouri State Teacher College.

JOYCE FINAN 1
Chairman Math Department; Instructor of Geometry, Calculus, Computer Programming, Pre-college Math; A.B. Marymount College, M.A. Bowdoin College.

LEE FLAPPAN 10
Athletic Director; Instructor of Earth Science; Football, Assistant Track Coach; A.B. William Jewell, Columbia University, University of Missouri at Kansas City, M.S. Central Missouri State.

VIRGINIA FORTNER 3
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CAROL FRANTZ 1
Instructor of Third Grade; Baylor University, B.A. William Jewell College.

DAVID GEDDES 1
Instructor of Anthropology, African History, Afro-American History, English; B.A. magna cum laude Harvard, Harvard Graduate School of Education.

ROBERT M. GLEESON 3
Instructor of Mathematics; Basketball, Golf, and 7th grade Football Coach; B.A. St. Mary of the Plains, M.S.E. Central Missouri State University.

MARTHA J. GRIMES 4
Head of Library Department; B.S. Kansas State College at Pittsburg, M.L. Kansas State Teachers College.

DANIEL HATHAWAY 1
Director of Music; A.B. Harvard, B.D. Episcopal Theological School, Princeton, Harvard.

ROBERT L. HICKS 7
Instructor of Algebra, Pre-Calculus; Assistant Football, Head Track Coach; B.A. St. Mary of the Plains, M.A. Wichita State University, University of California at Los Angeles.

T. EDWARD HICKS, JR. 9
Instructor of Ancient and Medieval History, Modern European History, Russian History, French Revolution and Napoleon; Advisor to the Peacock; B.A., B.S. University of Arkansas, M.A. University of Kansas.

ROBERT HOPKINS 1
Instructor of Spanish, Speech, American History; B.A. Kansas University, M.A. Kansas State University.

HILLIARD HUGHES, JR. 18
Chairman English Department; Instructor of English; Varsity Tennis Coach; A.B. Harvard, M.B.A. Harvard Business School.

MRS. DAVID JERMANN 3
Instructor of Third Grade; B.S. Miami University (Ohio).

KEVIN R. MADDEN 30
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J. MARSHALL MARTIN 3
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CRAIG S. MAUGHAN 2
Instructor of Life Science and Geometry; 7th grade Football, 7th grade Basketball, and 8th-9th grade Track Coach; A.B. Washington University, M.S.P.H. University of North Carolina.

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Instructor of Biology, Introductory Physical Science; Baseball Coach; B.S. Fort Hays Kansas State College.

CLIFF McWILLIAMS 1
Instructor of 6th grade Science, Mathematics; 6th grade Basketball, Football Coach; B.S. Ed. Central Missouri State University.

CAROLE MEHL 1
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Instructor of English and Etymology; B.A. Barnard College of Columbia University, M.A. University of Missouri at Kansas City.



MARIANNE MOORE 6
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Chairman History Department; Instructor of U.S. History, U.S. Government, Economy, U.S. Foreign Policy; Advisor to Key Club, AFS; A.B. William Jewell, University of Michigan, M.A. University of Missouri.

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Instructor of 4th-5th grade Mathematics and Social Studies; B.A. University of Kansas.

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Middle School Principal; Instructor of 7th grade History; Varsity Basketball Coach; B.S. Rockhurst College, M.S.E. Central Missouri State University, University of Missouri at Kansas City, Kansas University.

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Instructor of Reading for Intermediates; B.A. University of Missouri at Kansas City.

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Instructor of Lower School Art; B.A. University of Tulsa.

NATALIE TOUBES 1
Instructor of French and English; B.A. University of Michigan, M.A. University of Chicago, University of Iowa.

MICHAEL TRENT 1
Instructor of 7th grade English; B.S.E. Northeast Missouri State University, M.S.E. Central Missouri State University.

MARVIN VAN LEEUWEN 9
Assistant Headmaster for Curriculum and staff; Instructor of Introductory Physical Science; B.A. Cornell University, University of Kansas, M.A.T. Indiana University.

RONALD J. VIERLING 4
Assistant Dean of Students; Instructor of American Literature and Western American Studies; Varsity Soccer Coach; Chicago Art Institute, B.F.A. Drake University, M.A. University of Wyoming.

MRS. JOHN B. WELTMER 8
Lower School Librarian; B.S. Northwestern University, M.A. University of Missouri at Kansas City.

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Principal of Lower School; Instructor of Science; 5th grade Basketball Coach; B.S. Ed. Kansas State College Pittsburg, M.S. Ed. University of Kansas.

FRED M. WHITE 5
Chairman Science Department; Instructor of Chemistry; B.S. Central Missouri State University, M.S. Oregon State University.

PATRICK H. WHITE 13
Assistant Principal of Middle School; Assistant Athletic Director; Instructor of World Cultures; Assistant Varsity Football, Wrestling, Baseball Coach; B.A. William Jewell College.

MYRA WILLIAMS 11
Instructor of English; Scripps College, B.S. University of Missouri, M.A. University of Missouri at Kansas City.

ED WUCKER 5
Assistant Principal Upper School; Instructor of Latin; Mount St. Paul College, B.A. Marquette University, M.A. Northwestern University, M.A. University of Missouri at Kansas City.



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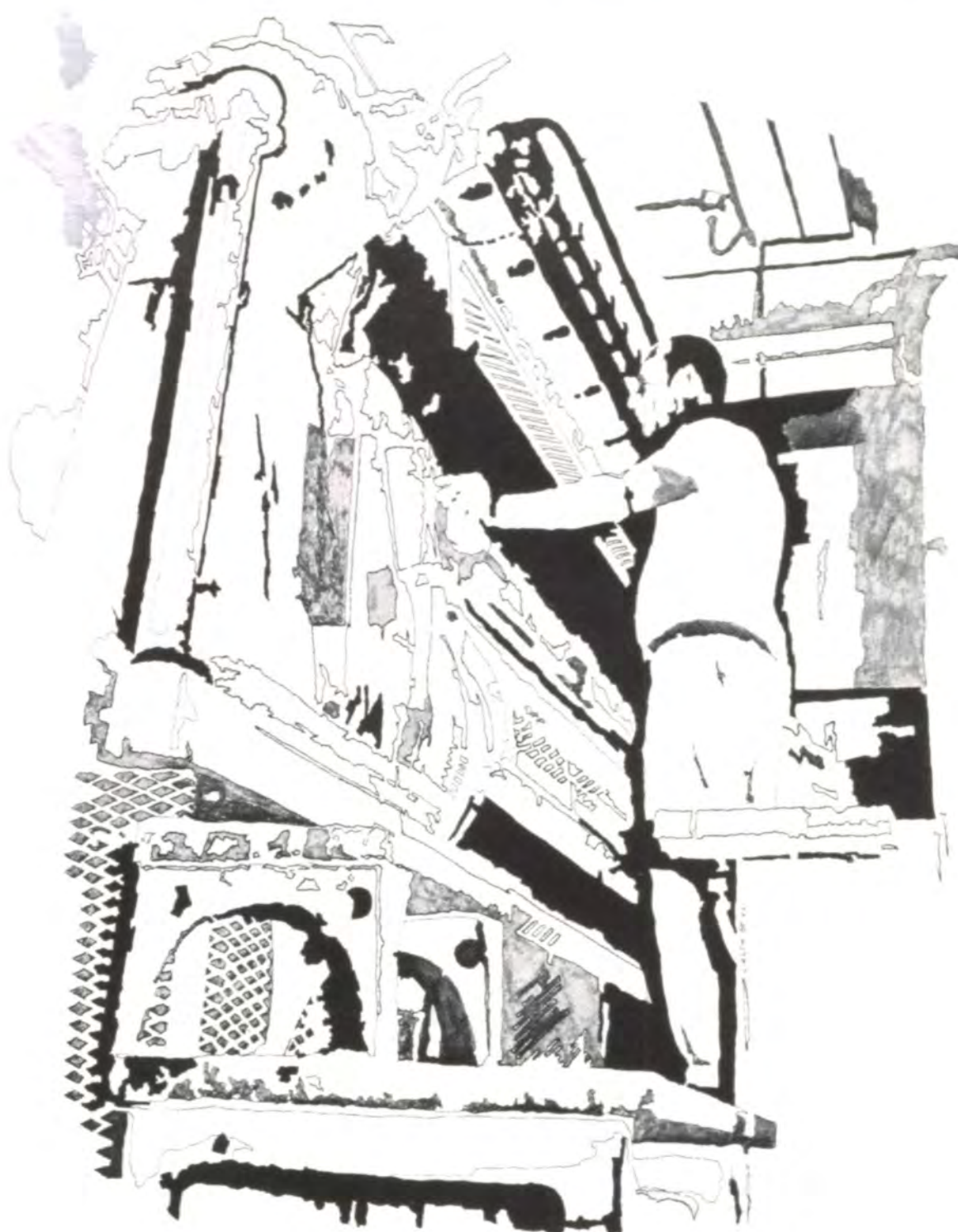
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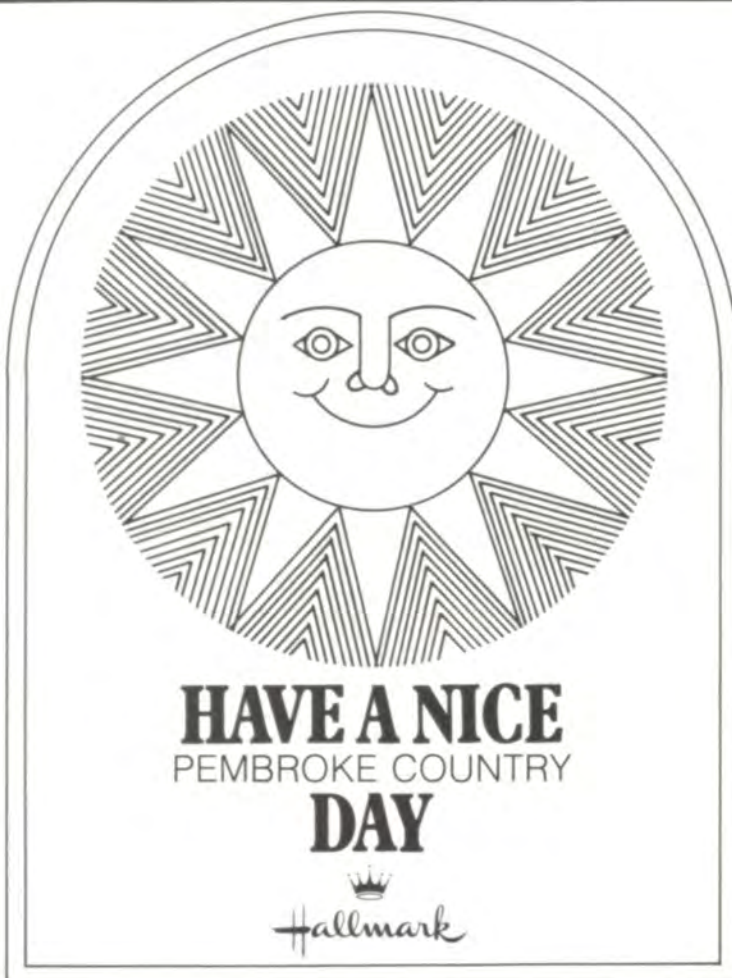
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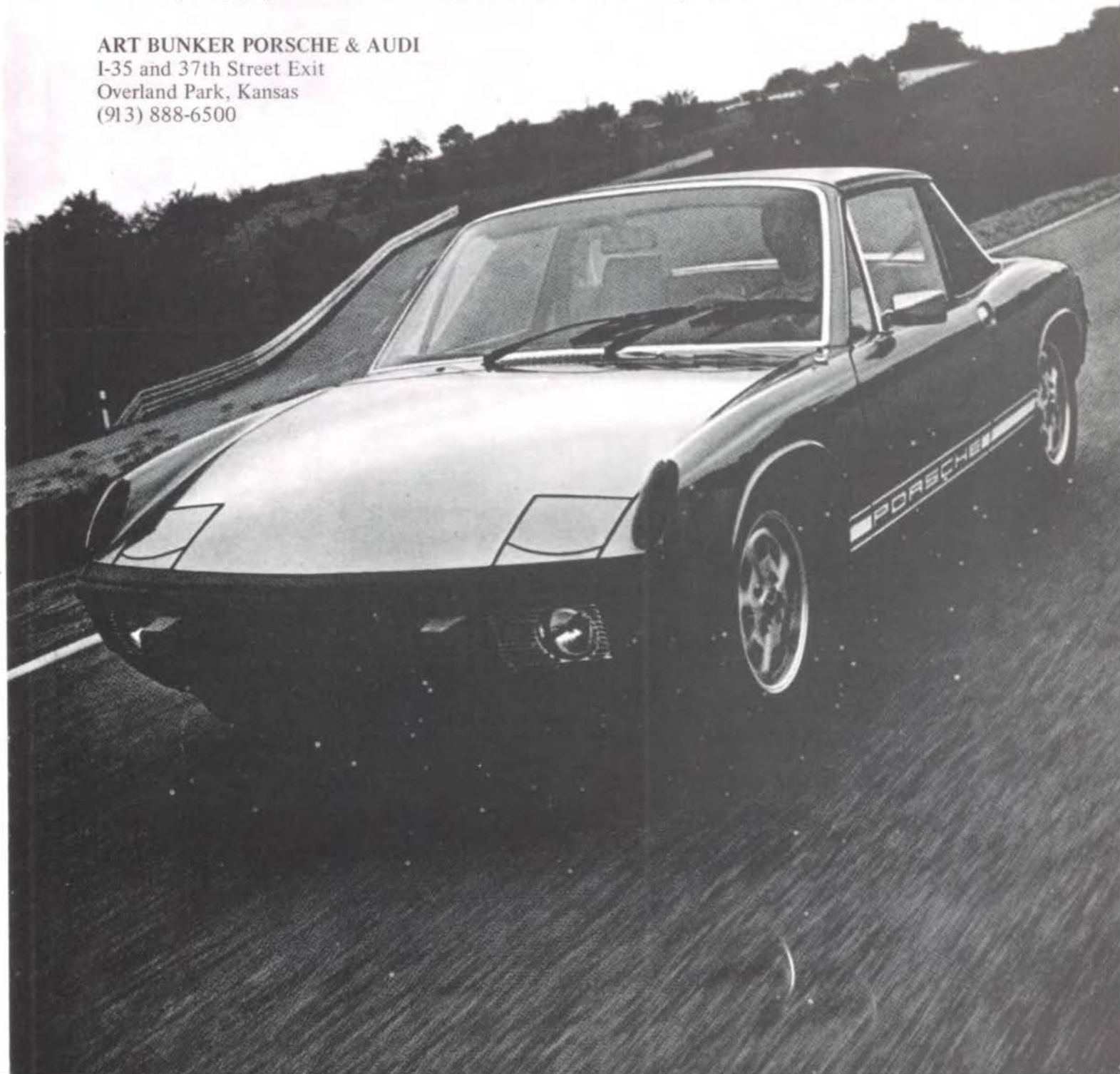
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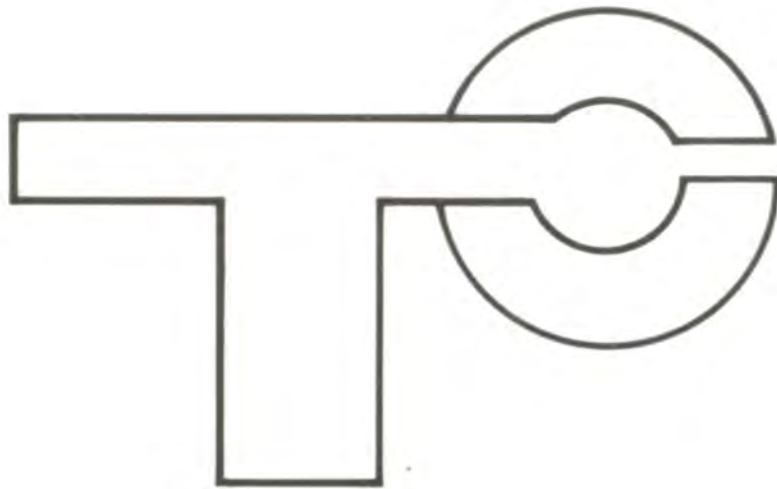
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The Pembroke-Country Day School HILLTOP

The Pembroke-Country Day School



HILLTOP

Volume 4, Number 1

Kennett City, Missouri

September 4, 1973



New Look

THREE NEW ENTRANCE signs have been added to the campus this summer, reflecting the new look. The signs, mounted at a cost of about \$1,200, are enhanced with steel supports and gold leaf aluminum lettering.

Boocock Shuffles Administrators

Boocock is the school administrator. Three new administrators have been added to the staff. The new administrators are: Mr. Joseph Lee, Principal; Mr. J. Lee, Assistant Principal; and Mr. J. Lee, Assistant Principal. The school is currently in the process of adding more staff members to the faculty and administrative staff.

news briefs

Madame Roger Research made her appearance at the school with the assistance of Mrs. Marie Grooms. Mrs. Grooms is the administrator of the school. She has been named as the representative of the school at the research conference in St. Louis. The research conference is being held in St. Louis, Missouri, from September 10-12, 1973. The school is currently in the process of preparing for the research conference.

Fifteen New People Replace Old Faculty

Fifteen new people have been hired by the school to replace the old faculty. The new faculty members are: Mr. Joseph Lee, Principal; Mr. J. Lee, Assistant Principal; and Mr. J. Lee, Assistant Principal. The school is currently in the process of adding more staff members to the faculty and administrative staff.

Eisenhart Plans Third All-School FamilyBarbeque

Mr. Eisenhart plans to hold the third all-school family barbeque. The barbeque will be held on the school grounds and will feature a variety of food and entertainment. The school is currently in the process of preparing for the barbeque.

Pem-Day Welcomes Lima

The school is currently in the process of welcoming Lima to the school. Lima is a new student who has just moved to the school. The school is currently in the process of preparing for Lima's arrival.



Children enjoy the boat ride.

The Editors

- Jamie Barickman - Coeditor-in-Chief
- Brian Crockett - Coeditor-in-Chief
- Joe Beatty - Associate Editor
- John Hurwitz - Associate Editor
- Blair Johnson - Associate Editor
- Steve Stoops - Associate Editor
- Tom Cohen - Assistant Editor
- Steve Hughes - Assistant Editor
- David Nachman - Assistant Editor
- Sandy Smith - Assistant Editor
- John Dewese - Contributing Editor
- Ralph Munyan - Contributing Editor
- Mike Rees - Contributing Editor
- Ralph Lewis - Sport Editor
- Mark Dehner - Circulation Manager
- Steve Hughes - Advertising Manager
- David Nachman - Business Assistant
- Bill Reid - Cartoonist
- Edward Wucker - Adviser

1973-74

From your dedicated,

though talentless Staff,

To our Editor, who "copped out

on us as soon as summer began:"*

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c.f.: Jones, Russell, Jr., 1973 Raider, p. 231.

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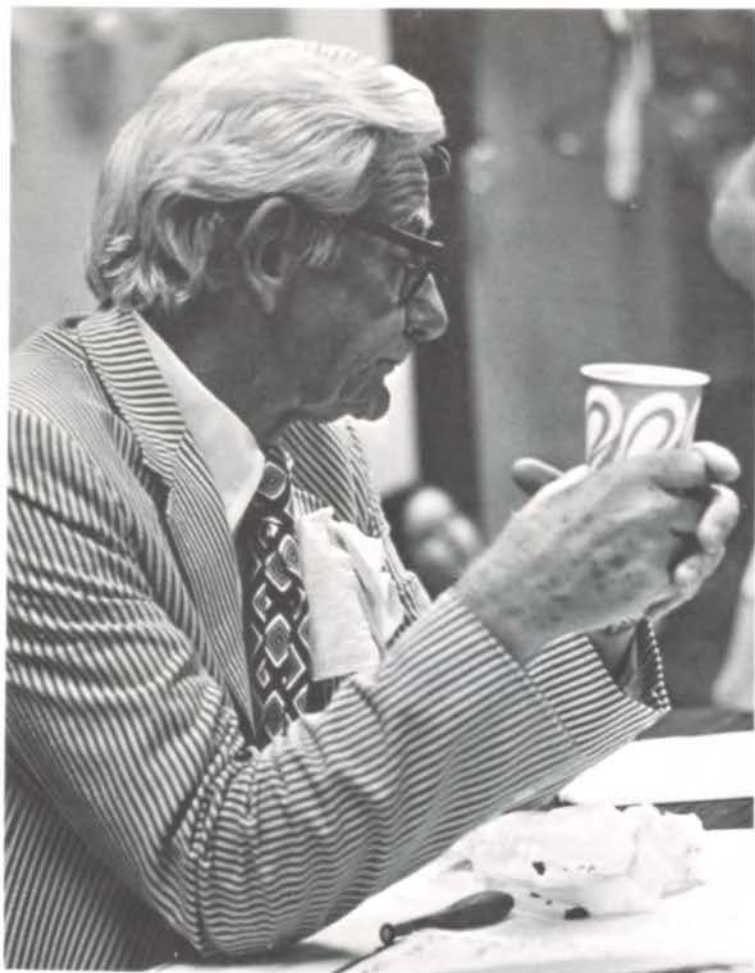
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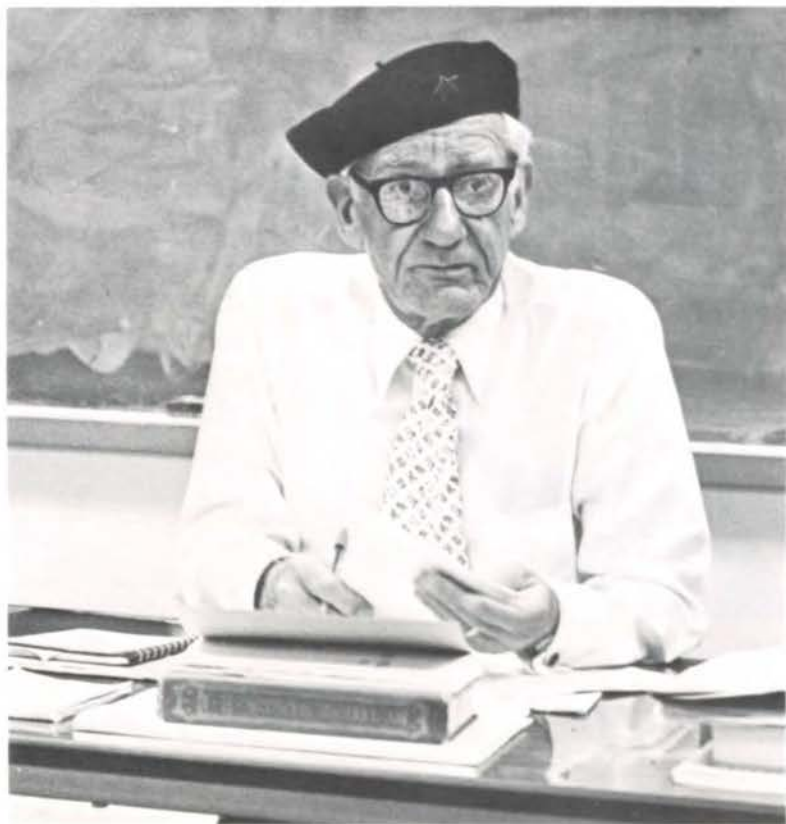
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