

Academy Days



A History of Greenwich Academy from 1826 to 1986

by

Nanette Grant Burrows, Jane Colihan,
and Whitney McKendree Moore





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Foreword



KNOWING that there are considerable risks associated with any attempt to fiddle with other people's memories, we preface this work with a caution (once articulated by Katherine Zierleyn for another purpose altogether): "We regard the past as having much to teach the present, but we also recognize that the past is long indeed and we must be selective and relevant in our selectivity."

We ask your forbearance for whatever sins of omission are committed here, for this is not intended to be "The History of the Greenwich Academy in Excruciating Detail." It is, rather, intended to provide interesting and entertaining highlights of the Academy experience—which, we hope, captures the essence of the heritage that is ours to keep and ours to carry on.

The Heritage Commission
of Greenwich Academy

Greenwich, Connecticut
July 1, 1987

Academy Days

*To be modern is to realize what it means to be
alive now. How can you do that? By seeing what
life is today – in contrast to what it was in other
times.*

Dr. Theodore Meyer Greene
Greenwich Academy Commencement, 1941



Contrasts and Continuities

TO LEARN that the Greenwich Academy began as a coeducational institution is one thing. But it is somehow startling to realize that, to another generation of faculty and townspeople, the Academy boy was at least as complete a concept as his female counterpart. It is equally incredible to discover that one Academy principal's proudest accomplishment was recruiting ten star football players from Greenwich High.

The Academy which today's graduates recognize did not begin to emerge until 1914, when three stockholders took control of a faltering coeducational institution and converted it into a day school for girls alone. That year, advertisements began appearing in local newspapers announcing "The Greenwich Academy, The New Day School for Girls, Open October First," in a new building proudly described as "fireproof." The Greenwich Academy had found the identity it needed to prosper.

I



The First Century

*"The superb landscape which is to
be seen from the Meeting House is
a rich regalia."*

George Washington
describing the view as he passed through
Greenwich on October 16, 1789





A Special Spot of Land

HEN GEORGE WASHINGTON passed through Greenwich on October 16, 1789, the best view in town

was from the hill at the intersection of what is now the Post Road (or Putnam Avenue) and Maple Avenue. This spot was considered at the time to be the highest point of land along the coast from New York to Boston. From here, the President saw cultivated farmland and pastures sloping gradually down to the blue waters of Long Island Sound, where market sloops sailed on the way to and from New York City.

Not surprisingly, the residents of Horseneck (as the settlement was then called), decided to use this site for their Meeting House, the first of four church structures that would be known as the Second Congregational Church. It was also here that there would eventually be a school known as Greenwich Academy.

The Congregational Church

Like most New England towns, Greenwich was organized around its Congregational Church. Since town business and church business were typically one and the same, schools were established as extensions of the church. The primary function of the schools was to protect children from error by teaching them the great truths to be found in religious doctrine.

Unlike most New England towns, Greenwich appears to have had a reputation for not living up to these Puritan ideals. In 1656, the General Court of New Haven heard complaints that the inhabitants of Greenwich "live in a disorderly and riotous manner, sell intoxicating liquors to the Indians, receive and harbor servants who have fled their masters, and join persons unlawfully in marriage." Timothy Dwight (1752-1817), who was president of Yale College, wrote in his *Travels in New England and New York* that the residents of Greenwich were "distinguished for their indifference to religion and their neglect of the education of their children."



Academy students of the early years.

The First Century

At the time of Dwight's travels, there were three separate Ecclesiastical Societies incorporated within what is now the Town of Greenwich. These societies were responsible for running the schools and had the power to tithe all members of the community, even if they were not Congregationalists. However, in 1818, a constitutional convention met in Hartford to institute a number of reforms, among them a more complete separation of church and state. As a consequence, the Ecclesiastical Societies lost their power to tithe members of the community, and the only remaining alternative was for churches to establish privately funded schools.

Eight years later, Dr. Darius Mead of the Second Congregational Church drew up a subscription paper "for the purpose of erecting a suitable house for the continuance and permanent establishment of an Academical School to be set on the publick ground northeasterly from the Meeting House." Prior to this, there were only two private schools in Greenwich: the Perrot School, operated in pre-revolutionary times by John Perrot, and an academy for boys established at Stanwich in 1789.



The original Academy building.

Names of Subscribers	Number of shares
Jabez Mead Jun ^r	
<u>Jamieson</u>	<u>2</u>
A. D. Bush for Printing	1
Stephen Waring	1
Henry Mead	1
Frederick Mead	2
James Mead	1
Liles Davis	1
Isaac Lewis Jun ^r	1. Paid
<u>Thursday Gray</u>	1
Wm. H. Mead	1
James Smith	1
Anna Mead	1
William A. Huston	1

Signatures of Greenwich Academy's first subscribers.



*Dr. Darius Mead, founder
of Greenwich Academy.*

Darius Mead and the "Academical School" for Girls and Boys

The Greenwich Academy was founded in 1826. John Quincy Adams was president in that year, and the Union consisted of just twenty-four states. Steamships driven by paddle wheels had only recently begun to cross the Atlantic, and the American Revolution was still very much alive in the minds of many people. Both Thomas Jefferson and John Adams died on July 4 of that year; and when General Lafayette and his son passed through Greenwich just two years earlier, the Connecticut Troop of Horse, as well as most of the town, turned out to greet them.

Greenwich in the early 1800s was a farming community of between two and three thousand inhabitants. Potatoes, the chief produce of the small village, were shipped primarily to New York City by boat. Transportation links to the outside world included only the weekly stage boat to New York City and the infrequent stage coach that ran between New York and Boston.

The man generally credited with founding Greenwich Academy is Darius Mead who was born in Greenwich on July 9, 1787, the son of Joshua Mead and Rachel Knapp of Round Hill Road. A physician for over half a century, he is described by Reverend S.B.S. Bissell of Norwalk, who gave the funeral sermon for Dr. Mead, as:

a diligent reader of the Bible, making it more and more his companion in later years . . . [He was] systematic and energetic in discipline, strict in the training of his children, requiring them sacredly to observe the Sabbath and to commit the Shorter Catechism.

According to Reverend Bissell,

. . . he might, at times, have appeared austere and reserved, but he had a genial and sensitive nature. There was a deep fountain of feeling in his heart, from which gushed out strong and abiding sympathies, pure and ardent affections. Blessed with almost uninterrupted health and scarcely ever absent from his post, even for a day, he continued active in his profession till the hour he was stricken down by the disease that terminated his life.

In addition to his medical duties, the hard-working and devout Dr. Mead became an active member of the Second Congregational Church. At least partly to ensure a good education for his own children, in 1826 he found thirty-one subscribers "interested in the . . . establishment of an Academical School in this place" who agreed to pay Dr. Mead "the sums set to our names for the purpose of erecting a suitable house for the accommodation of such a school." The subscribers were essentially purchasing stock in the fledgling institution of learning: whoever owned a controlling share ran the school, either becoming principal or having the authority to appoint one.

The Academy's first building, adjacent to the church, was a two-story wooden house with pine floors, one room to a floor. The subscribers paid \$75 for the lot and about \$1,400 for everything else, including materials and labor, powder and quills, cider and spirits.

Because community life at the time was centered largely around the Congregational Church, Greenwich Academy remained in its shadow for nearly ninety years. Its earliest principals were ministers, and its commencements were held in the church through the first decade of the twentieth century. An important milestone in the Academy's history occurred in the year 1839 when Philander P. Button took control of the school, and the Academy had a lay principal for the first time.

Philander Button's Contribution

Not much is known about the Academy's curriculum during its earliest years; therefore, the character of the school is best judged by one of the most legendary of its principals: Darius Mead's son-in-law, Philander P. Button.

Philander P. Button graduated from Yale in 1839 and acquired stock control of the Greenwich Academy, which enabled him to become its principal. He served in this capacity

The First Century



Philander P. Button, headmaster from 1839 to 1861.

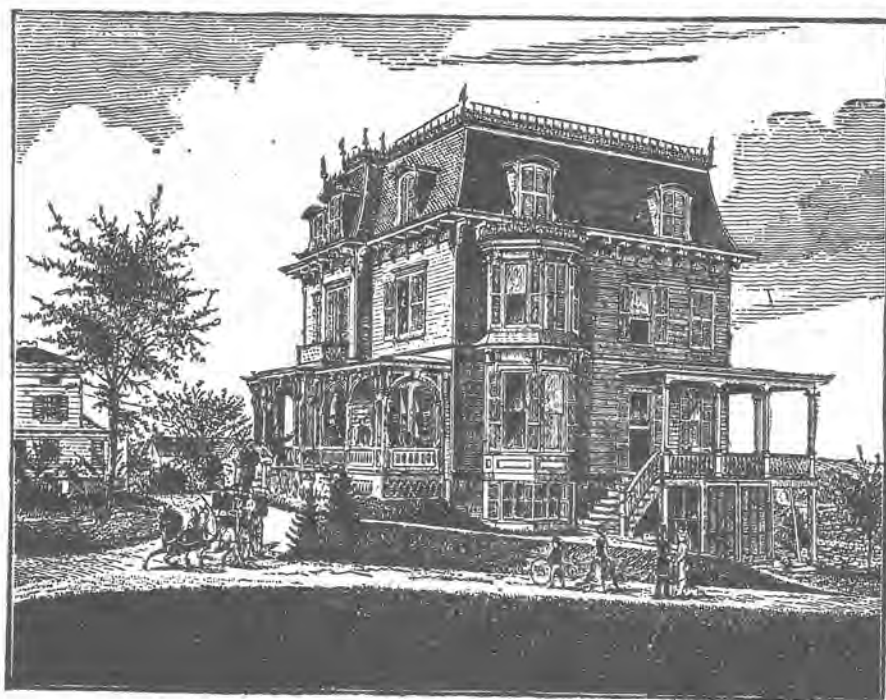
for twenty-two years, during which time he was active in the community, serving as a burgess of the Borough of Greenwich and as a patriot who helped raise volunteers during the Civil War. According to Hamilton Brush who spoke at the Academy's Centennial years later:

He brought the Academy from a small, struggling school to a place where it commanded the respect and admiration of the entire countryside. . . . From all accounts, Mr. Button must have had one of those dominant, engaging personalities which instantly impresses one with a feeling of strength and confidence, and to my mind, he was the real builder of the Greenwich Academy.

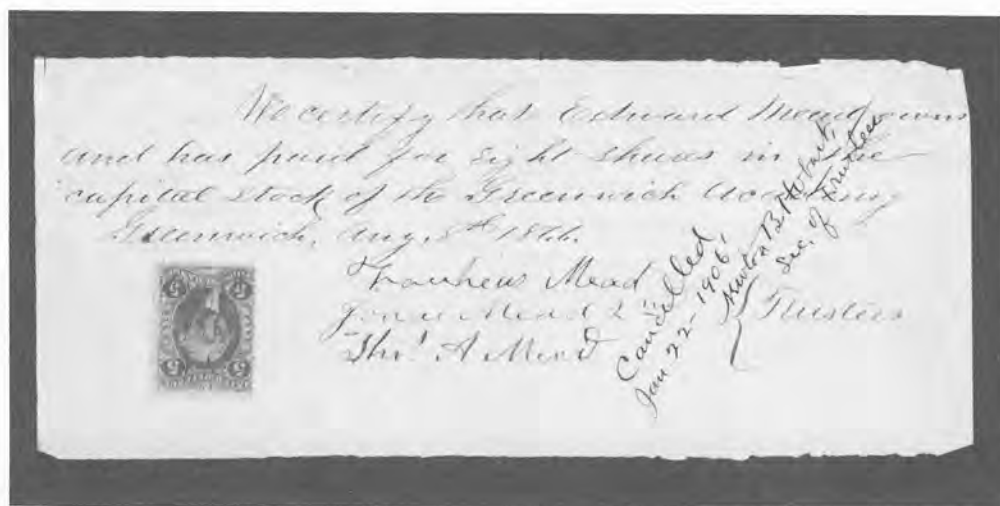
When Button arrived at the school, only six students were enrolled, but during his tenure, the school grew significantly as he lent his own considerable strength and purpose to the institution. One of his memorable traits was his emphasis on clarity of expression. He was known to have encouraged simplicity in student writing and to have criticized flamboyance of the written word. On at least one occasion, he had this legendary reaction to grandiosity in student essays and recitations: "The thunder roared, the lightning flashed, and the clams stuck up in the mud!"

He also had high regard for the concept that "Order is Heaven's first law," and kept punctuality and orderliness at the top of student priorities. Nevertheless, he made an exception in 1848 when he closed the school so students could witness the first New York-New Haven-Hartford passenger train as it steamed through Greenwich.

This was a man described as "united with fine scholarly attainments, a rare business faculty, and strength and vigor of character which early won and always held the respect of the school and the neighborhood." There is little doubt that this man laid the foundation for the school's later growth and success as it entered the post-Civil War period which ushered in great change for the Town of Greenwich.



Drawings of early buildings described in the 1877-78 catalog.



Greenwich Academy stock dated August 8, 1866.

Post-Civil War Life at the Academy

The physical campus of the "Academical School" remained relatively unchanged throughout the nineteenth century. The original Academy building, described as "a commodious edifice" in the 1877-78 catalogue, had been remodeled to provide what was described as "all modern improvements... well lighted and ventilated... a pleasant, cheerful, and attractive place." A residence had been built in 1875 for boarding students, "furnished with utmost care to make it a cheerful and fitting home for a limited number of boys... Standing near a quiet and attractive street, upon the principal eminence of the village, it commands an extended view of the surrounding country and adjacent Sound."

The earliest surviving course catalogue dates from 1868 and belonged to Hannah Mead, one of forty Meads enrolled in the school between June 3, 1863, and July 3, 1868. Hannah's catalogue describes the Academy as an English, Classical, and Commercial School "designed to secure to youth of both sexes, at as early an age as possible, a thorough and comprehensive English education." However, the education does not appear to have been the same for both sexes. For young men, it was intended to give "a complete preparation for commercial or business pursuits and for any class in college," while for Hannah and the other young ladies, it was "to qualify themselves as teachers and afford those accomplishments which adorn society and serve to render a home entertaining and attractive."

The youngest students were admitted to the Academy at age six, by which time they were expected to know how to read. In 1876, in response to the German educator Friedrich Froebel's views on using play to teach the very young, the Academy's first kindergarten was established under the supervision of the principal's wife, Mrs. Frank Shepard. Older

The Repository.

A Paper Published by the Students of Greenwich Academy.

VOL. I.

GREENWICH, CONN., JUNE 13, 1879.

NO. 1.

Our Teachers.

Study me, said the flower,
With its fair blushing dew;
I'll teach you the power
Of beauty and grace.

Learn of me, said the star,
Softly gleaming on high;
I shine from afar
To lead to the sky.

Look on me, said the sea,
As it leaps on the shore;
I am vast, am free,
The world hears my roar.

Learn of all, said the soul,
As it listen'd and thought;
God speaks through the world,
If His message is caught.

Study each in its place,
For in each there is wrought
The power and the grace
Of His infinite thought.

On the Track of Good Luck.

A FAIRY STORY.

It was a hot afternoon. The birds found it too warm to sing, the dogs were asleep under the trees, the cows stood up to their knees in water and wished the brook were deeper. I am sure nothing

could be more lovely than the sight of the brook with all its might and thought there never was such lovely weather.

Fred was out under an apple tree reading the story of a boy who worked very hard and became a great man, with plenty of friends, and money, and all that sort of thing. And Fred threw the book down and thought about it. He was a lazy boy, who always meant to do great things and never did them, and I am sorry to say he stood very low at the Academy.

"I wish I could do that," he said after a while.

"You can," answered somebody close by his side. He looked around quickly. It was the queerest old woman you ever saw. She was little and ragged and brown. Her face was all full of scars and her hands were hard with work. There was something beautiful about her except her eyes, and they were so young and sweet and pure that Fred made up his mind that she must be a fairy in disguise; and she was.

"No, I can't," said Fred, after he had looked at her for a moment. "I'm always unlucky."

The old woman tapped the ground with her foot impatiently. "My name is Hard Work, follow me," and she didn't wait for an answer, but started off. Fred jumped up and followed her. He thought he knew how to walk, but that old woman took the comest all out of him. Nothing stopped her. Up hill and down, across ploughed fields, over endless stretches of road, into swamps and up mountains—there seemed to be no end to the journey.

The old woman didn't take the trouble to look round once, but just pushed right on, as if it were the easiest thing in the world. Fred was completely fagged. He had never been so tired in all his life; but although he was lazy he had some ambition, and he didn't mean to be beaten by an old woman. He made up his mind

that he would go all to pieces before he did that.

On and on went the old woman and on and on went Fred.

It was getting to be exciting, and Fred didn't believe he had ever been so wide awake before in all his life.

At last they came to the foot of a very high mountain.

"Now," said Fred, "she'll have to stop and get her breath."

Not a bit of it. "She started up the side like a deer. Stones rattled down as she sped along, and rolled past Fred, who, rolling, perspiring and almost discouraged, was making his way as best he could. He'd over old trees and tore his clothes, he stepped on loose stones, he scratched his hands, he lost his hat, but he kept on climbing. The air was bracing up slowly, and every time he could look out he saw a wider and a lovelier view.

I don't know how many hours the old woman kept Fred on that terrible climb. It seemed to him as if it would never end, and several times he sat down in despair, but every time he picked himself up and started on again. It would never do to be beaten by an old woman.

At last, and after a long time, Fred reached a level place far up the mountain, though not at the top by any means. The old woman was waiting for him.

"You look a great deal handsomer," she said, after looking at him for a minute, "you look as if you had really done something."

When Fred remembered his own clothes and dirty hands he didn't admire her taste, but he said nothing.

"Now," said the old woman, after they had rested about one minute, "we'll have a little more exercise," and she handed him a spade and took one for herself.

She struck her spade deep into the ground. "Now, dig, Fred, dig," and she started off at a tremendous rate. It was, hard, wasn't it? To climb a steep mountain, and when you have reached a pleasant, comfortable place, to be set in digging!

Well, they dug and dug and dug. The hole grew deeper and deeper, and still they kept on. They could no longer see over the edges, and they still kept on. The sun went down, night settled over the mountain, and still they dug. One by one the stars looked at them, and wondered what they were about. They dug until Fred was tired, and then still he was worn out, and then still he was almost dead.

Finally, his spade struck something bright. "Stop," said the old woman. She stooped down, took up the shining thing and began to rub it with her dress.

As she did so a wonderful change came over her. She grew young and beautiful minute by minute, until Fred thought he had never seen anything half so lovely.

Her face was as sweet as it was pretty, and her eyes—well, Fred never forgot them.

What she had cleaned the piece of metal she turned to Fred.

"I have two names," she said. "When

were climbing the mountain and while we were digging I was Hard Work, now I am Good Luck," and smiling pleasantly she pinned the Deceit on Fred's coat.

Just then something buzzed in Fred's ear and he started up. He was under the apple tree, and the book was lying beside him. He picked it up and went home.

"I wonder if there is anything in dreams," he said to himself as he went along.

I think there is sometimes.

The Young Sculptor.

Four hundred years ago, in the gardens of the Medici Palace, might be seen a party of young boys, friends of Piero de Medici, who had been permitted to leave the rank of the older people and go out into the gallery that surrounded the Palace.

There had been an unusual fall of snow for the warm climate of Italy, and it lay before them in that tempting whiteness which schoolboys know so well how to appreciate.

It covered the statues and fountains, and changed the whole face of the country, making grotesque figures of the shrubs, which were cut in curious forms.

"Let us make statues and decorate this

garden," said one of the boys.

"Of what?" asked another.

"Of snow," replied the first, whose name was Michael Angelo, and with merry shouts they plunged into the snow, forgetful of their costumes of lace and velvet, carrying it along and piling it in different places in the garden, making it into a resemblance of the human form, which did not much differ, I dare say, from the "old snow man" of the boys of the Greenwich Academy.

But Michael Angelo saw in the distance the statue of a fawn, headless and much injured, which had been brought from some old ruin.

"I will make a head for this fawn," and he began shaping and moulding the damp snow.

As he worked his comrades gathered and watched him while the head gradually grew under his hand into a real face with good features. Then standing a little apart and watching the effect of each motion, "He must be sardonic—fawns laugh," said the boy as he gave an upward turn to the mouth.

"There's that is not bad, and one can always do well what one loves. I have loved sculpture ever since I was old enough to draw, and I need to play at making statues when very young."

Stepping back to get a good look at his work, he ran against some one, and to his great astonishment found it was the great noble himself, who had come with all his guests into the garden while the children were engaged in watching the making of the fawn's head.

They all stopped to comment on the statue, and Lorenzo, approaching the fawn, said:

"This is rather the work of one entering upon his career than the attempt of a novice. But, Michael, do you know that this is an old fawn, and ought not to have all its teeth?"

You have given him more than we have. Is it not so, my friends?"

"You are right, my lord," and with one stroke Michael knocked out a tooth and made the hollow in the gum which showed its loss.

It seems, on reading further into Michael's history, that after many attempts to perfect it, his father allowed him to become a sculptor, and that he made one of the greatest of his time.

At nineteen he carved a beautiful group in marble of the dead Christ in his mother's lap. He carved the colossal statue of the young David with the Duck Palace of Florence, and created a great many other works of art shown to this day. One of the greatest of these is "The Last Judgment," painted in the Pope's chapel at the Vatican.

St. Peter's was the shining work of his life. He did only part of it, his assistants having worked on it before, but the finishing was left to him.

In Michael Angelo, the great master of art, who at ninety stood among the honored of the world, ripened all the promise of the boy who, more than seventy years before, modelled the snow-doe for an hour's pleasure in the gardens of the Medici Palace.

G. D. P.

"Know Thyself."

"This whole thing, the sage of Athens, as the result and experience of a life given up to the attaining of higher ends than those that actuated the men of that day. In that age, the light of Christianity had not revealed to man the necessity for a purer, better life.

The only standard of human excellence was the merit or demerit with which a fellow creature's actions were held in the esteem of those around him. This precept was the reflection of the reaching of the mind after a higher life, and was prompted by that innate conscious approval of morality and condemnation of the lack of it, which is developed with culture and education in men in various fields of life.

The measure of intellectual worth by which man almost instinctively measures the characters, abilities, opinions, virtues or defects of those around him, is by comparison with his own attainments; hence, in order to decide upon the worth of others, it is necessary to know one's self.

"Seeing himself as others see him," man becomes acquainted with his own moral state, his defects, and virtues, perceiving as he does, all that passes within himself, his actions, words, and thoughts.

The inquiry is chiefly intellectual and is made in order to arrive at truth. A careful study reveals the fact that although the mind may be faulty we may say with Addison, "The mind of man is such a subject as stands the utmost test of examination."

The true medium of self-knowledge is one's self; to know ourselves we must inquire into ourselves.

It would be inconsistent that one having acquired an extensive knowledge of nature and the world should yet lack information on that still more important subject—himself. The knowledge of one's defects is necessary in order to remove them.

It is human nature to blame rather than praise, but by knowledge of our faults, we may avoid remorse. Self-knowledge gives a true insight into the real power of a man, and this prevents his over-estimating his abilities and lessens the danger of failure in the task of life.

O wad some power the giftie gie us;
To see ourselves as others see us;
It wad frae mairie a blunder free us,
And foolish notion."

C. B. McN.

The First Century

students were assigned to Junior, Middle, and Senior Departments, roughly corresponding to today's Lower, Middle, and Upper Schools. Courses offered in the higher grades included Ancient Greek, Bookkeeping, Navigation, Declamation, and Rhetoric, as well as the expected grounding in liberal arts. Physical education played no part in the school during the early years; the Academy's first gymnasium was not built until 1906.

One of the highlights of Academy life during this period was *The Repository*. This newspaper, edited by Greenwich Academy students, was first launched in June of 1878, with one thousand copies distributed among Greenwich residents. The stated purpose of the editors was "to issue a paper that will fairly represent the literary skills of the Academy. . . . Even those of older growth might find entertainment in its columns." Its appearance was heralded in the local town paper of the time as "a school paper which reflects great credit upon the ability of the scholars." Samples of their skill are given below:

Today the Academy completes its fifty-first academic year. Since its doors were first opened, two generations have come and gone, and the community has passed through many vicissitudes, but the school on the hill remains relatively unchanged. Teachers and scholars come and go, new faces are behind the desks, and new voices repeat the ancient rules and conjugate the same verbs, but the Academy is still the same.

In these years, it has not failed to make a lasting impression on the community. No school which has had so many faithful teachers could fail to do that.

But no school can reach the highest degree of usefulness without the cooperation of the people among whom it is placed.

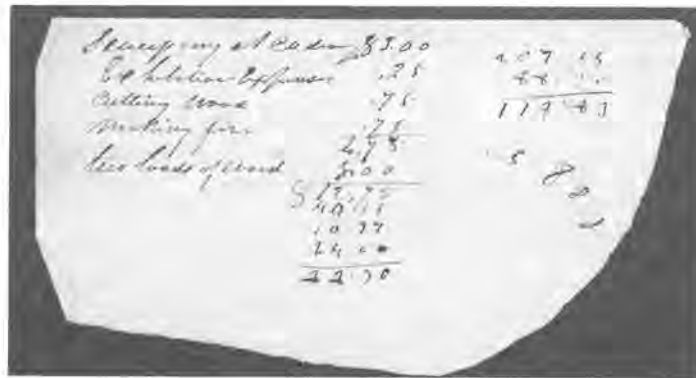
Another highlight of Academy life in the late 1800s was the Shakespeare Club, founded by James P. Kelley, an instructor in Latin and English. Emma Constant Holley MacRae, Class of 1891, maintained a lifelong friendship and correspondence with Mr. Kelley. In an interview during the spring of 1958, she recalled him with "glowing enthusiasm for the quality of his teaching and the influence he had over the entire school." She saw him



Cover of a Shakespeare Club program of 1890.

as a great teacher who instilled in his students such a love of learning that "the greatest honor was to belong to the Shakespeare Club. We read a play a month just for pleasure. We would gladly give up our lunch hour to read and discuss Shakespeare with that wonderful man!"

Such was the Academy's approach to educating students during the latter part of the nineteenth century. At the same time, great social and economic changes were taking place in Greenwich. This transformation would lead not only to a revised Academy curriculum, but also to the establishment of an entirely new school – exclusively for girls.



Invoice for services rendered in the 1800s labeled on the verso as "Mr. Sherwood's bill."

Greenwich Becomes a Suburb

Following the Civil War, wealthy industrialists from New York City began buying up Greenwich farmland for their summer homes. "Boss" Tweed purchased the Victorian house on Putnam Avenue that had belonged to Philander Button and sent his son, Charlie, to the Academy.

According to local historian, Judge Frederick A. Hubbard, Boss Tweed had eight children. One of them, Charles C. Tweed, is listed as an Academy student in the School Catalogue of 1877-78. Hubbard himself is listed in the very same catalogue, and, writing in *Other Days in Greenwich*, remembers his schoolmate this way:

Charlie was a romping boy in his early teens, with a lively pony and without much time for his books. School had little attraction for him and at one time he had a tutor. Had he lived in these days he would have possessed a high power motor car, if not a flying machine. But everybody liked Charlie Tweed and all were saddened at the news of his death some years after Linwood [the family estate] was sold.

Hubbard gives the following description of Tweed and his son (presumably Charlie) driving their checkerboard, four-in-hand team of horses:

The First Century

The year 1867 was remarkable for the craze for high carriages. Tweed occupied the back seat of this conveyance, with its enormously high springs. Usually his son was by his side, but his great weight of nearly three hundred pounds gave the wagon a decided list.

It was in this rig that Tweed went to the railroad station one summer morning in 1870 and bought 18 acres from Frederick Mead to add to his estate. The stone walls currently surrounding One Milbank are all that is left of Linwood. The residence, a Victorian house originally built by Philander Button, was remodeled by Tweed.

Later, after Tweed went to jail and died there, his widow sold the Linwood property to Jeremiah Milbank, a businessman who made his fortune selling condensed milk to Union forces during the Civil War, and increased it by investing in railroads. Apparently, Milbank was more interested in Tweed's *property* than the house, which he sold off to H. O. Havemeyer, the sugar magnate and collector of impressionist art, who moved the house a few hundred feet away to the property now owned by Temple Shalom.

While the rich were buying up land, immigrant workers were moving into Greenwich to find work on the estates or in the factories that were springing up in the area: the American Felt Company (1899) and the Russell, Burdsall, and Ward Bolt and Nut Company (1901) among them. By the time of the 1910 census, 61 percent of the population of Greenwich was either foreign or of foreign parentage.

Bush-Holley House

Added to this diversity was the artists' colony that was flourishing in Cos Cob during these years. The Bush-Holley House, an inn at the time, was a central meeting place for the colony. Among its more famous members were Lincoln Steffens, Ernest Thompson Seton, Willa Cather, John Henry Twachtman, and Childe Hassam. Susan G. Larkin, in *Connecticut and American Impressionism*, gives the following description:

The front porch of the Holley House resembled a humanities seminar, with painters, actresses, editors, and journalists discussing the most favorable conditions for the creation of art and the most graceful way to dive off the Mill Pond bridge.

Mrs. Brown MacRae, the former Emma Constant Holley, was the last owner of the Bush-Holley House before it was acquired by the Greenwich Historical Society. She had grown up in this house and lived there until after her husband's death. Brown (Elmer L.) MacRae was an impressionist painter and a member of the famous artistic and intellectual colony that flourished in Cos Cob from 1890-1920. Writing about Greenwich in his *Autobiography*, Lincoln Steffens reports that "the townspeople and fishermen were all right; they fitted into the land- and seascapes," but he complained about "the successful New Yorkers who were buying up Greenwich and modernizing that lovely old town."

Other Academy students and parents had lived in this house before Emma Holley. Justus Lake Bush, one of the original Academy subscribers, was raised here, and it remained in the Bush family for 110 years until George Jackson Smith bought it in 1848.

RUSSELL, BURDSALL & WARD,
MANUFACTURERS
OF
BOLTS,
PORT CHESTER, N. Y.,
AUGUST 1st, 1867.

The reputation our Carriage and Tire Bolts have obtained with consumers for uniform *superiority of stock and finish*, is the result of twenty-one years exclusive labor bestowed on facilities for their special production, and in experiments to discover the kind of Iron best adapted to making the most *reliable Bolts*. While acknowledging our obligations for the extensive appreciation our labor has enjoyed, we would employ the same medium to assure our customers and friends that we are still improving their standard of quality, by approaching the perfection of facilities for manufacture, as rapidly as experiments will permit, and meeting the increased demand as promptly as our means of production can be duplicated. Although we enjoy the exclusive privilege of making *thoroughly forged nuts* by means of machinery, and indispensable as they are for good work, that feature alone would not sustain the preference given our Bolts in the presence of so many plausible imitations offered at such low prices, were it not for the uniform correspondence of quality in the stock we use, and the care bestowed in manufacture. This wins them a confidence wherever they are used, equal to that enjoyed by the Philadelphia Bolts, which are sold by a list about 25 per cent. higher than the standard list we sell by, and which even at the same discount leaves a large margin in favor of the purchaser of our Bolts. We continue to give particular attention to the manufacture of Bolts for Plows, Mowing Machines, and all other kinds of Agricultural Implements, requiring superior Iron, and all are fitted with *forged nuts*. Also Stove Rods, Stove Bolts, Draw Knob Screws, Sink Bolts, &c., &c.

Every Bolt sent from our Factory is warranted.

We solicit a continuance of your orders, which will receive our careful and prompt attention.

Russell, Burdsall & Ward advertisement of 1867. An impressive list of the founders' families attended the Academy over the years.

The First Century

His granddaughters, Lizzie and Rhoda Peck, were Academy graduates, as was Kate Brush Wellstood, who ran the historic homestead as a boarding house before the Holley family took it over as an inn.



The student body in 1885.

The Late 1800s at the Academy

During the 1890s, the Greenwich Academy's enrollment averaged approximately forty students per year. According to Paul M. Barrows (Class of 1907):

The Academy at that time was run by a Mr. Root, who was something of a Uriah Heep type with a long white beard. He never taught any classes. And the children attending the Academy all sat at desks in the long room on the ground floor of this long building, which stretched over the hill. There were two floors, and the downstairs had one side for the girls and one side for the boys—and the teachers in the morning all sat on the platform with Mr. Root on the left-hand desk, and he gave a little prayer and read a few verses from the Bible every morning...





The Academy baseball team of 1891.

THE 1896 ACADEMY SENIOR rose early to harness the horses and drive the four miles down North Street to the large house on the corner of the Post Road and Maple Avenue where Mr. and Mrs. Root ran the Greenwich Academy boarding and country day school for boys and girls. She had to unharness, feed and water her horses, leaving them in the stable next door. She went to the study hall to leave her books. Then Assembly, with prayers and a hymn to begin the day. She went to separate classes in such varied subjects as: English, Geometry, Latin, French, Rhetoric, Botany, Astronomy, Music, Drawing, and twenty minutes each week of Calisthenics. In addition, she wrote "Doorstep Papers," which were left at the front steps and read at assembly. She also participated in The Shakespeare Club, reading a play, or 2,500 lines of poetry, answering the roll call with a Shakespearean quotation such as "Much Ado About Nothing." Late in the afternoon, she harnessed up her horses and, laden with books, set out for home, often studying until midnight.

Alice Fiske, '96



Changing Times

The stresses of a rapidly changing population seem to have made themselves felt in the Greenwich school system. Until the turn of the century, most students seeking education beyond the elementary level attended Greenwich Academy. But changes in the community brought changes to the schools as well, and the first two decades of the twentieth century would prove the most difficult ones in the history of the Academy, threatening its very survival.

It was during this period that the historic relationship between the Congregational Church and Greenwich Academy came to an end. Of all the local events of the year 1900, perhaps the most significant in the history of the school was the disbanding of the Second Congregational Ecclesiastical Society on February 28. This may be seen as symbolizing the end of an era.

In addition, new boarding schools were emerging in Greenwich, and the wealthy began to send their children to such institutions as Rosemary Hall, which opened on October 31, 1900, and The Misses Ely School "for young ladies," which opened on October 16, 1906. Almost simultaneously, public secondary education became available in Greenwich for the first time, when Greenwich High School opened its doors on the first Monday of October 1906.

There seems to have been considerable dissatisfaction with Greenwich Academy at this time, at least partly because the school failed to meet new demands for athletics and extra-curricular activities. Hamilton Brush, president of the Greenwich Academy board of trustees, later described the situation as follows:

The town was changing rapidly, the nature of the population was changing, the influence of the church organization in town was rapidly declining, and the Academy did not change with the times. It lost its popular appeal: the old inhabitants began moving away and such new-fashioned things as organized athletics, modern equipment, and popular extra-curricular work were not encouraged.

Ruth West Campbell, who, in 1925, became the twenty-first principal and third woman to head the school, also acknowledged the difficulties of this period. In her history of the school, entitled *A Century Passes*, she wrote:

In spite of discouragements, academic work was carried on with fidelity by a group of fine teachers who, together with a few loyal graduates, kept the Academy alive by generous gifts of time and money.

The problems facing the school were reflected in its declining enrollment. One June, there were only two students in the Academy's graduating class, a boy and a girl, and a commencement rehearsal was thrown into confusion when a joker began playing "The Wedding March" on the church organ. According to one report, "The news spread so fast and the confusion of the young lady was so great that the commencement on the following day lacked some of its usual dignity."

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George F. Carmichael is at top left in this photo of the Mandolin Club taken about 1900.

Perhaps the most disenchanted was George E. Carmichael, a popular English teacher who had joined the Academy faculty in 1900. Young Carmichael, who was twenty-six at the time, proved popular with many of the parents and patrons of the Academy because he "handled easily a number of boys who had been serious problems for their previous teachers." In 1902, apparently at the suggestion of dissatisfied Academy parents, Mr. Carmichael obtained the financial backing to acquire stock control from Mr. J. Henry Root. However, the attempt failed at the last moment, possibly because, as Carmichael reported, Mr. Root was "considerably surprised and quite angry" that Carmichael had obtained an offer of financial support. Mr. Root declined to sell his shares, and at the close of the 1902 school year, Mr. Carmichael began to work on the establishment of a new school. The Brunswick School for Boys opened on September 22, 1902, in the Octagon House on Milbank Avenue. Mr. Carmichael's new school thus became yet another competitor for the Academy.

In the academic year 1902-03, the Greenwich Academy was described as a day school for boys and girls, also offering accommodations for four boys in the principal's home on Old Church Road. Only five students graduated that spring, four of whom were boys (that year, over 60 percent of the student body was male). The opening of Brunswick compounded the Academy's difficulties in attracting students.

Academy Days

A group of Greenwich residents managed to acquire stock control from Mr. Root in 1903. Newton B. Hobart replaced Mr. Root as principal, and a period began which Paul M. Barrows (Class of 1907) remembers this way:

And so Mr. Newton B. Hobart was left the next June by Mr. Carmichael's going out and getting the funds to build the school called Brunswick School, which was a boys' school. . . And, of course, it left the Academy in the lurch because it took away some of the boys of wealthy patrons that helped the school along; and when they took, say, a quarter of the boys out, why it was just too much. And so Mr. Hobart left the Academy and became the principal of the big high school in Greenwich. . . and I believe after that the Academy folded up.



The championship football team of 1909.

The New Day School for Girls

Although the Academy did not "fold up," it did fail to sustain its coeducational identity despite a last, valiant effort to retain the Academy boy. Leonard S. Clark (Class of 1912) recalls that the Academy's principal persuaded ten members of the Greenwich High School football team to come to the Academy. The result was havoc for the high school's athletic program, with the Academy enjoying the finest athletic performance in its history.

Even with this newfound prowess, the Academy remained in serious trouble. A proposal in 1912 to merge with Brunswick was rejected because the trustees of Greenwich Academy insisted upon the dismissal of George Carmichael as a condition of the merger. In 1913, Headmaster Walter A. Waterman recommended that the Academy accept only girls after

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September 1, 1913, since the prospects for continuing as a mixed school were poor. On March 1 of that year, the trustees formally voted to discontinue the Academy as a mixed school and to lease the property for a girls' school to Mr. Waterman. At that time, Mr. Waterman said:

The decision to make the Academy a Girls' Day School was arrived at only after careful consideration of the needs of the community. . . . There appears to be unquestionably a demand for a private day school for those girls who prefer to reside at home during that period when the associations and conveniences of home count for most in their lives.



Elizabeth Milbank Anderson. Fortunately for the Academy, this noted philanthropist decided to turn her attention to the struggling school across the street from her home.

A financial reorganization of the school took place in the following year. At a special meeting of the stockholders called at five o'clock on the evening of March 19, 1914, the stockholders voted to sell the Academy real estate to Edwin H. Baker, Edward Brush, and Augustus I. Mead "in consideration of their assuming the entire indebtedness of said Greenwich Academy, and without any other consideration whatsoever." The next day, the stockholders relinquished all their interest in their shares of Academy stock and transferred them to Messrs. Baker, Brush, and Mead.

Stock control was subsequently acquired by Mrs. Elizabeth Milbank Anderson, who had turned her attention to the school across the street from where she lived and who had enlisted the help of Mrs. E. H. Hooker and Mrs. Nathaniel Witherell.

Elizabeth Milbank, the daughter of Jeremiah Milbank and Elizabeth Lake, married Colonel A. A. Anderson, a noted portraitist. Besides being the largest landholder in



The Academy at 116 Maple Avenue in 1924.

Greenwich, she was also a great philanthropist. She generously supported Barnard College, the Greenwich Library, and the town's first incinerator, and established the Milbank Memorial Fund. According to *The Great Estates*, published in 1986 by the Junior League of Greenwich, "Milbank [estate] was often the scene of gala charitable benefits, but given that she was a staunch temperance supporter, it is certain that no liquor was served at these affairs."

One such spirit-free occasion was held on May 18, 1914, when Mrs. Anderson's home was the site of a special meeting of the Greenwich Academy board. At this meeting, two women (Mrs. Anderson and Mrs. Hooker) took the places of A. I. Mead and Edwin H. Baker who resigned from the board. Mrs. Anderson was elected president and Mr. Colby M. Chester, Jr., was elected treasurer. Mr. Chester and a Mr. Blake (an architect) were authorized "to supervise and act for the trustees in the matter of construction of the new building." The trustees then awarded various building contracts for construction to begin at 116 Maple Avenue, the property formerly known as the Prescott Estate, which had been acquired by Mrs. Anderson the previous March.

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The "New Day School for Girls" opened officially on Thursday, October 1, 1914, but the "new, fireproof building" on Maple Avenue was not completed until September 27, 1915. It was described in the catalogue of that year as follows:

The floors in the halls, class rooms, and assembly room are of Marbleoid construction, and the stairways are of steel and concrete. A roof loggia permits classes to assemble in the open air or to be entirely enclosed with glass in inclement weather. The kindergarten and primary class rooms open directly upon a brick terrace, where games and exercises are held when the ground is wet or covered with snow. A terrace on the roof is also used for out-of-door classes.

The change to an all-girls school brought changes in the curriculum. The trustees voted on October 20, 1914, to install equipment for courses in Domestic Science, including an electric range and hot plates. The new emphasis was on a course called "Household Arts." Thus, the school, which, less than ten years earlier, had boasted the championship football team, described its aim in 1917 as "the development of a strong character that will reflect a womanly woman, ready to take part in the activities of life."



Athletics, 1918.

The Knox Years

In April of 1920, Elizabeth Milbank Anderson received a personal note from a friend of hers, Laura D. Gill, who was a dean at Barnard College. The purpose of Miss Gill's letter was to suggest that the Academy consider one Alice Adelaide Knox in its search for a new principal.



*Miss Alice Adelaide Knox,
headmistress from
1920 to 1925.*

The prospective headmistress came to the Academy's attention at the age of 43, highly recommended by Miss Gill as "enthusiastic, observing, sympathetic, conscientious, and unselfish." She was a sterling candidate to become the Academy's second female principal, having graduated from Smith College (Class of 1889), earned her master's degree from Columbia University in 1906, and taught at both Barnard and Smith. Her twenty years of experience included teaching Latin and science and doing "executive work" in private schools.

At the time, Miss Knox was serving as principal of Miss Knox's School in Utica, New York. According to the Fifth Avenue Agency which represented her, she was seeking a new position because she wanted "to continue her work with girls" but the school in Utica was planning to become coeducational.

Her opportunity came when Greenwich Academy offered her the job in June 1920 as principal at a salary of \$3,500 per year. Miss Knox accepted the position in a letter dated June 17, 1920, in which she requested a list of the school's teachers and employees, along with a description of their duties, a rough diagram of the building with rooms labeled, a schedule, and a course of the previous year's study. She also inquired about a victrola: "Has the school a victrola? I can retain my small one instead of disposing of it, since it is useful for bird-calls, may-poles, etc." She also sent photographs taken at her school in Utica, noting that, "They convey something of the busy, cheery atmosphere for which I strive." A letter of June 25, 1920, responds to the inquiries of Miss Knox and indicates that the Academy "has not yet secured a French teacher for next year, nor have we secured anyone to take charge of the gymnasium work." Apparently, the school did not have a victrola either, so presumably Miss Knox brought her own when she came to Greenwich.

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At the time of her arrival, there was a small, fine faculty, among whom was Edith C. Ewing (who is remembered as not permitting her students to begin any sentence with "Well. . ."). One of the school's most famous teachers was César Borré, a graduate of the Brussels Royal Conservatoire and a former conductor of the Royal Opera House in Antwerp, who wrote the Academy song. There was also a Miss Booth, the teacher of Household Science, who was teaching gym but reportedly "did not feel qualified" to do so. This would change with the arrival of Miss Mildred Peabody in 1922, who established the Athletic Association and introduced the Academy to the Mensendieck method of teaching posture.

Such teachers worked closely with the Academy girls, as did Miss Knox, who seems to have been a friend and companion to many of them. Lydia Lester, Class of 1926, remembers her this way:

She was a very fine woman. She was there, I so well remember her, when my father died. She was so extremely kind to me as a pupil in the Academy. She also told me she was the perfect spinster and quite strict.

During this period, the many acres of Milbank were open to the faculty of Greenwich Academy. Teachers customarily took advantage of Mrs. Anderson's hospitality and frequently walked along Milbank's wooded paths. After Mrs. Anderson's death, the trustees of her estate consented to "extend this revocable privilege to the teachers so that they may have use of the roads and paths for their walks. . . ." But the decision apparently caused some friction between Miss Knox and the superintendent of the Milbank estate, a John D. Wilson. In a handwritten letter to "My Dear Miss Knox," dated May 15, 1922, Mr. Wilson admonishes that "I do think that before you approached my Employers about this matter you should have at least out of courtesy taken this up with me. . . ." He concludes his letter with a warning that the teachers "keep to the paths and roads."

The invitation for constitutionals successfully extended, Miss Knox proceeded to introduce many of the Academy's most time-honored traditions. Among them was the *Green Leaf*, which was first published in February 1923. In it was a letter from Miss Knox wishing the students all success in their new venture, offering warm greetings, and acclaiming the *Green Leaf* as "the promising child of the Class of 1924":

I want you to make the Green Leaf an important influence in our school life, helping constantly to raise our standard of technique and of originality, and especially holding opportunity before the younger children, and the sort of responsibility for which they must fit themselves as they go into the Upper School.

Another Academy tradition that originated under Miss Knox was the uniform. On February 7, 1922, Greenwich Academy formally adopted a uniform policy, and all girls were required to wear the Academy's specified attire by the fall of 1922. The winter uniform consisted of a suit of green Scottish imported tweed, an ecru poplin sport blouse, a green string tie, and a tan felt hat. The summer uniform was "a dress of green, Anderson gingham with a uniform narrow, tan leather belt." For athletics, the girls wore "dark green athletic bloomers, an ecru sport blouse, a dark green sleeveless jersey, tan stockings, and low white sneakers."

THERE ARE MANY PEOPLE who have the movie habit and one cannot always blame them. There is the girl of perhaps fifteen who thinks she has a complete knowledge of the world. She loves to go to risqué pictures, and she continually says, "What harm can they do you anyway?" Then there is the little boy at the age that craves excitement. He, with others of the same craving, sits in the front row yelling, "Go get him," as the hero fights four men at a time, and hisses violently when the villain steals the weeping girl.

But the most interesting of those who have the movie habit is the woman of the working class who takes money out of the meagre family savings to come to the "show" on Saturday night, no matter what the movie is. I had the experience of sitting next to one at a "society" picture last year. I was bored in the full sense of the word and turned to look at this woman next to me to see if she was too. I was so surprised I couldn't move, for the woman was crying with the heroine in the picture as she took leave of her hero. Her face was no longer hard and set, but full of genuine emotion. When the villainess was displaying her wiles, the woman pushed back her stray locks, and tried to arrange her drab old hat in the same way as that which she saw. She almost looked pretty as she copied each motion seen on the screen, and when the hero and heroine embraced each other at the end, she tenderly hugged her old pocketbook. I never saw the woman again, but I've always remembered her.

Susan Hall, '27



Athletics, 1922.

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In 1923, after the uniforms had been adopted, it became the fad for girls to wear Deauville kerchiefs draped over their shoulders. Susan Hall, Class of 1927, wrote in the *Green Leaf*:

As I watch the girls hurrying to their various classes, their necks bedecked with "glorious clouds" of red, orange, or green, I feel as if there were a regular hurricane of color. I, myself, see nothing artistic in the way the Deauville kerchiefs are draped over the girls' shoulders, as though in their hurry the kerchief has slipped to the side, but many do.

Apparently the school did not approve because "one day the kerchiefs were all missing, and the uniforms were unadorned." Another violation of the dress code occurred when Academy girls began to venture forth without their hats. Miss Knox expressed disapproval, saying that only "the more rowdy girls" go without hats. Such insistence upon decorum should not have been surprising from a headmistress described in this way:

She looked like Queen Mary. I remember her with glasses, which she wore chained to her dress and which she stuck on the end of her nose. She wore long, black, flowing gowns which could be heard swishing down the hallway.

Apparently Miss Knox conveyed a rather Victorian aura—during the twenties when women, newly liberated by the right to vote, were becoming modern. Skirts were shorter, women wore makeup and cut their hair short, and smoking was acceptable in public. It was "The Roaring Twenties," when the "speakeasy" was flourishing with prohibition, and motion pictures were all the rage.

Amid such new-fashioned developments, Miss Knox made a request of Academy parents, asking them to keep their daughters away from movies during weekdays in order to prevent distraction from more studious endeavors. She was not altogether opposed to the motion pictures, however, because it was at her instigation that *Gypsy Passion* was presented at the school as a fund-raiser for the Athletic Association.

Then, suddenly and unexpectedly, Miss Knox resigned. Her letter of resignation, dated December 16, 1924, was addressed to Mrs. Henry J. Fisher, secretary of the board of trustees:

During the past five years, the creative part of the work in the school has given me much pleasure, and I have been indebted to the board for help in carrying out plans which have made possible a progressive policy. With sincere appreciation of their cooperation, believe me . . .

A reception was held in April 1925 for Miss Knox and her successor, Mrs. Ruth West Campbell. That June, Miss Knox presided over her last Academy commencement—which was the first time the Academy song was sung on that occasion. The song was not sung again at commencement until June 7, 1941.

MISS KNOX, who has for five years worked for us and with us, announced in assembly the other morning that she was leaving, because she finds the work too heavy for her and she wishes to conserve her strength. Owing largely to her efforts, we have acquired a new athletic field, a new gymnasium, a school uniform, a grand piano, and in the appreciative words of one person, "she even raised the roof," so that most of the Upper School work is now carried on in the five rooms of the upper floor.

To have taken over the school when it was in its former disorganized condition; to have organized it and raised the standard of scholarship as she has done is indeed an achievement. In truth, the improvement in the school's scholastic standing is a fact which stands out vividly, for we have been steadily sending girls up for college entrance examinations in the past years, and the Academy is now accepted without doubt as a college preparatory school.

We, the girls, would like her to feel that we warmly appreciate all that she has done for us, and that we will try to carry out the ideas that she has given us and live up to the ideals that she has set before us. Miss Knox will be a lasting friend of the school; and it will be with deep regret that we wish her adieu.

Green Leaf, March 1925



II



The Campbell Years

These girls of Greenwich Academy have not the expectation that the world is going to let them sink down into deep, overstuffed furniture as an ideal for their life.

Dr. James L. McConaughy,
President of Wesleyan University,
Greenwich Academy Commencement,
1940





A Lady Named Ruth West Campbell

RUTH WEST CAMPBELL was born in Pennsylvania, not far from the Mason-Dixon line. Because her parents died while she was still a child, she was brought up by her grandfather who had sent all seven of his children, boys and girls alike, to college — this at a time when women were typically expected to work in the home.

Ruth West thus attended Wilson College in Pennsylvania, but, after two years there, she met an uncle who was a professor at the American College in Beirut and decided to embark with him on a tour of Europe and the Middle East. On a return trip to Syria, she was quarantined for three weeks on the Greek archipelago and took the opportunity to explore the ancient ruins of Athens and the surrounding region. Eventually, she ventured as far as Beirut where she remained to teach for a year, finally returning to Wilson College to complete her bachelor's degree.

Upon graduation, she met and fell in love with a young engineer whom she married soon after. She then received her master's degree at Columbia University and went on to teach — first at Germantown Preparatory Academy, then at Deerfield Academy, finally attaining an executive position at Dana Hall, an affiliate of Pine Manor Junior College. It was there that the trustees of Greenwich Academy recruited her, spearheaded by the efforts of Mrs. Raynal C. Bolling.

Mrs. Bolling had arrived in Greenwich about 1910 and was described as a beautiful, young, "proper Bostonian" with a sense of humor and a love for the humanities. According to Mrs. Bolling, Ruth West Campbell had the qualities necessary to bring new perspective and vitality to the Academy. Mrs. Campbell later described her own recruitment in the following manner:

The board was eager to provide the "latest thing" in education. One of the things in mode was mats for resting on the floor. The committee found me sitting on a mat in Boston and decided I would do.

In fact, her broad experience and expertise were ideally suited to the Academy. Besides her impressive teaching capabilities, she had artistic talents, including writing, painting,



Portrait of Ruth West Campbell, headmistress from 1925 to 1955, by Frank C. Bensing. Under her astute stewardship, the school grew almost five-fold, becoming one of the leading day schools for girls in the Northeast.

The Campbell Years

and singing. With her enthusiastic encouragement, the Academy became increasingly involved in the arts, particularly in dance and music. Sports and a revolutionary approach to posture, known as Mensendieck, gained in importance at the Academy under her leadership. These courses helped the Academy to reflect a new concept – “The Country Day School” – a concept that had recently come into vogue.

At the same time, Mrs. Campbell stressed the teaching of English, a course which she herself taught and for which the school had been well recognized since its famous Shakespeare Club of the 1890s. Early in her Academy career, Mrs. Campbell also initiated a current events class, drawing on her wide travels throughout the world and sending her girls to forums on world events.

Throughout her twenty-five years, Mrs. Campbell was an impressive figure, gracious but demanding of high standards. In the words of one student, “She was quite a role model – the woman who was very sure of herself and ready for anything.” To another student:

I was terrified of her. . . but she was the best teacher I ever had in my life. She taught English Literature (a lot of Byron, Keats and Burns), and Current Events to the top four grades. We were expected to stand straight at our desks and answer any questions on all parts of the world. We read a newspaper every day, and Time Magazine every week, and had two Time tests a week. I never again learned as much as in those courses she taught.

From two students who knew her:

She was tall, thin, just like a bean pole and a very sharp face, but oh, a very fine woman. I'm sorry I only had one year with her.

Underneath that strict, old school exterior, I always thought she had a big heart and cared very much for her girls.

Mrs. Campbell had a sense of humor and for years delighted in putting up the Weekly Joke on the bulletin board outside her door. As one student recalled,

Mrs. Campbell was an unusual woman. Beneath the shy demeanor was a rollicking sense of humor. I recall that, during my first Halloween party at the Academy, a tremendous box appeared: the only extremities to be seen were two skinny legs and a long, aquiline nose. I playfully tweaked the nose and was appalled to hear the familiar, husky laugh of our distinguished headmistress.

Mrs. Campbell also cared about her students. To the surprise of the student body when she became headmistress in 1925, the principal's door was left open as an indication that students were welcome and that she took a personal interest in their everyday lives. One mother reporting to the trustees found it extraordinary that her little girl “had come home radiant because Mrs. Campbell had talked to her all the way up the stairs.” This description, recorded in the trustee minutes of 1926, gives some hint of the austerity and strait-laced discipline that must have characterized the Academy prior to Mrs. Campbell's arrival.

The Centennial Celebration

Past, present, and future converged at the Pickwick Arms on Thursday evening, the 27th of January 1927. There were more than a thousand people invited to the Centennial Dinner, including fifty-six Meads (almost all of whom were former students), and two Button sisters (daughters of Philander Button and granddaughters of Darius Mead who founded the school).

Many former teachers also attended, as did certain teachers who were destined to be remembered by future generations of Academy students. There was Mildred Peabody, head of the Physical Education Department, who was responsible for introducing Mensen-



*Ruth West Campbell and Nan Bolling, Esther Sands, Clare King,
and Lydia Ferris from the Class of 1926.*

The Campbell Years

dieck to the school. There was Bessie Watters, the dietician who would be remembered as Mrs. Christen. There was César Borré, who wrote the music to the Academy song and whom one alumna recalls as "the best teacher in my life — he would play on the piano and we had to write it out!" And there was Mrs. Pethick who would play such an important role in Academy life for the next thirty-three years.

The young Ruth West Campbell, who had been at the school only three semesters, stood at the threshold of her long and distinguished career as headmistress of Greenwich Academy. She had already made her own unique contribution to the Centennial celebration with the publication of *A Century Passes*, the first history of the school. She would continue to make significant contributions to hundreds of girls and families of the Academy.



Theatrical of 1926.



Parents' visiting day in the Primary School, 1928-29.

The Campbell Years

The Late 1920s

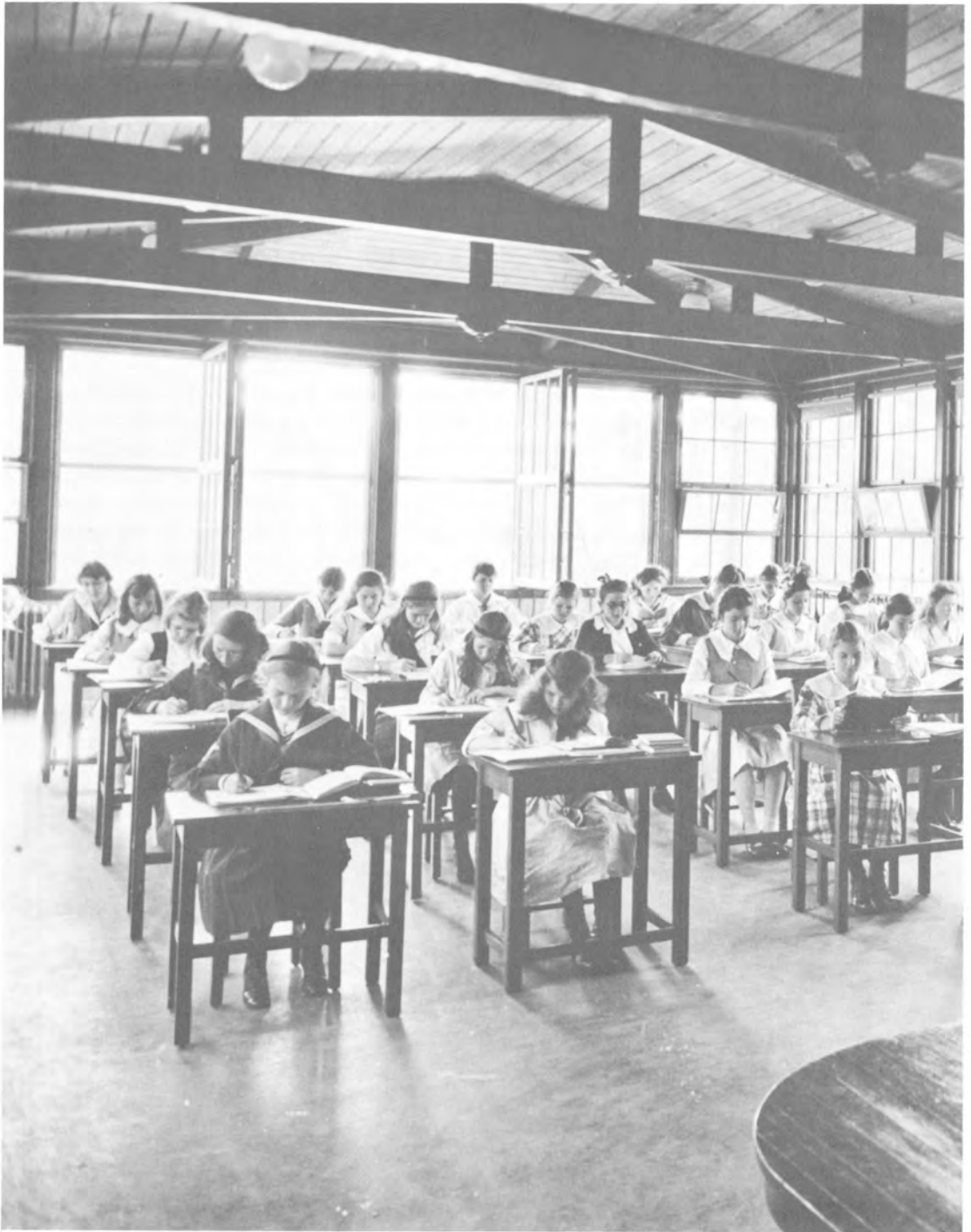
The late 1920s was an adventurous, affluent period, and Greenwich Academy flourished as well, with enrollment more than doubling within three years. The school was growing in many ways. First came the new buildings. The excitement over the new Primary House for five- to eight-year olds was palpable, and the eager young students wrote effusive notes to Mrs. Campbell:

*It is lovely in this house.
I like the wallpaper. It is lovely.
I like this house, we are very happy!
Love and kisses.*

Next came Century Hall, so named by Anne Rockwell, the winner of the school contest, who suggested the name because it was built right after the school's 100th anniversary in 1927. By 1928, Lower School students were happily ensconced there, enjoying the French and Music studios and later (1934) the gracious Colonial Room for afternoon teas and recitals. The gymnasium was also expanded and a platform added for outdoor activities, and, last but not least, came the Field House in 1929. To help raise the money for the new Field House, one determined young student named Phebe Root called on sixty residents to sell tickets for the Academy's latest dance production. The tickets for this smash hit, *Step This Way*, were sold out, and the girls got their Field House, which was elegantly decorated with wicker furniture and a green tea set to match.



Primary School, 1926-27.



Study Hall, 1922-23.

The Campbell Years



The Curriculum

More than a century old. Cherishes rare traditions of the past while affording the new century's opportunities for creative growth and scholarship. Unusual advantages in English, French, Dramatics, Art, and Music. Excellent Physical Education activities, including dancing and sports, with special attention given to posture and grace of movement. A Day School for Girls. Kindergarten, Elementary, College Preparatory, and General Courses.

This 1927 advertisement gives a glimpse of the newly developed curriculum. New courses included Current Events and expanded French and science programs. The Music Department, under the encouragement of Mrs. Campbell and Mrs. Bolling, was enlarged to include instruction in piano, violin, and the study of orchestra; also a full-time Director of Music (Rachel Jones) was hired. Mrs. Bolling, in her enthusiasm for the humanities, organized teas for music and dance and was reputed to have sung at a number of these herself.

The growth of the Music Department coincided with the arrival of Mrs. Jean Pethick in 1926, who, with her formidable talents, launched such spectacular dancing shows as *Step This Way* and *Free Wheeling* for which she did the choreography and, in many cases, the music and the lyrics as well. *Step This Way*, which Mrs. Pethick wrote in 1929, received wide acclaim in the local press. The *Greenwich News and Graphic* heralded it as "a play with sparkle, wit, snap, and artistic value of no mean order!" But Mrs. Pethick's talents were not confined to dance as she explained:

I remember my coming in early November 1926. I came for two afternoons a week to help Miss Peabody with the hockey. We had one field and just enough girls, counting the Eights, to make two teams. But they were good teams, fast and courageous, and we won those November games. Before I knew it, I was interested and persuaded to stay on for the Basketball. In these days, we played Rosemary and Low Heywood and a school called Roger Ascham which we referred to inelegantly as Roger Ash Can. In the spring we had track with races, high and broad jumps, hurdles and the javelin, and disc throws.

A most unusual addition to the sports curriculum was Mensendieck, a method of teaching posture that required students to disrobe for exercises in a special studio equipped with full-length mirrors (and a camera). Mrs. Campbell, who always held herself very erect, was an enthusiastic advocate of this approach to posture and succeeded in persuading Dr. Bess Mensendieck herself to lecture to a somewhat reluctant audience in 1929. In Dr. Mensendieck's words:

Our present day physical education cannot do away with such prevalent defects as stooped shoulders, bowed legs, crooked arms, weak ankles, and sunken arches. . . The Mensendieck system is peculiar in that the basic centers which control the muscles are educated first, and muscle rhythm necessarily follows so that that individual develops an ideal figure through perfect coordination. This results in gracious carriage and absolute ease of movement.

The Campbell Years



Calisthenics, 1922-23.

Whether the results were as stunning as portrayed is debatable, but the study of Mensendieck persisted through the 1960s, with the inevitable rumors that some of the more interesting Mensendieck pictures were secretly being circulated at the nearby Brunswick School for Boys.

The typical school day ran from 8:30 A.M. to 1:20 P.M., and a full meal was provided by the school's dining room. Bessie L. Watters (later Mrs. Bessie Christen), the school's first cook, recalled that "the girls even enjoyed daily fresh milk from Mrs. Bolling's dairy, except, of course, on those days that the cows ate wild onions." Afternoons were frequently filled with Drama Club rehearsals with Helen Leet, meetings of the *Green Leaf* Committee, sports meets, and planning sessions for the many traditional events of the school.

At the close of the day, most Academy girls, with the exception of those few who walked or rode bicycles, awaited the arrival of their chauffeurs, who would dutifully fetch the girls' books. The pandemonium caused by these chauffeurs was so great that a notice was issued to all parents admonishing them that:

Chauffeurs must not in any case go any further than the main hall in their search for students. Parents are also asked to instruct their chauffeurs that the incessant honking of horns, which is being practiced by some of the chauffeurs on the Academy grounds, must be discontinued.

Academy Days



*A stereoscopic look at Academy life through
the eyes of the Keystone View
Company of New England.*



The Campbell Years





Group XI, 1929-30.

The Campbell Years

The 1930s

The great Crash of 1929 came as the girls began to enjoy the convenience of the new Field House. While the number of chauffeurs may have diminished thereafter, the school managed to weather the Depression successfully. Interesting personalities enlivened and broadened Academy life: Miss Pease with her Latin classes, a famous professor of music from Harvard (Lowell Beveridge), a voice teacher (Lida Low, affectionately known as "The Duchess"), and Mademoiselle Figuet with her lively French assemblies. New courses in physics and chemistry, a new library, and an Endowment Lecture Series featuring Lowell Thomas, Princess Der Ling of the Manchu Court, and John Noel (who unsuccessfully attempted Mount Everest) also helped to enrich the academic program. One alumna remembered when Admiral Byrd came to visit the school after his trip to the North Pole: "We waited in line to shake his hand and proceeded to swear never to wash our hands again because he was so cute!"

The arts flourished as well, with Mrs. Pethick's annual productions such as *A Military Review* and *Academy Tap-ics* drawing capacity crowds. With the help of Mrs. Bolling and Professor Beveridge, Greenwich Academy started participating in the Greenwich Choral Society concerts in 1938. The year before, the school received the unusual gift of a Steinway piano from the late Frederic Juilliard – a piano inscribed by Paderewski, who, not stopping with his autograph, went on to write beneath the cover: "This piano is a marvel!" In addition to music and dance, the Drama Club was very active, joining



Academy Tap-ics, 1936.

Academy Days

forces once each year with Brunswick for such productions as *Crashing Through* (written by an undergraduate brother at Yale), *A Successful Calamity*, and *Seventeen*.

In the 1930s, parents and alumnae began to play a more active role in supporting school activities. Already mothers were lunching twice a month at the school and assisting with numerous activities such as the International Bazaars. Finally, in 1930, a group of alumnae, several of whom were descendants of the original founders, decided to form the Alumnae Association. However, the school's records of earlier students were incomplete. Consequently, notice of the first Alumnae Association meeting had to be spread by word of mouth. The formal announcement read:

Hearken!

Inasmuch as you are one of those who have completed the course of study prescribed by this Academy, have shown "Scholarly Attainment and Good Moral Character" as set forth in the Academy diploma, you are entitled and invited to membership in Greenwich Academy Alumnae Association.

In testimony whereof, we the representatives of the classes at the turn of the century have affixed our signatures this fifteenth day of September, A.D., 1930.

*Lydia Smith Ferris
Emma H.D. Palmer
Phebe Root
Nancy Levering
Janet Atkins*

ACTIVE MEMBERSHIP
Annual Dues \$2.50

HONORARY MEMBERSHIP
Annual Dues \$1.00



One Academy student recalled what life was like in the days of her theatrical involvement at the Academy: "In fifth grade, I had the part of Dawn in a play. Miss Peabody sent me home with a description of the costume I was to wear. My mother created a flowing

pink dress and, for wings, what must have been bent wire coathangers and covered them with pink material. When I appeared in my costume, Miss Peabody's face fell. She had visualized large, graceful gossamer wings, and mine were about the size of ping pong paddles."

The Campbell Years



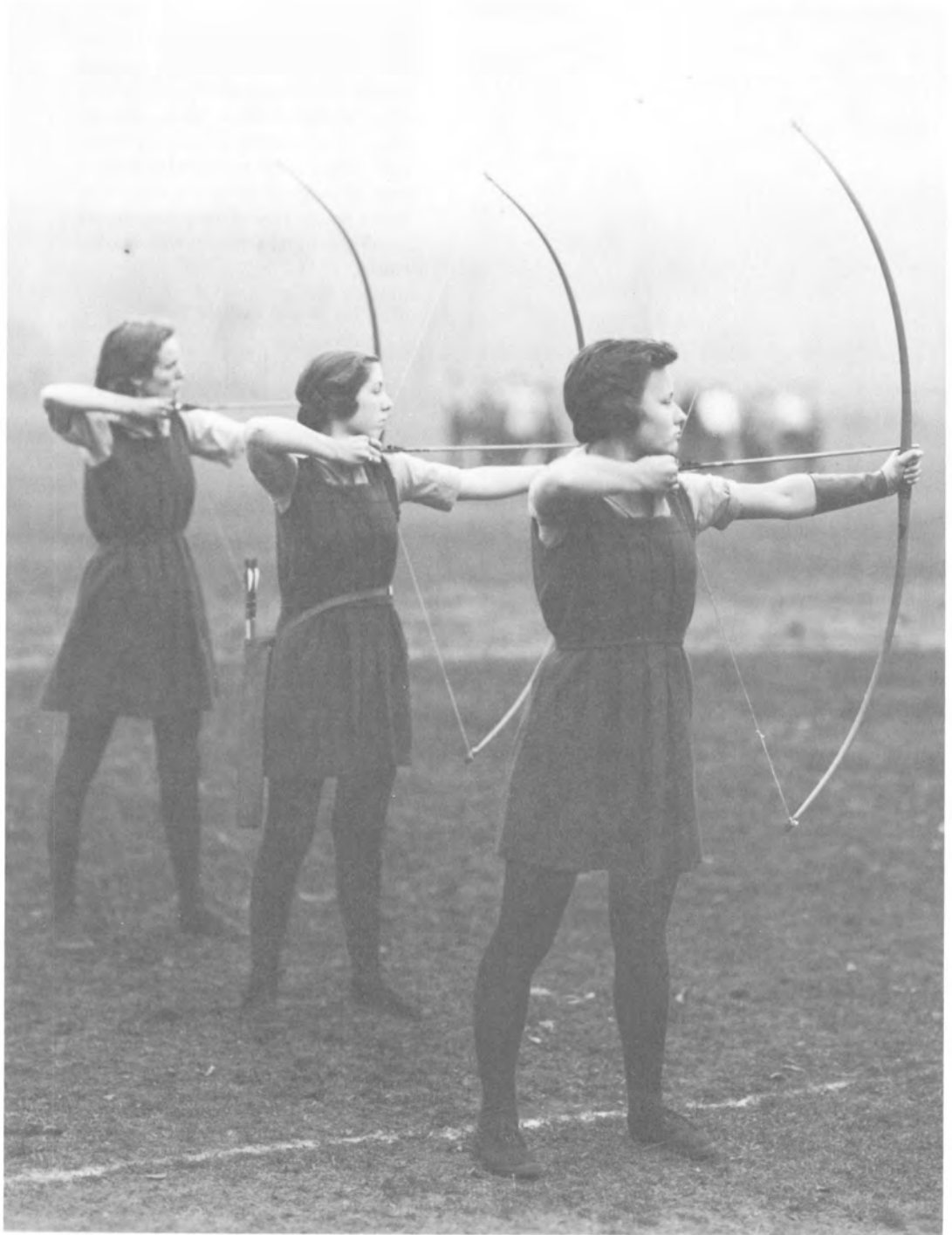
Original invitation to join the newly formed Alumnae Association founded in 1930.

IN NINTH OR TENTH GRADE, we read Caesar in Latin. One passage concerned the arrival of Caesar's men at a familiar harbor. They did not wear armor as they jumped off their ship. One student brought the class to tears of laughter when she translated it this way; "The soldiers jumped off the ship lacking armor in well-known places."

A Student of the 1930s



Group IX, 1933-34.



Archery, 1932-33.

The Campbell Years

The group that gathered was a jovial one, with alumnae (and alumni) from classes as early as 1886. In some cases, both husband and wife had attended Greenwich Academy, as in the case of Mr. and Mrs. Frank Reynolds.

After a speech by Mrs. Campbell, some of the older alumnae reminisced about their Academy days. Mr. William Tubby recalled how the boys had "once put some old rubbers in the hot air furnace and smoked out the girls so that they could use the gym for their basketball practice." Despite these earlier rivalries, the alumnae pledged their support, and, in the following year, raised \$500 for a two-year scholarship fund.



Junior varsity hockey team, 1935.

The War Years

The war years brought a change of pace at Greenwich Academy. In 1939, Mrs. Campbell gave her usual assembly speech describing her summer travels abroad. However, this time she told a harrowing tale of being caught in an air raid alarm while changing trains in the dark near Paris. Once safely aboard the *Aquitania* headed for New York, she and her fellow passengers shared the impression that, having declared war, "England and France [were] grimly determined to win" and that it was only a question of time before the U.S. would have to assume "enormous responsibility" as a world power. From that time on, assemblies and commencements dealt frequently with world politics. Academy girls were key participants in the *Herald Tribune* forum "The Challenge to Civilization" in which the Academy addressed the question entitled: "Can the U.S. Remain Aloof from the War?"



Homeroom, 1941.

The Campbell Years



Stereograph of halloween party, a tradition for many years.



Anna Phillips Bolling; parent, trustee, director, benefactor, and friend.

Academy Days

On the practical side, after the United States became involved in the global conflict, the girls sold war bonds, worked for the Red Cross, and took up riflery. In 1942, the *Journal-American* reported, "This is one of the best rifle squads in the country among girls. . . Any invaders heading East – beware!" One of the thirteen graduates of that year recalled that war preparations were in evidence throughout the building. "On each floor there were buckets of sand and long, winding hoses for use in case of incendiary bombs. The individual panes in the basement were covered with heavy gauze." The girls tended their victory gardens, and some more enterprising individualists took up radio code and airplane spotting at the Town Hall.

On the lighter side, the Academy had the pleasure of hearing the world famous Trapp Family Singers in 1939 and, at the 1940 Father-Daughter Banquet, the rumba and samba



Red Cross work, 1943-44.

The Campbell Years

were the rage. (In prior years, the girls had challenged their fathers to a basketball game, but when the fathers carried off the laurels 11-8 in 1939, the girls turned to ballroom dancing.)

Another popular dance form was Natural Dancing, now known as Modern Dance. Mrs. Pethick explained how it took its place in the Academy curriculum by saying: "Then came the war and the discomfort of a cold gymnasium. The necessity of keeping warm made us turn to Modern Dance." For Mrs. Pethick, whose domain included everything athletic at Greenwich Academy, dance was always her first love. "First you dance... THEN there is gym," she is remembered as saying. "But you don't just dance... you LOVE dance!"

Rhythms, 1942-43.



Masefield's play "Easter," a tradition in Mrs. Campbell's early years.

Academy Days

The 1940s had moments of glory for Greenwich Academy as well. The school was a frequent winner of local riding competitions, with its popular riding captains, including Ethel Skakel (later Mrs. Robert Kennedy), Patricia Bolling, and Peggy Klipstein. Other students in the news were Brooke Hayward (Margaret Sullivan's daughter), who appeared as a cover girl for *Life* magazine, and Martha Hodge, who starred with Ethel Barrymore in *White Oaks*. On the academic side, Greenwich Academy had established its pre-eminence as a girls' school with a majority of its students going to the "Seven Sisters" colleges. Moreover, the *Green Leaf* literary magazine had taken a first place in every Columbia Scholastic Press Association competition since Mrs. Campbell's arrival.

Thus the Academy survived the difficult war years and, like the rest of the nation, endured the postwar period of adjustment and the gradual return to peacetime normalcy.



Impeccable equestriennes, 1938.

The Campbell Years



Jane Fonda (right front) and Brooke Hayward (right rear) in 1951. In *Haywire*, Brooke Hayward later wrote: "We went to the Greenwich Academy, a private school for girls in an august brick building on Maple Avenue. We wore uniforms: in spring, formless green shifts; in winter, ghastly orange lisle stockings; crepe-soled oxblood shoes with flaps over the laces, green wool suits, and tan shirts sturdily tacked down with men's green ties. Bill and Peter Fonda went to Brunswick, a boys' school right around the corner. The main exchange between the two schools took place in the driveway of the Greenwich Academy each afternoon at 4:10, when our last gym class or study hall was over; school buses and cars, along with a goodly portion of Brunswick's student body, collected on the front portico where the older Academites primped and preened and fluttered in their gruesome uniforms."

A GROUP OF ACADEMY GIRLS, in uniform, were en route to a Broadway play when a curious passer-by remarked, "You poor dears! And which reformatory are you from?" Whereupon one irrepressible Academy spirit replied for the entourage, "The Ruth West Campbell Reformatory."

A Student of the 1940s



Post card showing 200 North Maple property before its purchase by the Academy.

The End of an Era

The year 1950 was an important turning point in the Academy's history. It marked the purchase of the old Rockefeller estate and 24 acres at 200 North Maple Avenue for \$60,000. By January 1951, the Lower School had settled into luxurious new quarters, and within months, the fund-raising goal of \$200,000 was surpassed. The newly acquired building was appropriately named Ruth West Campbell Hall.

Holgar J. Johnson, board president, explained the trustees' objectives at the time the land was being considered for purchase from the Kolping Society:

Costs were radically going up in the Fifties, and we had to find a larger facility to be able to broaden the base of the school. There was a big hue and cry from everyone that the school would lose its intimacy and close personal relationships. But we had to enlarge the school or raise the tuition considerably. We wanted a balanced student body – not just the rich kids, but families of medium income.

With an expanded student population came new teachers, and some of the older teachers who had loyally pulled the school through the Depression were retired under a newly installed pension plan. By 1954, Mrs. Campbell was talking of resigning, and, in 1955, she left to teach at the Amerikan Kiz Lisesi in Istanbul. Her departure marked the end of an era.



After graduation, June 1950.

III



The Zierleyn Years

*So we beat on, boats against the
current, borne back ceaselessly
into the past.*

*The Great Gatsby,
F. Scott Fitzgerald*





The Early Years

THE ARRIVAL of Katherine Zierleyn ushered in one of the most challenging periods in the Academy's history. When the gracious headmistress assumed her responsibilities in 1955, Greenwich Academy was a school for model young ladies, a school in which the dismissal bell of Ruth West Campbell Hall brought the girls down the elegant staircase to curtsy dutifully before the head of the Lower School. These well-ordered students of the 1950s were a vivid contrast to the next generation of Academy girls, who were aptly described as "that generation of people who set their emotional clocks at the Kennedy assassination, the civil rights movement, the Vietnam War, Woodstock, and Neil Armstrong's 'one giant step for mankind.'" For educators everywhere, the late 1960s and early 1970s were a tumultuous period, and Katherine Zierleyn was ideally suited to the school's leadership during that time. Beneath her gracious demeanor and diminutive figure was a firm educator with a broad-minded, independent spirit.

Katherine Zierleyn was born in Grand Rapids, Michigan. As a child, she was an accomplished student and was often introduced by her devoted father as, "This is my daughter, Katherine. She's going to be a lawyer." Katherine was also, however, an independent thinker, and at Calvin College, her interests turned to English and history. She settled on a career in education, further pursuing her studies at Michigan State University, Columbia University, and the University of Chicago. One of her first teaching jobs was at Ottawa Hills High School, in a Michigan town so residential that there was not even a gas station or a grocery store. There Miss Zierleyn taught twentieth century literature, music, art, and architecture for a grueling five hours a day.

In 1949, she was invited to interview for a position as head of a boarding school in Iowa. For that interview, she had first to meet the Bishop of Iowa, who was passing through Toledo, Ohio. The adventurous young teacher agreed to meet the Bishop at the airport but recalled thinking "Nothing will come of this, but I'll learn something." The Bishop was so impressed that he immediately invited her to see the school, and, shortly thereafter, Katherine Zierleyn became head of St. Katharine's, the only independent school in Iowa.



Katherine Zierleyn, headmistress from 1955 to 1975, and Timber. "I was really happy as head of Greenwich Academy . . . a school where other independent school heads were nearby, where I wasn't the only Head of School in the entire state."

The Zierleyn Years

"St. Kit's," as Miss Zierleyn affectionately called it, flourished under her leadership, and her reputation soon came to the attention of the Academy board. She traveled to Greenwich for an interview during her sixth year at St. Katharine's, again thinking "nothing will come of this." She was so astonished to receive an offer of the position of headmistress that she inadvertently tipped a full glass of wine onto the Search Committee's luncheon table. Such discombobulation was not characteristic of the little lady who headed Greenwich Academy from 1955 to 1975.

Katherine Zierleyn received an enthusiastic reception at Greenwich Academy. In the words of a discerning trustee:

She had all the instincts of a great lady. She was also a tough educator—but tough in a good sense, with a mission for the school and the capability to achieve those objectives. . . . She was a great lady and a great leader.

In the early years, she faced practical considerations like building a new campus and expanding the enrollment, but later met the more difficult challenges of innovating new courses and keeping options open for a restless student body. Throughout her twenty years, she maintained her equilibrium and her sense of humor:

In the course of my experience, I have been called many things. Among the more polite comments, I have been described as prim—square—old-fashioned—and that all-inclusive phrase, "Let's face it, she just hasn't kept up." None of these has bothered me. But I must confess that I was quite shaken by the note I received from a Lower School child who felt impelled to conclude with a compliment: "You are the nicest mistress I know."

When Miss Zierleyn arrived, she was accompanied by the notorious Timber, a fine Dalmatian which she had recently acquired in Iowa. "Timber was an ecclesiastical dog," she said. "His mother was named Christmas, and his father was owned by the Dean of Quincy Cathedral." She asked her students to name him, and they chose the French word "Timbre" to honor his rather distinguished bark. Within days, the French pronunciation had disappeared, and the dog was known as "Timber" for the rest of his life. Timber was a popular figure on the Academy campus; students considered it an honor to walk him during recess. His academic career spanned almost fifteen years, during which he was inseparable from his "mistress."

Miss Zierleyn's first major challenge in 1955 was to expand the Academy's facilities. Visitors were received in the cramped library at 116 Maple Avenue, and even the headmistress found herself conducting important conversations on the stairwell of the Main Building. Such difficulties were further complicated by the sudden need to bring the Main Building into compliance with the town's fire code (the building advertised as "fireproof" had apparently fallen out of favor with the regulations of the moment). With the facilities divided between three locations (116 Maple Avenue for the Upper and Middle Schools; 200 North Maple Avenue for the Lower School; and Ridgeview Avenue for the Field House), the logical move was to consolidate the school at 200 North Maple Avenue where there was ample room for expansion. This was accomplished in three steps over a period of eleven years. First came the Middle School, the playing fields, a gymnasium, and a cafeteria; then the Upper School and the extension to the gymnasium and auditorium;



A proper curtsy at the end of the day.

and in the final stage, the Lower School was built. Ruth West Campbell Hall became the administration building, and the Field House – and the campus at 116 Maple Avenue – were sold to The Brunswick School. These moves were greeted with enthusiasm by students and faculty alike, who participated in moving the library books by forming a human chain they called the “book brigade.”

The late 1950s was a prosperous period and the student body grew at a record rate, reaching 370 by 1960 – an increase of 37 percent in a single decade. Mother-daughter luncheons, Charter Day, fashion shows, and the annual Green Leaf dances were introduced into school life. The traditional drama and dance productions like Jane Austen’s *Pride and Prejudice* and Mrs. Pethick’s *Twelve Days of Christmas* were memorable successes. It was during this period that Miss Zierleyn began to talk of “flexibility and change being integral parts of the entire Academy life.”

The Zierleyn Years



Mensendieck in the 1950s.



Moving the library from the old campus to the new. Books were packaged in large shopping bags in order of their classification numbers.

SINCE A PERFECT ACADEMY girl is invented every year at the Athletic Banquet, I thought it was time someone attempted to invent the boy that would be the "dream" of such a girl. The perfect boyfriend for an Academy girl would have:

The build of Charles Atlas
 The personality of Ike Eisenhower
 The brains of Winston Churchill
 The manners of the Duke of Edinburgh
 The athletic ability of Bob Mathias
 The writing skill of Robert Browning
 The cars of Elvis Presley
 The voice of Perry Como
 The dancing ability of Arthur Murray
 The general good looks of Tab Hunter

Paige Wilkerson, '57





The arts have always been an integral part of the Academy's curriculum.

The Zierleyn Years

Changing Times

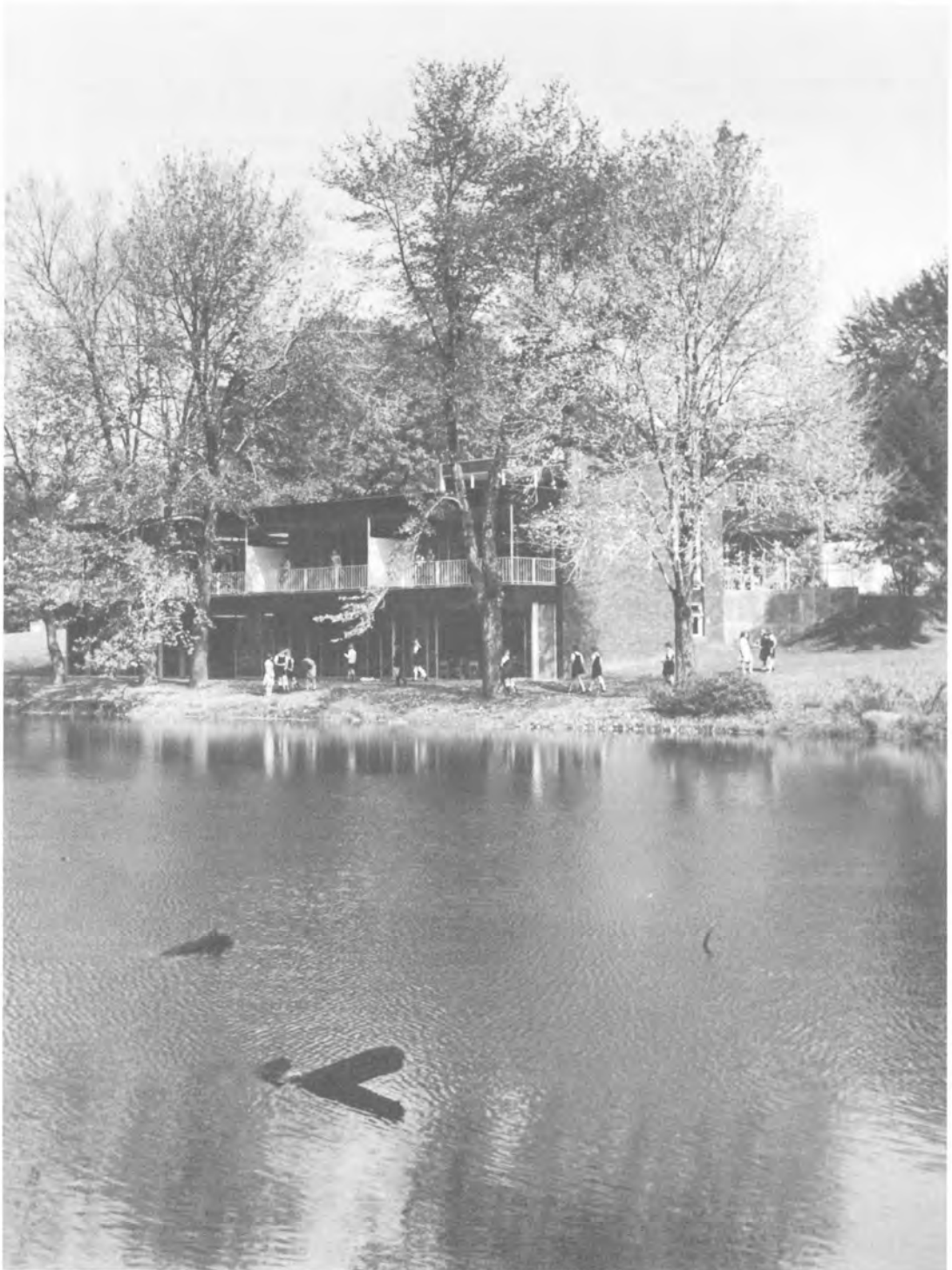
A long-haired and heavily love-beaded young couple are watching their kindergarten-age child depart for school. Incense fills the air and "MAKE LOVE NOT WAR" posters adorn the walls of what passes for this couple's apartment. Junior, clad in a three-piece suit (a copy of the Wall Street Journal crushed under the arm that carries a tiny attaché case), is stalking out the door looking very upwardly mobile. "My God," says the mother to the father of this alien midget, "Where did we go wrong?"

This 1971 New Yorker cartoon was uncannily prophetic. The parents in it were students of the late 1960s, and their child was representative of a decade to come. As the Academy entered the late 1960s, it was Miss Zierleyn's task to understand these swings in the pendulum of the times and maintain an environment in which her students could continue to thrive. Her approach to the curriculum was characteristic of her style:

As a college preparatory school, we regard the past as having much to teach the present, but we also recognize that the past is long indeed, and we must be selective and relevant in our selectivity. To that end, we are constantly challenging our course offerings and refining our approaches. To use a business term, we are "packaging" courses differently. Whereas a course in European short stories was formerly offered, we now have a course called "The Individual vs. The Establishment" as seen through selected European short stories. . . The word "revolutions" is tossed about commonly; the young are told they are part of one. As a result, this year there is a course called "Revolutions." Again, the key is selectivity and relevance.



In the years when cigarette smoking was considered fashionable (not to mention terribly chic), members of the senior class used lunch hour privilege to rush off campus and "smoke, smoke, smoke." This required being out of uniform, and as students took the Academy Honor Code with utmost solemnity, many unlikely scenarios unfolded (quite literally) during those years.



The Zierleyn Years

The new campus building was designed by architect Gray Taylor, whose daughter attended the Academy. Its architecture provides for expansion and combines a feeling of contemporary openness with a sense of academic tradition. When the first cornerstone was dedicated in the fall of 1962, it was sealed with the following contents: a copy of the June 1962 issue of Green Leaf; a picture of Grade VII taken on June 6, 1962; an envelope containing a 1962 GA monogram, a blazer shield, a 1962 class ring, a Dance Club pin, a Drama Club pin, and a Choral Club pin; an article on the citizenship award, with ribbons, silver arrow and acorn; a GA pin for Grade VII, 1962; a picture of Class X, 1962; a snapshot folder, Class of 1965; a copy of dedication ceremonies program; and a copy of a poem about Grade V (1961-62).



Lunch at the new campus.

In addition, the Academy was in the vanguard with the "new math," science, an audio-visual approach to languages, Asian studies, and African history. Physics, Russian, and special speech and reading courses were all part of the new curriculum of the 1960s. One course was oceanography, which required the hardier girls to patrol Long Island Sound for polluted waters, even during the blustery winter months. In Miss Zierleyn's words, "Suffice it to say, there is no moss on any course offered at the Academy!"

With the distant drumming of peace marches, student sit-ins, and "love-ins," Greenwich Academy did not escape the social issues of the day. Miss Zierleyn attempted as early as the 1950s to instill a sense of social responsibility at the school by encouraging a wide range of involvements, ranging from assembling CARE packages to "adopting" Korean children through a foster parent program. In the words of one earnest sixth grader in 1957, "It's nice to be foster parents of a Korean orphan girl. Having foster parents, she has somebody to look up to!" But by the mid-sixties, the focus had changed and social responsibility at home, namely integration, was the issue. Greenwich Academy started accepting a broader spectrum of students who brought new perspective and talent to the school. In 1968, the Upper School girls started volunteering their services at the Academy's Creative Arts Camp for underprivileged children, which was inspired by Miss Zierleyn.

Another unique program, sponsored with the support of an Academy mother, was called Partners in Africa. This program, which provided financial assistance to African schools, also promoted the exchange of letters between African and American students to help build friendship and understanding. One Middle School girl, who was particularly concerned about writing her letter in such a way that her African "partner" could readily understand, began her letter with this description: "We live in a town called a village. We have winding roads and beautiful trees."

As Miss Zierleyn discovered on her trip to visit the Academy's "sister school," Uganda had a great deal of bush country, and young girls traveled on foot to their school, trudging two to three days alone through the bush to reach their destination. Miss Zierleyn brought this description back to her Academy girls, saying, "Imagine how much those mothers must have wanted their daughters to have an education!"

With social issues came greater awareness, freedom, and experimentation. Fortunately, the Academy weathered the changes without major mishap, and Miss Zierleyn acknowledged with good humor that "There are times when we suspect the girls of lying awake nights cooking up mischief, and then there are the days when we *know* they have done just that! Most of the time it is healthy mischief, which, in these current times of destruction, bombings, and campus violence, seems in comparison very innocent, and refreshing indeed. One almost welcomes a broken window!" An independent thinker herself, Miss Zierleyn could sympathize with the adventurous spirit of the times and took an active interest in her students. As she recalled:

During the so-called "activist years," student underground newspapers were springing up. One day a group of girls came in to ask if they might put one out. And then they said, "but we can't think of anyone to be an adviser." After a moment's thought, I said, "Would you accept me? I've been an adviser for student publications." And to my knowledge, I think I am the only headmistress who ever advised the underground paper in the school at which she worked!

The Zierleyn Years



Hockey camp.

Yet some things never change. To paraphrase Katherine Zierleyn, Academy girls have always expressed themselves with "a directness and a simplicity that cannot be equalled by any other segment of the human race." For example:

One young rebel in the Middle School nearly caused her mother to have a nervous breakdown when she described her noon lunch as being "fat, slippery green things full of dog food." Fortunately for that mother's equilibrium, an older sister entered the room in time to explain, "Mother, it was stuffed green peppers and absolutely delicious!"

Miss Zierleyn maintained that the chef and the chief custodian are central to the success of any independent school head. "If those two are good enough," she claimed, "there is nothing much to running the school!"

Another constant of Academy life was its superb teaching staff, and no one had a deeper appreciation for the faculty than Miss Zierleyn who said, "It has always been the Academy's good fortune to attract superb teachers." Reminiscing over her career at the Academy, she recalled:

Then there was the unidentified person who – in my first year – commented on my unprepossessing stature for a headmistress and said it had the effect of seeing a child driving a Mack truck. But I would not characterize the Academy as a Mack truck, and I know from the experience of nearly nineteen and a half years that no one drives the Academy faculty! No one needs to. Their motivation and drive are seemingly limitless. If ever there was a faculty which goes far beyond the second mile in the care and nurture of a school and a Head of School, it is the Academy Faculty.



IT WAS WELL KNOWN that Miss Pease was fanatical about the misuse of Latin. In the 1958 Newsletter she wrote, "I cannot resist the impulse to remind you that the word 'alumnae' should be given an English pronunciation, not the Latin pronunciation, when you are speaking English. Too often I hear this word mispronounced, and it bothers me because I feel somewhat responsible."

Jane Fonda was one of Miss Pease's favorite Latin students. Miss Pease kept a newspaper clipping framed on her wall that Jane Fonda had given her when she detected a mistake in the Latin. The clipping read "Gallia est omnes divisa in partes tres" instead of "Gallia est omnis divisa in partes tres."



The Zierleyn Years



ONE GRADUATE RECALLED that "one of the first diction lessons I learned was from Mrs. Marion Kingsley who quoted Shakespeare's line: 'Her voice was gentle and low, an excellent thing in a woman.'"



"One of my favorite memories is of Christmas festivities—the seniors, with lighted candles, singing carols as they went from room to room, gathering up each class and leading them to the auditorium. There every grade got up in turn to sing a carol. The Juniors always sang 'O Holy Night.'"

*Favorites and a Few Miseries of the
Class of 1965*

Favorites:

Saying: "Shot down"
Car: X-KE and VW
Subject: French
Actor: Paul Newman
and Steve McQueen
Actress: Natalie Wood
Movie: *Goldfinger*
Male Singer: Johnny Mathis
Female Singer: Dionne Warwick
Singing Group: Supremes
Year: 1969
Place: Bermuda
Outfit: Levis
Lunch Spot: Dirty Lou's
TV Show: *Man from U.N.C.L.E.*
College: Yale
Prep School: Taft
Sport: Skiing
Pastime: Socializing

Least Favorites:

College applications
Source theme
Bi-yearly Mensendieck silhouettes
Third-floor lavatory
Diets
8:20 A.M.
Cheshire

Green Leaf, June 1965



Shelley Hack models the uniform.

The Zierleyn Years

Under the leadership of Miss Zierleyn, the Academy attracted such fine teachers as Taddie Austin-Small (who was not only a dynamic mathematics teacher but also an opera devotee who delighted in accompanying Academy girls to the Metropolitan Opera) and Mr. and Mrs. Patterson who brought new vigor to the Language Department. Among the many notable teachers were Mr. Kostbar, an inspirational instructor known for his rigorous English course and the infamous Source Theme, and Mrs. Kingsley who was described as "a superb history teacher" and head of the Upper School.

College and the Baby Boom

The late 1950s and early 1960s were exciting but stressful times for students. As Miss Zierleyn described the period. "There was a population bulge. It was a boom time for enrollment, but a nightmare for college admissions." With the crush in college applications came interminable testing, including the nerve-racking Scholastic Aptitude Tests. Even the school itself was subject to rigorous evaluation. The trauma of its regular ten-year accreditation review was felt throughout the school, as summed up by a second grader and told by a faculty member: "On the first day of the three-day event, one of our Group II girls greatly assisted us to remain calm, poised, and serene by announcing, 'The exterminators are here!' "

The Academy had always demanded high standards of performance, and the rigors were not relaxed during those years. One Upper School student endured a particularly taxing class by listing the less than endearing traits of her teacher. When questioned about her copious notes, she blushed deeply, tore the paper into many, small pieces, and then quickly devoured every bit! Despite such trials, the students produced fine results and the record of college acceptances was outstanding. In the late 1960s, Academy girls were expanding their options by attending large universities and previously all-male institutions like Princeton and Yale. Almost 70 percent of the students whose first choice was an Ivy League college were accepted versus a 10 percent national average.



Goalie, 1972.

THE ESSENCE of a school—the soul—is made of a series of magical moments when a teacher helps a girl to see more clearly, to understand more fully, to express herself more effectively, to assume her responsibilities at whatever point in her growth and maturity she may be, and to recognize the basic significance of the realm of the spirit as the major underpinning of life.

Katherine Zierleyn



Afternoon, 1969.

The Zierleyn Years



Experimental learning in 1972.

An Encore for the Boys

The 1970s brought a change of pace at Greenwich Academy. For years, the school had been exclusively for girls, with the exception of the Nursery School which had admitted a select group of boys. But even then there were doubters. The ebullient young grandson of Rocco Santoro, the school's Superintendent of Buildings and Grounds, had been reluctant to attend the Academy's Nursery School and, after being questioned by his grandfather, expressed his view most concisely: "There are just too damn many girls!"

By the late 1960s, times had changed and Greenwich Academy had started to coordinate courses with Brunswick at the Upper School level. The initial efforts were modest, with, for example, a science course offered at Brunswick and drama offered at the Academy. In the early 1970s, the coordination program was expanded to include "mini-courses" for the interim session with such intriguing titles as Ghosts and Ghoulies, Calligraphy, Myths and Symbols (To Live By), Wall Street, and Witchcraft. This program, which amply demonstrated that learning can be fun, attracted one-hundred boys from Brunswick to the Academy campus, with eighty-six Academy girls venturing forth to Brunswick.



Easter bunnies of the Connecting Class, 1970-71.

The Zierleyn Years

The coordination program was heralded as a great success. It provided a broader, enriched curriculum without straining the already tight financial budgets of the two schools. Most importantly, each school retained its own autonomy, a factor which Miss Zierleyn considered crucial to the Academy's future, as she explained to her trustees:

My concern is one which is arising under economic and legal pressures today, because of which many schools are sacrificing their most distinctive characteristics. . . I do not think this is necessary, and it certainly is not wise, for the loss of the individuality of a school makes it colorless—a gray similarity to many others. I would hope that, whatever the future holds for Greenwich Academy, it will preserve its individuality—its personality—its eccentricity, if you will.

Miss Zierleyn had another consideration in mind when she addressed the board of trustees. Having once lost a leadership election to a male basketball star, she firmly believed that women must be given full opportunity to develop their innate leadership abilities. In a world that had become increasingly sophisticated and competitive, her mission was to develop women who could compete on a par with men. In her own case, example was the most eloquent teacher.



The legendary Rocco and Irene.



Miss Zierleyn, students, and Timber.



Interlude at the new campus, 1972.

IV



The Uhle Years

Of course, our school "present" gathers strength from our school "past." For each of us who shares in the Academy stewardship—whether at the helm, or in the classroom, or in some supporting role—there is recognition that our school is ennobled by the years and by the accumulated experience we call history, reflected through many generations of Academy families. They—our past families—have built what we enjoy!

Alexander Uhle





In Retrospect

ONE MEMBER OF THE ACADEMY family has seen a lot of changes during her thirty-six years in the Housekeeping Department. Erna Michalke lived at 200 North Maple Avenue when it belonged to the Kolping Society, a Catholic organization which ran the estate as a summer resort for Europeans in America. When the Greenwich Academy purchased the estate in 1950, Ruth West Campbell invited Mrs. Michalke to continue on, and she has stayed on ever since. As she looks back today, she remembers the legendary Ruth West Campbell saying, upon her retirement from Greenwich Academy, "I know why they call Greenwich 'Greenwich' – it is so GREEN!" She remembers the reception of welcome for Katherine Zierleyn at which over 150 were in attendance. And she remembers the appointment of Alexander Uhle as headmaster, which was announced in an Academy newsletter she carefully saved:

In July of 1975, Alexander A. Uhle will move to Greenwich to become the Academy's new headmaster. . . . The Academy is indeed fortunate to have found in Mr. Uhle, already a prestigious educator in his own right, the qualifications that will enable the sixth oldest girls' school in the country to continue in its rich academic, cultural, and spiritual traditions.

Having been recommended for the position by Katherine Zierleyn herself, it is probably no accident that Alex Uhle's principles were similar to those of his predecessor – particularly in an unrelenting dedication to the highest standards of quality in all areas of school life – not only those which are strictly academic. As David Wallace, then president of the board of trustees, later quipped with an irrepressible smile: "Greenwich Academy has always stood for those old-fashioned and frequently forgotten virtues of honesty and hard work, leavened by some good fun. . . . Alex likes to call this the pursuit of excellence." In keeping with that loving accusation, Headmaster Uhle set out to "create an environment in which all members of the Academy *want* to excel":



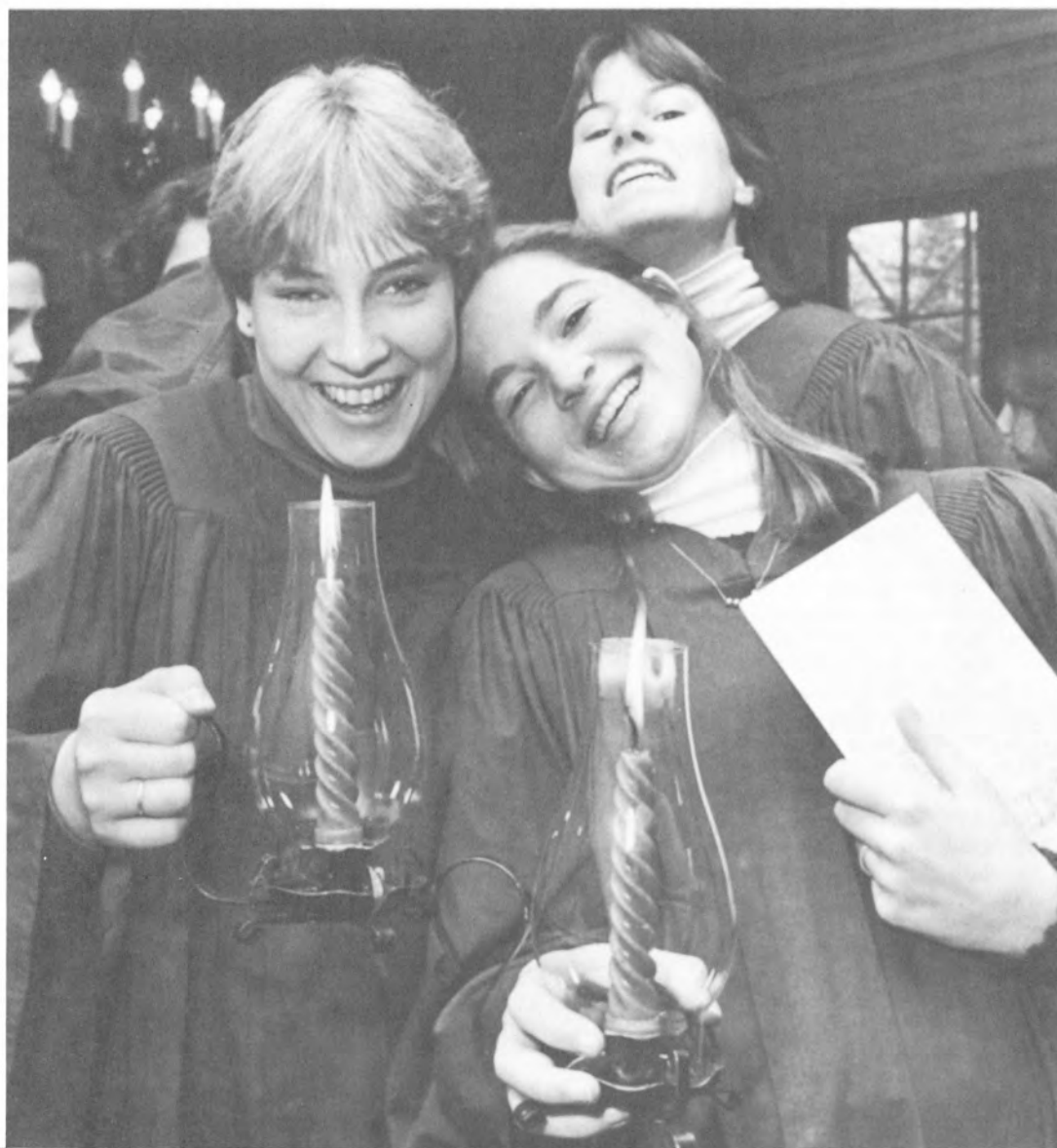
The Uhle Years

A graduate of Kent School and Princeton University, Alex Uhle began his career in education after three years with the IBM Corporation when he joined the Kent faculty in 1959 as Director of Admissions. There he also taught history, coached tennis, was a dormitory master; and there his wife, Sally, was appointed the first Admissions Director of the newly formed Kent girls' division which opened, according to Sally, "in a hurricane—they were a terrific group of pioneer girls, 100 strong."

Daughter Laura arrived in 1963; a second daughter, Carolyn, in 1965, and Alex received his MALS degree from Wesleyan in 1967. In that same year also came his appointment as headmaster of Foxcroft School in Middleburg, Virginia. "Those were tumultuous and stretching years," he recalls, "when drugs came east with the counter-culture and our nation writhed with assassinations and Vietnam." The Foxcroft stewardship of eight years saw Alex also in a variety of external roles: as a founding trustee of the Independent Educational Services in Princeton; on the Executive Committees of the Association of Independent Schools of the Greater Washington Area and the Virginia Association of the East; as a trustee; as a church vestryman.

Similar involvement has characterized Alex Uhle's years at Greenwich Academy, one of the most serious of which has been with the Greenwich Council on Youth and Drugs, a non-profit organization of parents and community leaders working to educate the public about youngsters' drug/alcohol abuse and initiating steps to build positive youth leadership.





Christmas mumming, 1981.

The Uhle Years

The motto of the school fits very nicely into my philosophy as an educator – toward the building of character. Too few places have the means to deliver the standards that ought to be. At Greenwich Academy, we constantly strive to create an environment in which people want to excel – whether it is helping the kids to be happy and insightful, or helping the faculty to do a better job.

Note the element of human interest that permeates these remarks. In Alex Uhle's own words, "One of the aspects that most attracted me to Greenwich Academy was the attitude of caring that I sensed here. . . . This caring, however, is a very fragile thing. It must be constantly worked at, by all of us." And work at it he did. Consider, for instance, his first message to his new Academy charges:

I am, at heart, a country boy who loves the mountains and lakes. I am a jogger and hiker with a penchant for granola, old sneakers, racquet sports, fishing, poetry, and American history. Mrs. Uhle is a whiz at many things. . . . She has keen organizational, culinary, and athletic talents. Our two nifty daughters, Laura and Carolyn, will be twelve and ten years old when they enter the Academy this September. And then there is Crispin – our Golden Retriever. She rolls in things, swims and fishes (she even catches fish whenever she can!), and has an enviable disposition.

Consider also this teacher's recollection of Headmaster Uhle and a little Lower School girl:

We were walking past the headmaster's office when the little girl holding my hand suddenly exclaimed, "Oh, Mr. Uhle is in there. I would like to say good morning to him!" The next thing we knew, there was Mr. Uhle, bending down to shake the little girl's hand, saying, "And I would like to say good morning to YOU!"

Headmaster Uhle's ability to create a caring, happy place was constantly tested in the mid-1970s. Students were still reeling from the effects of the late 1960s, and there was a sense of disillusionment which made it difficult even to suggest such unpopular notions as "old-fashioned standards." As Headmaster Uhle said at the time:

One of the great strengths of the Academy is its desire and unrelenting effort to build not just a set of skills, but a sense of standards and appropriate behavior. This is not always with the cooperation of the outside world and its mores.

In contrast with the often intense tenor of the times, there was considerable merriment at Greenwich Academy, particularly when it came time to celebrate the school's 150th anniversary. The new headmaster was invited to lead the parade and was assigned the role as Engineer of the Great Locomotive (which the students had created by ingeniously decorating motor vehicles of assorted sizes and types – including the Academy tractor). Having successfully negotiated his "engine" from the Second Congregational Church to the Academy's 200 North Maple Avenue campus, Headmaster Uhle had this to say in the Academy newsletter:

Academy Days

"October is gone and, with it, that delightful and eminently successful 150th anniversary parade. The best part of being the engineer, however, was being able to look back and see the whole Academy student body stretched out like a noisy, gorgeous army, celebrating itself as it had every right to do." Alexander Uhle, 1976.



The Uhle Years





Coordination with Brunswick.

Amid all the festivity, the women's movement remained at the forefront of many minds. An earlier commencement address had been delivered by Betty Morris Hogan (Academy Class of 1949), delighting the audience with this enlightening analogy:

Did you ever build a tree house when you were young? You thought the fun would come when it was finished. So you hauled wood and hammered and clambered up and down the ladder all summer long. Finally it was done. You sat inside and glowed—for about 30 minutes. Then you fidgeted. Then you climbed down and looked for something to do. The fun was building it, not having it. I'm building it. For me, success is measured by construction projects underway, building supplies and tools at the base of the tree, ladder in place, and a sign that says "WOMAN AT WORK."

And one Academy mother, not to be outdone by her corporate husband, completed her daughter's Academy registration form as follows:

*Occupation: Household Engineer
Type of Business: Raising Children*

The Uhle Years



Members of the Mothers' Board ready a period poster to promote a gala benefit.

Yet at Greenwich Academy, and at neighboring Brunswick School for Boys, coeducation in some form smoldered as an issue, and, in 1971, the heads of both schools and their respective boards of trustees initiated "the coordination program." In its early stages limited to course cross-registration in Grades 11 and 12, it later expanded to involve Grades 9 through 12 in vastly enriched academic, extracurricular, and social opportunities for both student bodies. Alex Uhle recalls:

When I took the reins in 1975, I inherited a thing called "the coordination program with Brunswick." No layperson can imagine the complexity of such a relationship! But difficulties aside, immense benefits accrued for both schools . . . giving our girls a range of coed classes on either campus, yet retaining their own space, leadership roles, student government, clubs, organization, and teams. The Greenwich Time echoed the words of Katherine Zierleyn when it heralded this approach as "the best of two worlds." I think that is right.

In 1979, Greenwich Academy organized its first career day ("Women in Action") that included Academy graduates in fields ranging from accounting to communications to volunteerism. One alumna, Shelley Hack (Class of 1965), was a particular attraction on that first career day because, after she had graduated from the Academy and Smith, she went on to earn national fame as a model and screen star. There were two lawyers present, one assistant district attorney, and several journalists, CPAs — even a chief regional planner and an architect. Through such successful alumnae, students experienced first-hand what Headmaster Uhle meant when he said:

But in the end, there is a payoff: in skills achieved, in knowledge gained, in the exhilaration of personhood tested, in choices offered on the ridges of even higher mountains ahead.



Father-Daughter Dance, 1980s.

The Uhle Years



Athletics in the 1980s.

Academy Days

Greenwich Academy was bustling with activity: the Madrigals had toured the Nordic countries and England, the fine and performing arts were flourishing, and Academy teams were "on a roll" with the field hockey and lacrosse teams earning considerable renown under the expert coaching of Angela Tammaro and the Physical Education Department. The breadth and depth of the Academy experience compelled the headmaster to remark:

The essence of the Academy is people working and growing together through activities that reach far beyond the formal classroom relationship. There is an enormous expectation here . . . and awareness that we must be involved in many areas of our students' lives. To find in a school that right balance of curricular and extra-curricular is often difficult; the pressure of time does not make us graceful in its apportionment, and we need to work always on broadening our vision. But it is apparent to me that something worth noticing is going on here, despite the fact that we have scheduled ourselves right up to our ears.

Clearly, the Uhle administration was continuing the Academy's long tradition of quality – and the graduates provided proof time and again. From distant colleges where Greenwich Academy girls were in attendance, messages arrived saying things like:

*Tell Mrs. Kosh we're covering the same concepts she taught us two years ago!
Tell Mrs. Beattie we're using the same grammar book she gave us in Group X!*



Group I, 1978.

The Uhle Years

By 1981, Headmaster Uhle reported on what he called "all the UP things at our Academy." The Academy had enhanced its academic excellence, particularly in the areas of science and math; it had strengthened its teaching faculty; it had increased student enrollment and advanced the coordination program in the Upper School. Participation was the predominant characteristic permeating school operations: faculty, parents, and alumnae were increasingly involved in the decision-making process— a management style that was very much in step with the times. According to one trustee, "Alex Uhle is a builder, and he is best when it comes to building a truly team effort." According to Alex:

We Uhles have always been a team, and much of what I have been able to accomplish has been because of my talented wife. Sally has been very much a part of the Academy in her hostess and organizing role. More recently, as Business Manager of Operations, she has been in charge of all matters relating to the buildings and grounds. She is also overseer and clerk-of-the-works for our \$3 million campus construction. She and I have both been stretched with meaningful work at the Academy.

Alex gives equal credit as well to the board of trustees, "with whom I worked in partnership, always with highest regard for each other and what we were trying to do here."



Madrigals at the White House, 1983.



Athletic awards in the 1980s.

The Uhle Years



Computer literacy in the 1980s.

Thus, the Greenwich Academy continued to provide an "environment in which people want to excel." Graduates were being admitted consistently into such prominent colleges and universities as Princeton, Dartmouth, Smith, Brown, Wellesley, Middlebury, Skidmore, and Yale. The annual fund had increased from \$57,000 to \$276,000, and the enrollment had grown to its optimum size of 525 girls. Such successes were fostered even further by Alex Uhle's generous doses of congratulations and praise for the people who had brought them about. In one newsletter, he wrote:

In one of the many memorable scenes of the award-winning film Chariots of Fire, the champion runner lies gasping for breath, having come from behind because one of his opponents hip-checked him off the track. As professional coach Sam Massabini assists the runner to his feet, he comments on the heroic effort, to the effect that it may not have been the best performance he'd ever witnessed, but "it was certainly the bravest."

I had shivers down my back then and at quite a few other times during this splendid movie . . . and as I left the theatre, I found myself reflecting on my own experience in this workaday world: about this dimension of "going the extra mile." I think now not of the brave runner, but of those youthful female scholars, dancers, artists, singers, editors, athletes; of their teachers, mentors, counselors, and coaches who must sustain where others might lay the burden by; of the parents, volunteers, trustees, and alumnae who never cease to give their time and talents. All of them – all of us – pulling in concert – produce some pretty remarkable shivers ourselves.

It seems ironic that, at a time of such unprecedented strength and stature for Greenwich Academy, Headmaster Uhle made the decision to resign. Yet it is precisely at such a time when transition is often ideal for a school. As Alex wrote to the Academy constituency in January 1987:

I am convinced that change at measured intervals is healthy for people and their organizations, and that philosophically this holds true even when things are going smoothly and well. For many reasons, it appears to me that a natural time for such a change at the Academy would be June 1988. At that point, all the major goals that lay before me in 1975, when I succeeded Katherine Zierleyn, will have been accomplished. The school is now poised for new challenges and for transfer to a new leader who can take it through the next era in its distinguished history. Therefore, the school year 1987-1988, which marks my 13th year as Academy headmaster and my 21st year as a school head, will be my last.

And so, as the Academy prepares to begin another chapter in its long history, it is useful to listen, once again, to the words of Mrs. Michalke whose insights help to put the forthcoming transition into perspective: "Mrs. Campbell, Miss Zierleyn, and Mr. Uhle all have one thing in common. They each sought goals of excellence – which is not easy."

The Uhle Years



A 1982 senior.



WHEN A TEMPORARY building was needed to house dance classes for the Lower School, it was Mrs. Erna Michalke who put out the window boxes that resulted in its being euphemistically dubbed "The Chalet." When the Lower School had its slumber party, the girls invited Mrs. Michalke, who arrived with a pillow in one hand and a teddy bear in the other. During the Statue of Liberty restoration, she told a classroom of Greenwich Academy girls, "I remember coming here from Germany and seeing the Statue of Liberty as we approached New York Harbor. Everyone on the ship had tears in their eyes—all for different reasons, but for every one, America was a goal they were striving for."





The Academy's new classroom building, shown here under construction, connects the Middle and Lower Schools and provides an attractive and highly functional "bridge" facility, enabling the school to respond with flexibility to future, changing demographics and academic needs.

Into the 21st Century

The Academy has a habit of accomplishing what is not easy. It has always asked much of its students, much of its faculty, and much of itself. In the words of Alexander Uhle:

Academic excellence, though we rightly claim it, is only one of the groves in the forest of human potential and achievement at our Academy. Aceing the SATs, getting a particular grade, scoring a goal, winning an award or a theatrical part, gaining selective college admission – these achievements, as significant as they are, do not in themselves confer character. Nor should they be confused with what defines one as a person.

And the school truly reflects that statement. Greenwich Academy is comprised of talented personnel who understand the needs of young women and work to maximize the quality of opportunities that are available for them. It is a school whose participatory way of working requires constant communication and cooperation among its various constituencies. It is a place where there is great cacophony and, therefore also, great progress.

As this book is being written, another milestone in the Academy's history is being achieved. The \$3 million CAMPAIGN FOR THE ACADEMY has ambitious and impressive goals: a new classroom building connecting the Lower School to the Middle School and designed to serve both age groups as needed; six all-weather tennis courts; a greatly expanded dining hall; a new, multi-purpose area for assemblies, activities, and performances; and an enhancement to the endowment to improve the Academy's ability to secure and foster the highest calibre of teaching and to provide financial assistance for deserving students. Alex Uhle (incurable educator that he is) could not resist the temptation to link the campaign goal and the school motto, *Ad Ingenium Faciendum*. In a recent newsletter, he wrote:

One builds a building just as one builds character: from the foundation up. Our Academy girl in the passage of this one school year 1986-1987 will experience around her the active vision of a community meeting the ongoing demands for excellence. She will see a new part of her school facility being birthed, fed, clothed, structured, ordained, and occupied. Her own familiar school horizons will be stretched, her imagination explicitly realized, and her grasp of change – that sometimes intimidating constant – now mastered a further notch. Who ever said putting a building up was just a matter of putting a building up?

Another Century Passes

Alexander Uhle once said, "These reflections might have been labeled commencements, conclusions, and the meaning of character." The same could be true for this book, for it brings vividly to light the constant and inevitable presence of the proverbial "pendulum." As Charles Tyler, one of the Academy's most indefatigable teachers, recently wrote:

Over a hundred years ago, Emerson and Thoreau were urging anyone who would listen to abandon conventional learning, to do their own thing, to change the world by being a majority of one. Some thirty years later, Henry Adams was aghast to hear one of his students state that he was attending Harvard because the degree was worth money to him in Chicago. Attitudinally, therefore, our present age is not without precedent. The trick to hanging on to the pendulum may well lie in remembering that.

The purpose of this final section is to let that pendulum swing one last time in this short volume—serving as a reminder that, although the only thing that is constant is change, some things never change. The following pages show contrasts and, in doing so, also continuities—both of which are inextricably interwoven into the fabric of Greenwich Academy. As such, these pages should serve as both an ending and a beginning—and as a reflection of the special character of the Greenwich Academy experience.

Indeed, there is a bond—one of remarkable intensity—that links those of us who come through the Academy. It is an indelible, irrevocable connection to people whose insights and hindsights helped form our pasts—a connection that is fun, energizing, refreshing, important. As one alumna wrote after her twentieth reunion, "I think I finally understand the last line of the school song: *We link the strength of all thy past to glorious future days.*"



Three generations of Chesters represent the Campbell, Zierleyn, and Uhle years.



Contrasts and Continuities



Transportation in the thirties...

Contrasts and Continuities



... and in the eighties.



Dancing in the thirties...

Contrasts and Continuities

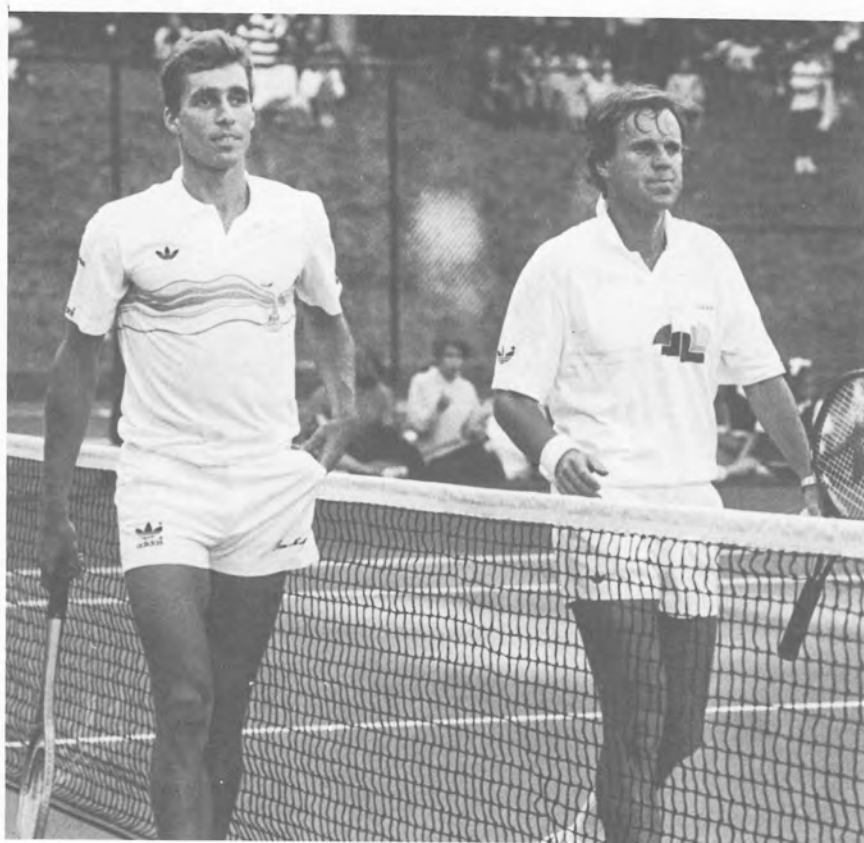


... and in the eighties.



The original courts at the turn of the century...

Contrasts and Continuities



... and the opening of the new courts by distinguished guests in the eighties.



Commencement in the thirties . . .

Contrasts and Continuities



... and in the eighties.

The Academy Song

*What gifts are these that thou dost impart to those who ask of thee?
An eager mind, a joyous heart, a spirit fair and free.
The armour strong of courage high, which laughs at every foolish fear,
The sword of truth which none may buy, the light of friendliness and cheer.
Academy, we raise to thee our song of praise;
We link the strength of all thy past to glorious future days.*





Greenwich Academy: Dates to Remember

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| <p>1787 Darius Mead born on July 9th.</p> <p>1826 Dr. Darius Mead draws up the Subscription Paper for Greenwich Academy and enlists thirty-one subscribers.</p> <p>1827 On May 1 Greenwich Academy is officially established as the General Assembly of the State of Connecticut grants a charter of incorporation.
The Reverend Mason Grosvenor becomes the first principal.
On June 11 the Greenwich Academy trustees meet in the evening at the home of J.H. Tracy and vote to proceed immediately to complete the building which had already been started.</p> <p>1839 Philander P. Button, son-in-law of Dr. Darius Mead, becomes Academy principal, succeeding Jeremiah Spencer.</p> <p>1848 Philander P. Button purchases property across from the school and the Second Congregational Church for \$5,400. (The property later became known as "The Philander Button Place.")
Philander Button closes the school so students can watch the first New York, New Haven & Hartford passenger train pass through Greenwich.</p> <p>1861 As the Volunteer Infantry sets out from Greenwich to engage in the Civil War, Philander Button closes the school for the occasion.
Gilbert Stocking succeeds Philander Button as principal of the school.</p> <p>1863 Frank Shepard becomes principal to succeed William D. Penfield.</p> <p>1864 Dr. Darius Mead dies on January 28.</p> <p>1865 Boss Tweed buys "The Philander Button Place" from Lillie Hardenbrook for \$18,000.</p> <p>1870 The original Academy building is remodeled to provide it with "all modern improvements."</p> <p>1875 A residence is built to house boarding students and "furnished with utmost care to make it a cheerful and fitting home for a limited number of boys."</p> <p>1876 The Greenwich Academy kindergarten is established under the supervision of Mrs. Shepard, wife of the principal.</p> | <p>1877 Boss Tweed's son, Charlie, is listed as an Academy student during the academic year 1877-1878.</p> <p>1880 J. Henry Root succeeds Frank Shepard as principal.
The Shakespeare Club is organized sometime during the 1880s.</p> <p>1900 George Carmichael teaches English at the Academy and attempts to acquire stock control of the school from J. Henry Root. He then founds Brunswick School for Boys, which opens on September 22, 1902, with twenty boys enrolled.</p> <p>1902 Newton B. Hobart succeeds J. Henry Root as principal.</p> <p>1903 A group of residents acquire control of the Academy stock.</p> <p>1906 A gymnasium (including a stage) is built.</p> <p>1909 Greenwich Academy fields a championship football team.</p> <p>1910 Walter Curtis Nicholson succeeds Newton B. Hobart as principal.</p> <p>1912 Walter A. Waterman succeeds Walter Curtis Nicholson as principal.</p> <p>1913 At a special trustee meeting held February 26, it is proposed that after September 1, 1913, the Academy accept only girls, except for the Kindergarten and the Primary Division.
On March 1 it is decided that Greenwich Academy will be a "Day School for Girls."</p> <p>1914 Elizabeth Milbank Anderson, Mrs. E. H. Hooker, and Mrs. Nathaniel Witherell acquire the Greenwich Academy stock.
On May 18 the trustees meet at 5:30 P.M. at the home of Mrs. Anderson. Mrs. Anderson is elected president as she and Mrs. Hooker become trustees. A committee is authorized to oversee construction of a new school on the Prescott Estate.
The New Day School for Girls opens October 1 on the Prescott Estate; Domestic Science is among the courses offered.</p> <p>1915 Greenwich Academy opens the school year on September 27 in the newly completed building at 116 Maple Avenue.</p> |
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Academy Days

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| <p>1917 Emma G. Olmstead succeeds Walter A. Waterman to become the first woman principal of the school.</p> <p>1919 Alice Adelaide Knox succeeds Emma G. Olmstead as principal.</p> <p>1920 On April 12 Elizabeth Milbank Anderson resigns as president of the board of trustees. A group of fifty Greenwich residents acquire the greater part of the Academy stock from Mrs. Anderson and Mrs. Hooker. Mildred Peabody introduces Mensendieck at the Academy during the 1920s.</p> <p>1921 The Greenwich Academy Athletic Association is organized as athletics assume importance at the school during the early 1920s.</p> <p>1922 On February 7 a uniform policy is formally adopted.</p> <p>1924 On May 13 the fifty Greenwich Academy stockholders turn over their shares of stock to the newly chartered Greenwich Academy Parents, Inc.</p> <p>1925 César Borré, the school music teacher, composes the Academy song, with words written by Eleanor W. Foster, the fourth grade teacher. The song is sung for the first time at commencement.</p> <p>Ruth West Campbell succeeds Alice Adelaide Knox during the fall of this year.</p> <p>A gymnasium-auditorium is added to the school building and the Academy acquires 2.6 acres of playing fields on Ridgeview Avenue.</p> <p>1927 On January 27 the Academy holds its Centennial Dinner celebration at the Pickwick Arms Hotel.</p> <p>Fund-raising begins to pay for the construction of Century Hall.</p> <p>1929 Century Hall and the Field House at the playing field are now in use.</p> | <p>1934 "Jerusalem" is first sung at an Academy commencement.</p> <p>1941 The Academy song is sung at commencement for the first time since 1925.</p> <p>1947 The Nursery School is moved to the Field House.</p> <p>1948 Changes in the spring uniform are made.</p> <p>1950 The site of the present campus at 200 North Maple Avenue is purchased from the Kolping Society for \$60,000.</p> <p>1952 Ruth West Campbell Hall is dedicated.</p> <p>1955 Katherine Zierleyn succeeds Ruth West Campbell as headmistress.</p> <p>Lisle stockings are eliminated as a uniform requirement.</p> <p>1958 A new jumper is introduced as part of the uniform.</p> <p>1960 On February 29 the board of trustees resolves to move the school to 200 North Maple Avenue.</p> <p>1961 Ground is broken for the new campus.</p> <p>1962 On September 30, U.S. Senator Prescott Bush serves as guest speaker at the dedication ceremony for the new campus. The Middle School building is dedicated as Philander P. Button Hall.</p> <p>1966 The enlarged auditorium-gymnasium is dedicated.</p> <p>1970 Ground breaking for the Lower School begins.</p> <p>The Academy uniform boasts "a new look."</p> <p>1971 The new Lower School is completed and Ruth West Campbell Hall becomes the administration building.</p> <p>1975 Katherine Zierleyn is succeeded by Alexander A. Uhle, the new headmaster.</p> <p>1976 Greenwich Academy holds its 150th anniversary celebration.</p> <p>1979 The Academy's first Career Day is held.</p> <p>1980 Scope of Coordination Program expands significantly.</p> <p>1983 Headmaster Uhle initiates next phase of the Academy's long-range plan.</p> <p>1986 The "Campaign for the Academy" officially begins.</p> |
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Appendices

Principals of Greenwich Academy

1827-1839	1902-1910
The Rev. Mason Grosvenor	Newton B. Hobart
The Rev. William Bushnell	
The Rev. William B. Sherwood	1910-1912
The Rev. Elam Clarke	Walter Curtis Nicholson, AB
The Rev. William Pearson	(Acting principal 1909-1910; had formerly taught at the newly formed Greenwich High School.)
Alexander Reynolds, AB	
Jeremiah Spencer, AB	1912-1917
	Walter A. Waterman, AB
1839-1863	1917-1919
Philander P. Button, AM	Emma G. Olmstead
Gilbert Stocking, AB	
William D. Penfield, AB	1920-1925
	Alice Adelaide Knox, AB, AM
1863-73	1925-1955
Frank Shepard, AM	Ruth West Campbell, AB, AM
1873-1876	
William Webster	1955-1975
E. H. Peck	Katherine Zierleyn
1876-1880	
Frank Shepard, AM	1975-
	Alexander A. Uhle
1880-1902	
J. Henry Root	

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reading aloud to anyone who will listen!

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Appendices

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Illustrations and Credits

In the following, all illustrations appearing in "Academy Days" other than those repeated as uncaptioned embellishment are listed in the order in which they appear in the volume. The great majority of those selected for inclusion came from the archives of the Academy; other sources are noted as exceptions. In all cases where known, the photographer or delineator's name follows the abbreviated caption.

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