



My name is Ron Finkelberg, and I am a current student at Deerfield Academy in the Class of 2021. I am the grandchild of four Russian survivors of the Holocaust, and great-grandchild of two soldiers who died fighting the Nazis in Europe. I have always been keen to learn about World War II, but most of my understandings came from primary sources like my grandparents. This summer, I set out to extend my knowledge to the reality of the war for Deerfield students of the time, and hoped to confirm that Deerfield meaningfully contributed to the US war effort. More specifically, I chose to investigate: *How did World War II affect Deerfield Academy, and how did the Academy contribute to the war effort?*

Over the summer I spent many hours in the Academy Archives, analyzing information from a variety of sources including Deerfield’s student-run newspaper the *Scroll*, the *Alumni Journal*, and many of Frank L. Boyden’s letters about Deerfield’s involvement in the war. In addition to archival sources, I reached out to seven Deerfield alumni from the Classes of 1945–1948 to hear their recollections about World War II and the Academy. Initially, I imagined

[continued on page 25 sidebar]



SHELTER

Deerfield and the Second World War

R. F. '21

(Author Initials) (Class Yr.)

The United States officially entered World War II in December 1941 after the surprise bombing of Pearl Harbor by the Japanese, and the shock of war resonated to every city and town, including Deerfield, Massachusetts. The attack led to a monumental shift within the United States as the nation scrambled to assemble a fighting force while also implementing civilian precautions such as food and gas rations, travel restrictions, and the establishment of bomb shelters. From 1941 through 1945, however, the Deerfield Academy campus remained virtually unaffected by shortages and other difficulties as a result of the war, and under the leadership of Headmaster Frank L. Boyden, events, academics, and athletics went on much as they had before. Rather than dramatically changing the routines of the Academy and its students, Mr. Boyden instead reinforced values and traditions while deliberately shielding the boys from the dangers of war. And by doing so, the school in effect contributed to the war effort by educating capable young men, some of whom went on to become esteemed members of the armed services.

r: From air raid drills where lower level hallways served as “bomb shelters” to the school store, Mr. Boyden strove to maintain a sense of normalcy on campus.



U. S. MARINE CORPS

Battery "D" Navy A.A. Artillery, Group Monday
9th A.A. Artillery Bn.
40 LPO, San Francisco, Calif
"Guam"

in Place.

Fear Mr. Boyden:

I certainly

agree in
stem I wro
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something
end was
time I sho
situation in
is anything



Bomb shelter



that might help in



ON THE HOME FRONT

Prior to World War II, the Great Depression plagued the United States and disrupted the lives of people from all socio-economic classes. Deerfield Academy faced major funding problems that threatened to shut down the institution throughout the 1920s and into the Depression, but in spite of these financial difficulties, Mr. Boyden managed to assemble enough support for Deerfield to survive—and even grow—through this period of uncertainty, all while solidifying many of the school's traditions that are still upheld today.

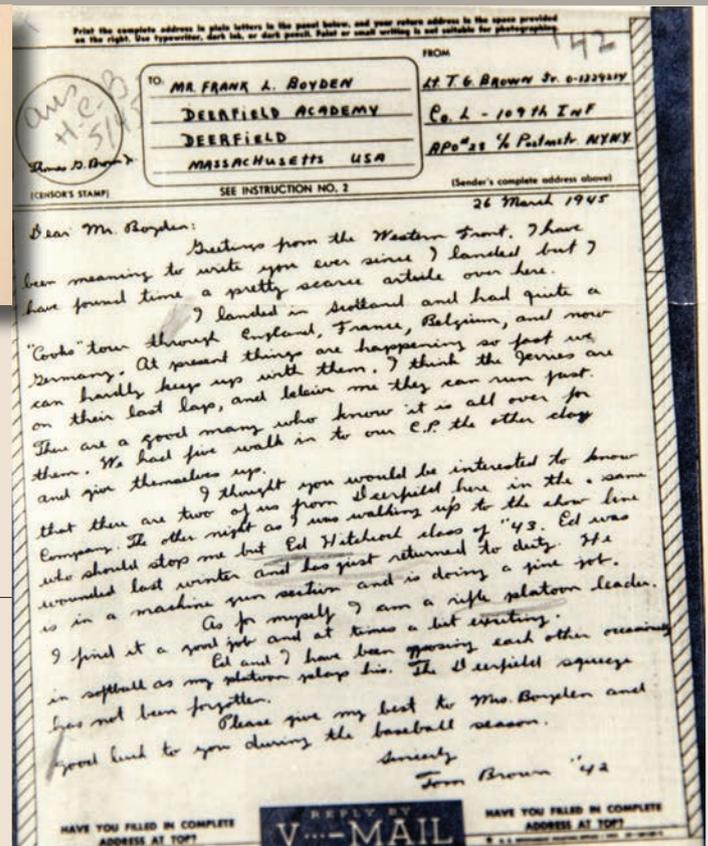
As the US engaged in the fighting overseas, back home, Deerfield had approximately 400 students, a few academic buildings, and limited sports facilities. Many boarding boys lived quite far from the central buildings amongst privately-owned and historic houses on Old Main Street. They followed extremely

“I thought about what Frank Boyden would do. Then, just like after dinner every evening at Deerfield, I had all the men sit on the ground and I was the only one standing. I explained about teamwork: how the men would be in pairs, with both experienced and inexperienced soldiers side by side, helping each other. Our casualty rate dropped. Frank Boyden taught me that.”



I just thought you be interested to know that there are two of us from Deerfield here in the same company. The other night I was walking up to the chow line and who stopped me but Ed Hitchcock Class of '43. Ed was wounded last winter and has just returned to duty. He is in a machine gun section and is doing a fine job.

—LIEUTENANT TOM BROWN '42 TO MR. BOYDEN VIA V-MAIL, MARCH 26, 1945



regimented schedules, yet they also had the freedom to pursue passions outside of the classroom. For example, right around the start of the war, Deerfield students voiced an interest for art, and in 1941 they established a student art club. Boys could also partake in a multitude of other extracurricular activities ranging from a stamp club to writing for the *Scroll* to singing in the Glee Club. In addition to their academic responsibilities and extracurricular pursuits, every single boy participated in a sport, fulfilled dining hall duties such as waiting tables, reported to three sit-down meals a day, and studied during evening study hours in his room.

Mr. Boyden also expected all students to attend community events, such as a daily meeting, where they gathered on the floor of the Old Dorm with the headmaster and staff to learn about the happenings on campus and some current events. Additionally, on Sundays, the school gathered for sermons in the Brick Church, where different speakers presented to them on various topics. Then, they would begin the week with a school-wide "Sunday Sing."

This routine helped to create unity within the school community and also subtly prepared the boys for war. Alumni who served in the armed forces, such as Lieutenant Tom Brown '42, took Mr. Boyden's model of leadership overseas; Lieutenant Brown wrote: "I thought about what Frank Boyden would do. Then, just like after dinner every evening at Deerfield, I had all the men sit on the ground and I was the only one standing. I explained about teamwork: how the men would be in pairs, with both experienced and inexperienced soldiers side by side, helping each other. Our casualty rate dropped. Frank Boyden taught me that."

Mr. Boyden, the school administrators, and even the student editors of the *Scroll* also worked to silence any "mindless patriotism" on campus. They created a protective bubble for students by maintaining a calm atmosphere that encouraged everybody to continue pursuing excellence in their studies and athletics. This literal and figurative isolation from the war meant that there were few discussions on campus regarding the fighting; students certainly

R. E. 21

Author's Note / continued from page 22

Deerfield's involvement in the war as heroic and riveting, but was soon disappointed after finding that the reality differed from my expectation. However, after reflecting on the alumni stories as well as primary source documents, I realized that Deerfield's actions during World War II were actually heroic in their own way, and that realization furthered my appreciation for Mr. Boyden's mission and the Academy's traditions.

I would like to thank everyone who supported me in the writing of this article: Ms. Heise and Dr. Friends, who helped me through all stages of the writing process; Deerfield Academy Archivist Ms. Anne Lozier, who helped organize my research. Also, I would like to thank the seven alumni who so generously found the time over the summer to share their Deerfield experiences: Steven Stulman '47, John Hills '45, Kendrick Lance '45, John Clark '46, Mallory Stephens '46, Alec Robertson '48, and John Palmer '45. Finally, a big thank you to Mr. Richard Montague '52, who established the Montague Grant, and gave me the opportunity to research the World War II era at Deerfield Academy. //

r: A request to receive the Scroll in "this war theater of operations."

Wilson Class '43

PRINT OR TYPE HEADQUARTERS
UNITED STATES STRATEGIC AIR FORCES IN EUROPE
Public Relations

FOR IMMEDIATE RELEASE:

TO: DEERFIELD SCROLL DEERFIELD MASS.
(Name of home town newspaper) (City) (State)

A U.S. STRATEGIC AIR FORCE STATION IN ENGLAND:---

2 LT. DONALD MALCOLM WILSON, the son ~~(cross out one)~~ of
(Soldier's rank and full name) (cross out one)

MR. & MRS. ROBERT WILSON of 264 UPPER MOUNTAIN AVE.
(Parent's or wife's name) (Street)

UPPER MOUNTAIN N.J., recently arrived in this
(City and State)

war theatre of operations and received a brief orientation course at this station designed to help him adjust himself to life in a combat zone.

LT. WILSON will soon transfer to his
(Rank and last name)

permanent station from which America's fighting planes cover our

didn't debate the validity of it, because at Deerfield, and mostly everywhere else in the US, everyone agreed that the nation's involvement in the war was paramount. And other than infrequent news reports, virtually no one on campus had access to news from the fronts.

So when the faculty did speak to the boys regarding the war, they did so solely to keep them "on [their] toes," in case the fighting ever reached the Pocumtuck Valley. "Behind-the-scenes" precautionary measures included courses on air raids for faculty and detailed evacuation plans in the event of an aerial bomb attack while students were in class. And on December 9, 1941, just two days after the attacks on Pearl Harbor, an air raid alarm rang out; according to the December 17, 1941 issue of the *Scroll*, it put the Deerfield community "mentally at war, as no movies, pictures, or appeals could do."

A study in contrasts: Glee Club, theater, and sports thrived, even as they were interrupted by the occasional air raid drill and modified travel schedules.



Interestingly, in spite of documentation of this event, not one alumnus interviewed for this article recalled it, perhaps illustrating just how well Mr. Boyden and his faculty managed to keep their students' overall sense of security intact.

Mr. Boyden's daily meetings served as the primary connection to the outside world, but during them he focused primarily on news and activities at Deerfield. Sporadically, a few teachers, such as William Avirett, provided some information about the war fronts during such meetings, but few masters ever focused class time on the current battles.

The fragmented information about the war that Deerfield students received at school contrasted profoundly with the daily news they might have received had they been at home. According to Kendrick Lance '45, Deerfield kept the boys blind to the reality of fighting by "deflecting the most horrendous parts of the war," while media restrictions, limited war conversations on campus, and busy schedules kept students occupied and made it easier for them to become completely immersed in the Deerfield "bubble." Consequently, few struggled as a result of the war, although there were, of course, students who lost family or friends, and for them one can only imagine that the war was all too real—even at Deerfield. When students returned home for vacation, they faced a more austere reality, and according to John Clark '46: "War was on everyone's minds [at home] because everyone knew someone who was directly affected."



1st aid

I. General Instructions

1. Adopt a complete plan of action which is extensive in every detail. It must be well thought out and thoroughly rehearsed.
 - a. A specific number of boys to a master.
 - b. Scatter far and wide.
 - c. Keep one responsible person in each building to report on fire or to handle any other emergency.
 - d. Have Infirmary or Red Cross center open and competently staffed.

II. Fire Prevention

1. Clear out your attic. Get rid of all combustible materials around your premises including articles in garages and cellars.
2. Place pails of dry, sifted sand on each floor, if possible, or at some convenient spot with a shovel and rake handy.
3. Be sure fire hose is ready to use (but be very cautious about its use).
4. Locate your water and gas shut-offs and the main switch of your electric light system so that they may be turned off if necessary.
5. Know location of any alarm boxes or other methods of communication.
6. In case of fire, be sure all windows and doors are closed to avoid drafts which would spread fire.

III. Incendiary Bombs.

1. Kinds
 - a. Magnesium bomb, which looks like a policeman's night stick or his billy club, shoots a flame 10 to 15 feet.
 - b. Phosphorous bomb (calling cards) which really looks like a calling card, burns rather slowly.
2. Treatment of Magnesium Bomb.
 - a. Do not burn water on it as an explosive gas will be formed.
 - b. Do not spray with Pyrene as a poisonous gas will be formed.
 - c. If possible, cover bomb with sand and remove with long-handled shovel.
 - d. If water is used, wet objects and area all around the bomb.
3. Treatment of Phosphorus Bomb (calling card)
 - a. Treat with sand or dirt, take away and let it burn itself out.

IV. Poisonous Gas

This is only effective in crowded areas. If it is used, go to tightest room, close and seal all windows and doors, and wait for few hours and it will blow away. You will not suffocate. One cubic yard of air will let a person live six hours.

Areas Infected by Poisonous Gas

Infected areas may be treated with slaked lime.

V. High Explosive Bombs

1. There is no protection against a direct hit by such a bomb. The greatest damage is done by flying debris and tremendous compression.
2. Stay out of cellars of wooden houses. Cellars of concrete buildings are all right except for a perfect hit, in which your best protection is the memory of a good life.
3. If caught in the open, lying flat on the ground is best protection.

VI. In case of an Alarm

1. Keep clam, keep cool, keep collected. No panic!
2. Walk, do not run.
3. Follow your pre-arranged plan of action.
4. Pull electric light switch before leaving building.
5. Obey instructions instantaneously!
6. More damage is likely to be done through panic than through bomb destruction or poisonous gas.

“ ”

THE FRAGMENTED INFORMATION ABOUT THE WAR THAT DEERFIELD STUDENTS RECEIVED AT SCHOOL CONTRASTED PROFOUNDLY WITH THE DAILY NEWS THEY MIGHT HAVE RECEIVED HAD THEY BEEN AT HOME. ACCORDING TO KENDRICK LANCE '45: **DEERFIELD KEPT THE BOYS BLIND TO THE REALITY OF FIGHTING BY "DEFLECTING THE MOST HORRENDOUS PARTS OF THE WAR"**

FALL SPORTS SCHEDULE

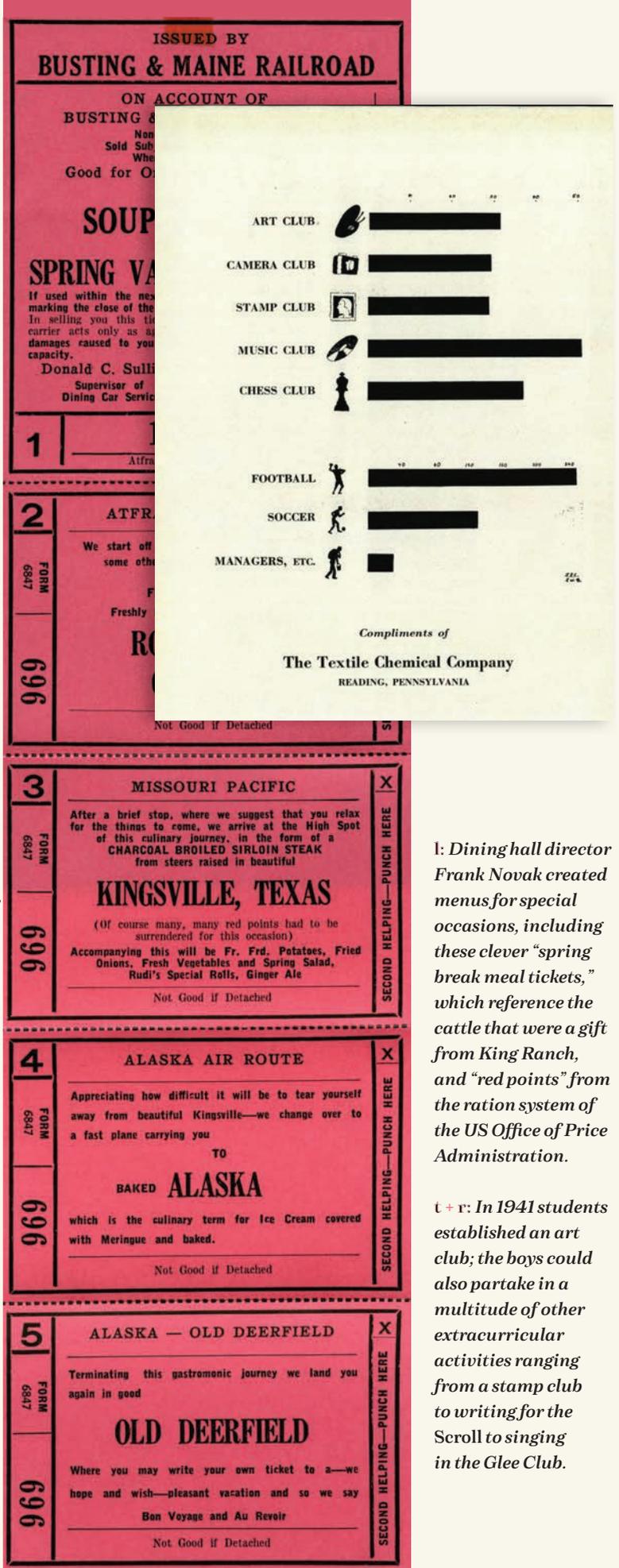
	SCORE			SCORE	
	D	O		D	O
VARSITY FOOTBALL					
Fri. Oct. 9—Cushing*					
Sat. Oct. 17—Mount Hermon*					
Sat. Oct. 24—Choate					
Sat. Oct. 31—Taft*					
Sat. Nov. 7—Williston					
Sat. Nov. 14—Stockbridge					
Fri. Nov. 20—Gov. Dummer					
*Away					
FIRST JUNIOR FOOTBALL					
Wed. Nov. 4—Turners Falls					
Wed. Nov. 11—Williston*					
Wed. Nov. 18—Mt. Hermon					
*Away					
SECOND JUNIOR FOOTBALL					
Thur. Nov. 5—Turners Falls					
Tues. Nov. 10—Amherst					
Wed. Nov. 18—Mt. Hermon					
FIRST LIGHTWEIGHT FOOTBALL					
Wed. Oct. 28—Amherst					
Wed. Nov. 11—Williston					
Wed. Nov. 18—Turners Falls					
SECOND LIGHTWEIGHT FOOTBALL					
Tues. Nov. 3—Eaglebrook					
Wed. Nov. 18—Mt. Hermon*					
MIDGET FOOTBALL					
A series of games on a home-and-home basis is to be arranged with Eaglebrook for both 1st and 2nd Midgets.					
VARSITY SOCCER					
Sat. Sept. 26—Wilbraham*					
Sat. Oct. 3—Amherst Jayvees					
Sat. Oct. 10—Andover*					
Sat. Oct. 17—Mass. State Jayvees					
Sat. Oct. 24—Choate					
Sat. Oct. 31—Taft					
Sat. Nov. 7—Williston					
Wed. Nov. 11—Mt. Hermon*					
*Away					
J. V. SOCCER					
Sat. Oct. 24—Choate					

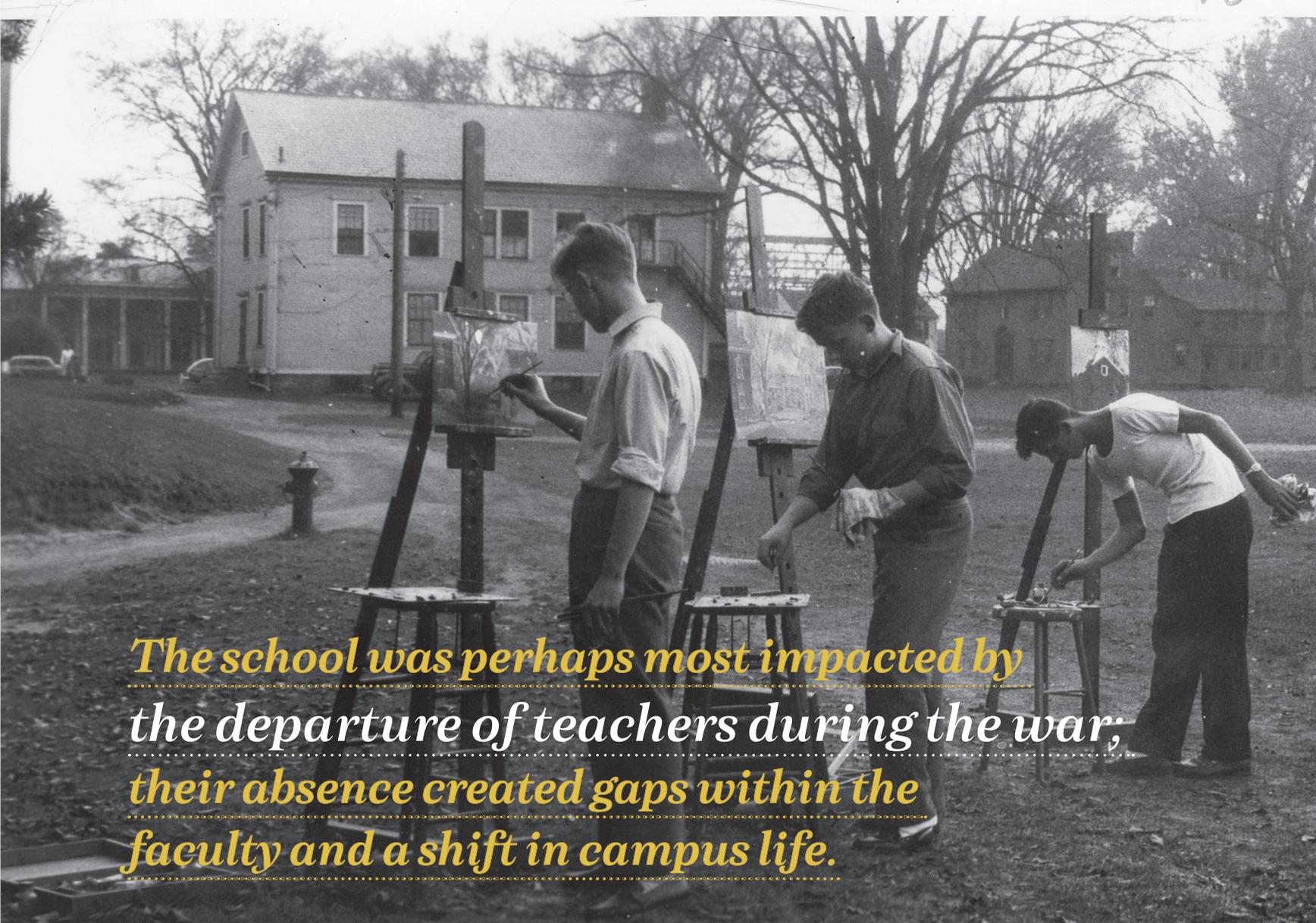
DEERFIELD IN ACTION

Deerfield boys were also protected from the rations and regulations that affected hundreds of thousands of Americans. Beginning in 1942, the United States implemented rations of goods that were in high demand. To purchase items such as sugar and gasoline, citizens were given ration books and were restricted to purchasing only a certain amount of these goods. The Deerfield dining hall, however, was mostly exempt from food rations, and several alumni agreed that, during the war years, food was still “plentiful and delicious.” John Palmer ’45, however, did recall that there were some “shortages of meat.” As a result, in 1945, BK Johnson ’48, son of the owner of King Ranch in Texas, wrote to his father asking for some help. Within a few weeks, the Academy received a herd of 100 cattle via train.

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Students were also mostly unaffected by gasoline rations and civilian travel restrictions relative to their average American counterparts. Kendrick Lance ’45 explained that gas rationing and travel restrictions had a profound effect on life at home because virtually all travel was restricted to train; these restrictions further insulated Deerfield Academy because parents of boarding students rarely had the opportunity to visit. Rations and restrictions did affect most cocurricular activities at Deerfield in some way, but competitions continued and every boy was still required to participate in athletics throughout



A black and white photograph showing three young men standing in a line, each at an easel, painting outdoors. They are in front of a large, two-story building with many windows. The scene is set in a grassy area with trees in the background. The text is overlaid on the bottom half of the image.

The school was perhaps most impacted by the departure of teachers during the war; their absence created gaps within the faculty and a shift in campus life.

the year. Full schedules were curtailed but Deerfield continued to play neighboring schools and even local colleges, including the Williston Northampton School, Taft, Andover, Choate, and Amherst and Williams colleges. Extracurricular groups, too, such as the Glee Club, were restricted in their travels but they continued to perform on campus.

The school was perhaps most impacted by the departure of teachers during the war; their absence created gaps within the faculty and a shift in campus life. In a June 12, 1942 letter from Archibald Galbraith, then headmaster of Williston Academy (today the Williston Northampton School) and president of the Headmasters Association, Mr. Galbraith stated that the departure of New England boarding school teachers left those who remained behind “not at all sure what their patriotic duty is. Some of them have already enlisted; others are ready to do so but do not know whether enlistment as novices is a more valuable contribution than service as experts in teaching.”

Similarly, in a March 10, 1945 letter Mr. Boyden discussed the difficulty of finding “qualified young men” for his faculty because few had the “character, personality, and training” to teach and supervise the boys 24/7. The difficulty of replacing masters continued throughout the war years, and sometimes led to the Academy requesting teacher draft exemptions from the government. They were seldom granted.

However, part of Mr. Boyden’s genius lay in his ability to smooth out the reality of a situation; and he made sure his school was unaffected by this greatest of setbacks. More than seven decades have passed, and many alumni still clearly recall Mrs. Boyden’s chemistry lectures and the football games Mr. Boyden coached during the war. And yet, those same alumni struggle to recall the absence of other teachers. Archival documents prove that their departure was a very real problem at the time; between 1942 and 1945, thirty masters left Deerfield to join the war effort either voluntarily or through the military draft.

FACULTY ITEMS

¶ Lt. Commander Edwin B. Bridgman is the second member of the faculty in the service to rejoin the staff. Bridgman received his discharge in December and moved his family from Washington, where he was stationed, to Deerfield in time for the Christmas holidays. It is good to have him with us again after an absence of three years and he has taken up his duties where he left off. In the Navy he served on the Secretariat of the Combined Communications Board of the Combined Chiefs of Staff.



EDWIN B. BRIDGMAN

¶ In order to help out in dormitory and athletics, several young veterans have been on the faculty staff for varying periods before going on to college or to other occupations. Captain Bruce McClellan '41, USAF, served from September through early November along with Malcolm McLane, a Dartmouth student. Richard Hill '40 helped out Mr. Perrin for several weeks in Junior athletics, and the two Mayo-Smiths, Bill '43, and Dick, have been doing odd jobs and handling corridors.

¶ Two old boys joined the faculty this fall when they received their discharges from the service, Richard Cobb '30 and Prentice Horne '37. Dick is teaching mathematics and handling the first-floor east corridor

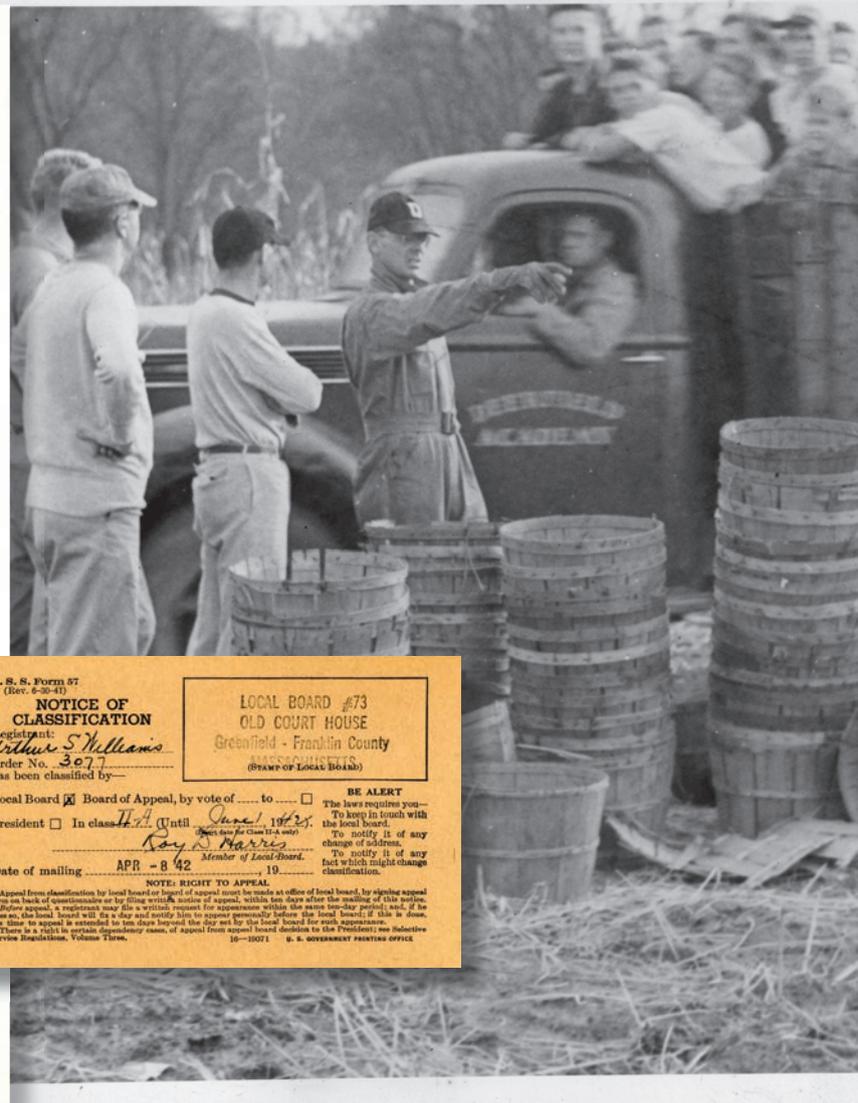
in the New Dorm, and Prent is assisting Mr. John Boyden in admissions and handling the third-floor corridor in the Old Dorm.

¶ The school was fortunate to secure the services of Mr. Edmund Saunders in the Latin Department several years ago. An experienced and able teacher, Mr. Saunders was long associated with the Hun School and Lawrenceville. He has been teaching Freshman, Sophomore, and Senior Latin since his coming. We were all grieved to learn last year that his youngest son, Lt. John Saunders, was killed in action with the United States Air Forces over Germany.

¶ The third member of our faculty to return to Deerfield and resume his work is Arthur S. Williams, Jr., a Major in the USAAF for the past three and one-half years. Art was connected with the Army Air Force School of Applied Tactics at Orlando, Fla., where he served as School Secretary, Plans and Training Officer, and finally, after V-E Day, as Executive Officer of the Air Force School. He was released from the service in late December, and came to Deerfield at the start of the winter term. Art's wife and two-year-old daughter are now in New York City and they will move to Deerfield next summer. In March the Williamses expect an addition to the family.



MAJ. ARTHUR S. WILLIAMS, JR.



D. S. S. Form 57
(Rev. 2-20-43)

NOTICE OF CLASSIFICATION

Registrant: Arthur S. Williams
Order No. 3077
has been classified by—

LOCAL BOARD #73
OLD COURT HOUSE
Greenfield - Franklin County
OFFICE OF THE REGISTRAR
(STAMP OF LOCAL BOARD)

Local Board Board of Appeal, by vote of _____ to _____

President In class 1-A (until June 1945)
Ray S. Harris Member of Local Board

Date of mailing APR - 8 42 19 _____

NOTE: RIGHT TO APPEAL
Appeal from classification by local board or board of appeal must be made at office of local board, by signing appeal form on back of questionnaire or by filing written motion of appeal, within ten days after the mailing of this notice. Before appeal, a registrant may file a written request for postponement within the same ten-day period, and, if he does so, the local board will fix a day and notify him to appear personally before the local board. If this is done, the time to appeal is extended to ten days beyond the day set by the local board for such appearance. There is a right in certain dependency cases of appeal from appeal board decision to the President's own Subversive Service Regulations, Volume Three.

10-10071 U. S. GOVERNMENT PRINTING OFFICE

BE ALERT
The law requires you—
To keep in touch with the local board.
To notify it of any change of address.
To notify it of any fact which might change classification.

t; I to r: Between 1942 and 1945, thirty masters left Deerfield to join the war effort either voluntarily or through the military draft. At Deerfield, the potato drive allowed the boys to “consciously contribute to the war effort through manual labor.”

In fact, all Deerfield boys understood that following graduation they would be mandated to enlist according to the involuntary military draft that began in 1943. With Mr. Boyden as headmaster, Deerfield Academy sent hundreds of mentally and physically capable boys to the armed services, many of whom served as officers. In his 1944 *Alumni Journal* letter, Mr. Boyden noted that his students received exceptionally high marks on the Army's and Navy's entrance exams, illustrating the quality of the Deerfield curriculum. It's worth noting that Mr. Boyden's method and goals for education differed from most other institutions; he aimed to provide Deerfield boys with individualized experiences while instilling a sense of comradery within the community. Amidst the changing US education system, Mr. Boyden solidified Deerfield Academy's

tradition of character development and he managed to keep the boys focused on their work and responsibilities. In many ways, the “exceptionally high marks” were proof that his methods worked.

Locally, one of Mr. Boyden's methods for preparing the boys for adulthood and leadership was by encouraging contributions to the war effort through what became Deerfield's annual potato picking drive. Beginning in the fall of 1942, the Academy helped farmers in the area by volunteering the hands of its 400 teenagers to work in the fields. During harvest time, the boys worked in groups to pick mostly potatoes but also carrots and corn for two to three hours a day. According to an October 16, 1943, *Scroll* article titled “Deerfield Goes to War as Whole Student Body Spends 5 Days in Fields,” each boy picked an



average of thirty bushels of potatoes per day. Steven Stulman '47 says the potato drive was a "valuable experience that was enjoyed by some students," and allowed for the boys to "consciously contribute to the war effort through manual labor."

Over those five days in 1943, the boys' efforts amounted to over 10,000 bushels of potatoes, and a drastic improvement in local food security, as well as generating nearly \$1000 for charities that aided in the war effort. Additionally, the school itself took a precautionary eighty acres of potatoes to store in case of a food shortage, and all of the potatoes picked by the senior class went overseas to the war fronts.

HOME AGAIN

After the war, Deerfield became an unofficial meeting place and refuge for many alumni who returned to "relive familiar scenes on campus." They found a mostly unchanged Academy that still focused on academics, athletics, and tradition, and they cherished the sameness of campus because they wanted then-current students to learn the same values they had held in esteem. In an October 1946 letter, Mr. Boyden explained that many Deerfield boys who returned from service overseas emphasized the importance of the Academy's "unchanged fundamental values," which had helped them persevere through demanding situations during the war.

Monumental physical changes to the campus were soon to come, however, as Mr. Boyden recognized the post-war period as opportune for new construction. Although Deerfield's facilities had been meticulously managed, many buildings were aging and could not support a growing number of students. Just before war, Mr. Boyden and the Board of Trustees had agreed that it was appropriate to ask alumni and parents to aid in the construction of new buildings on campus. However, once the fighting began and some 1700 alumni enlisted, those fundraising and building plans were halted.

The end of war marked the beginning of Deerfield's "Building Fund Drive," which brought to light original construction plans for a new dormitory, new dining hall, new infirmary, and an expansion of Deerfield's playing fields. In addition to supporting the renovation and addition of buildings on campus, Deerfield alumni decided that they should separately fundraise, develop, and build a "living and lasting tribute," to the sixty Deerfield graduates who lost their lives in the war. And so, in 1951, the Memorial Building was completed—a "critically necessary" gathering place for the school, an art center, and dedicated "alumni gathering space" on campus. Today, the Memorial Building lives on as the Hess Center for the Arts.

During World War II Deerfield Academy uniquely developed students' characters in a controlled and traditional manner, while simultaneously promoting new ways of thinking and the pursuit of individual passions. In fact, some of the Academy's most brilliant and famous alumni attended Deerfield during the war: Noble Prize-winning chemist Henry W. Kendall '44, Pulitzer Prize-winning poet laureate John Ashbery '45, and Olympic Gold-winning backstroke swimmer Allen Stack '45.

In many ways, Deerfield stands for the same values and by the same traditions today. The "living tribute" to Deerfield's World War II fallen soldiers still serves as a space for gathering and the arts, and most importantly, as Mr. Boyden said in his "Letter to Alumni" in the 1944 *Journal*: *We have preserved those fundamental, high traditions of character and scholarship on which our school was founded, and none of the vital things which have given a feeling of permanence and security have been lost or changed. We still study and work, play and sing, and pause to look up to the hills. //*