Green Fields Country Day School: The First Fifty Years

1933 - 1983

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Prefatory Remarks: Problems for the Historian

One of the persons who was interviewed in the preparation of this 50th anniversary history of Green Fields School recalls Napoleon's remark, "History is a myth that we've taught ourselves to believe." The truth of the observation was brought home at nearly every stage of this research. Again and again, it became clear that the memories of people who had been involved in events as they happened had been conditioned more by later recollections of those events — by the myth that had evolved from them — than by the events themselves. Such matters as dates when various significant figures in the history came and went, the dates of significant appointments, even the dates in which the original owners died, and the exact part of the year when they opened the school on its present site have been subsequently beclouded.

Since two previously written accounts of the history agree in neither interpretation nor detail, it has become clear that this 50th year history is the first work of its kind concerning the school, the first to appeal to public record rather than solely to received oral tradition about the school. That unanswered questions have arisen during the course of this research is attributable in large measure to the fact that Mr. and Mrs. George Howard Atchley, and their appointed Headmaster, Frederick Baltzell, and Mrs. Atchley's sister and heir to the school, Miss Grace Hammarstrom, were all uncommonly retiring, unassuming people who seem to have had very little historic sense of the impact of their labors. Recognizing their efforts as works of the purest love, none of these people ever imagined that they were nurturing so vigorous and perseverant an offspring as Green Fields has subsequently proved to be. None of them would ever have anticipated, for example, that in the dark nights of the early to mid-seventies, when Green Fields was repeatedly rocked with disaster and the fear of being imminently closed, one of the outside evaluators would refer to it as "a school too tough to die."

The founders' unpretentious view of the school and, equally, their sense of the quiet dignity of their mission caused them to maintain only academic records, to publish only modest catalogues and advertisements, and to concern themselves only rarely — on perhaps as few as twenty occasions during the entire first thirty-one years of the school — with securing publicity in the local papers.

This paucity of records continues until 1964, when the Board of Trustees of the newly incorporated non-profit organization began keeping what were at first rather informal minutes. Those minutes became more complete with each passing year, but much of the corroborative correspondence which might have clarified their content has been lost. Lacunae appear in the correspondence relating to sensitive issues almost until 1980, when the present Headmaster, Phineas Anderson, arrived at the school. The years from 1978 to the present, however, have been blessed by a rather unambivalent sense of good will and good fortune, not to mention relative clarity of memory, making 1983 an ideal vantage point from which to look back upon the origins of the school.

So treacherous has been the task of research, however, that for several weeks of it even the date of founding was in doubt, for it was discovered that the deed for the property was not registered with the County Recorder until January of 1934. Moreover, newspaper announcements for the September opening of the school in 1941 and 1943 gave it out that Green Fields was then in its seventh and ninth years, respectively, a calculation which begins the Green Fields historical clock with 1934-35. These doubts were resolved at last by the widow of John G. Curry, one of the first students enrolled in the school. She remembered that her husband had said that he began at Green Fields in the winter of 1933-34, and that he and the other boys had pitched in with Mr. Atchley to

build the adobe structures on campus, particularly that one which has since been dedicated as Snowdon House. Her evidence was corroborated by an inscription on an early plaque, found in the basement of the main house, which reads "Established Dec. 1933."

If, then, the lineaments of the present history are sometimes less sharply defined than might have been desired, certain gratifying elements have emerged from the shadows. Most impressive of these is that from the very first year of the school, the governing philosophy, both stated and implicit, has combined academic rigor and excellence with a well-roundedness of experience, and that only for a relatively brief period did the school ever attempt to abrogate either of those objectives. Evidence of the continuity of the Green Fields tradition is found in the circumstance that some of the most cherished traditions of the present school have their origins — often heretofore unacknowledged origins — in the daily lives of boys at the Circle Double A, the Green Fields Preparatory School. Among those traditions is School Service Day, a latter-day remnant of past Beautification Days, Ecology Days, and even the daily work detail assigned to boarding students of the thirties, forties, and fifties. Other such long standing traditions include the annual Field Day, which began at least twenty years ago, and the annual Honors Awards Assembly, which was first held at the school in June, 1934. Among the first honorees, boys who were considered all-around citizens and whose names appear on copper plaques now hanging in Snowdon House, are the predecessors of the more recent youngsters whose names appear on silver trophies displayed in the Administration Building.

That those who shape and define the directions of Green Fields today have been largely unaware of this continuity with the past would seem to argue for an almost mystical spirit of Green Fields, brooding over our once again lush desert campus — a spirit which has not only endured but prevailed, to borrow a line from William Faulkner, despite the vicissitudes of change and economic stress and social evolution. Yet from the vantage point of 1983, looking both backward and forward, the cumulative effect of all of these factors has been to reaffirm the values upon which Green Fields was originally founded and to declare them forth as we enter upon what may yet be the strongest era of our history.

Rubie Hammarstrom Atchley

I: Years of Preparation — To 1933

It was 1933 — the middle of the Depression — and people had warned George Howard Atchley and Rubie Atchley that they dare not choose such a time for the founding of a school, for beginning a new business venture. They contemplated, after all, leaving rather fortunate and secure circumstances in Pennsylvania to return to Tucson, Arizona, where they would set up a tutorial and boarding school for boys on newly acquired property. But those who said it couldn't be done reckoned without the forcefulness, the determination, and the sheer salesmanship of Mrs. Atchley, whose dream the school represented.

Born Rubie Hammarstrom in San Francisco on August 11, 1891, and reared with five siblings in Astoria, Oregon, Mrs. Atchley had devoted her life to teaching from the time she had graduated from the University of Oregon in 1912 with a degree in history. She had taught first at Franklin High School in Portland. It was in Portland in 1919, that she met George Howard Atchley, three years her senior, on a blind date. She seems almost immediately to have fallen in love with this self-educated Kansan. G. Howard, as he was known, had much to recommend him. Not only was he notably well read, but he had worked his way into a respected situation in the engineering profession on the west coast and was scheduled to leave shortly for Arizona to assume a position in the Tucson City Engineer's Office.

Perhaps partly for this reason, their marriage was postponed a year. But, Rubie Hammarstrom had plans of her own, plans that would serve to launch her career in private education. During that year she was to accompany her younger sister Grace to New York, where Grace would be a graduate student in history and Rubie would secure a position as teacher and history department head at St. Mary's School in Peekskill, New York. It is interesting to note that the same position was offered to Grace Hammarstrom the following year. At that time Rubie left New York to marry Atchley and live in Tucson, where she would ever after be known by his pet name for her, Sarah Jane.

Within that intervening year, G. Howard had been promoted to Chief City Engineer and Superintendent of Water Works, and he held two other positions within the Public Works Division. Though no record indicates where Mrs. Atchley taught during these first three years in Tucson, between 1920 and 1923, those who knew her that long ago recall that she did teach. As it happens, there were at the time more than a half dozen private ranch-type schools in the area, all of which have long since ceased to operate. It may be that she taught at one of these.

But it was not until after another sojourn in the environment of the eastern-style private school that the idea of Green Fields was born, a sort of felicitous blend of the eastern academic tradition and western, outdoor, ranchstyle living. G. Howard had been lured to Aliquippa, Pennsylvania, by a management position with Jones and Laughlin Steel. Mrs. Atchley, accompanying him, took a position at Sewickley Academy. Sewickley was located at a difficult commuting distance from the superintendent's hill in Aliquippa, but it was there where she began making the contacts which would eventually fill her Green Fields Preparatory School.

Atchley would later say that he had begun to long to return to Tucson almost as soon as he had arrived in Pennsylvania, but ten years and failing health were required to bring him back in search of farm land for his retirement, a place where Mrs. Atchley could fulfill what had apparently become her dream.

The property they selected consisted of two contiguous parcels of nearly forty acres each of irrigated land, situated near the old Casa Grande Highway. The present-day school site occupies the southwestern nineteen acres of the original property. The south boundary of the original seventy-seven acres ran due east from what is now Camino del Terra along the present-day south boundary line to the east boundary at what is now Shannon Road. The north boundary was twice the present distance from the south boundary. The property had been farmed by one Herman Gerhart from 1923 to 1928, at which time it was evidently seized for back taxes. City directories for the thirties indicate that Gerhart went to work for O'Reilly Chevrolet, leaving the farm to its new destiny. In September, 1928, the property was purchased in a Sheriff's sale by Southern Arizona Bank and Trust Company for $14,209.41 in gold coin. Unfortunately, no record remains to inform us of the price the Atchleys paid when they negotiated the sale late in 1933. Presumably, the price, which cannot have been very greatly inflated during the five intervening years, was under $20,000.

The Atchleys must have had misgivings as they set about their work, for the property seems to have had few standing buildings, except for one, the main building, which was described by the county assessor as "demolished." Whatever the appearance of the buildings at the time, we do know that at least sixty acres of land were under cultivation growing alfalfa, as continued to be the case for the next twenty-five years, for it was the alfalfa which inspired Mrs. Atchley to name the place the "Green Fields Farm." Her husband insisted, however, that one doesn't have a "farm" in Arizona; so he named it a ranch instead, creating a brand by using the initial of their last name, once for each of them — "The Circle Double A." The compromise name, which appears in most early school catalogues, was the "Circle Double A, Green Fields Preparatory School for Boys."

It was apparently the month of December when they moved in. Mr. Atchley set about refurbishing the main house, which still serves as the administration building, while Mrs. Atchley began teaching her boys. Only five names of students are recorded for 1933-34 and five for 1934-35, though some early accounts aver that she began with seven. Following her plan to prepare these youngsters for St. Paul's Academy and Exeter, and similar schools in the East, she taught each boy individually from the texts required by the school he wished to attend, a practice which she apparently continued only the first two years.

During the earliest years, her students were typically older boys, many of whose families had at some time visited Tucson and believed the area afforded a wonderful environment, particularly but not exclusively for boys with respiratory ailments. Not only would the boys enjoy the healthful climate and pursue a variety of outdoor activities, but some of the families would find excuses to visit Arizona more often. Indeed, Mrs. Atchley would later say that the school might never have succeeded in the early years if it hadn't been for the Arizona Inn, where parents and grandparents first became so enchanted by the desert as to decide to send sons and grandsons there. It is notable that as years passed, parents from the East seemed to come to Tucson for Christmas almost as regularly as their boys went home for the holidays. But there was a factor in drawing boys to Green Fields that was more powerful than Tucson's sunny climate — it was Mrs. Atchley herself. She had more than favorably impressed Pittsburgh families during her years at Sewickley, and when she made plans to open a school in Tucson, she "simply did a great selling job," as one memory recalls, to draw students to her school.

II: The Early Years: 1933-50

Instruction: Pupils and Faculty

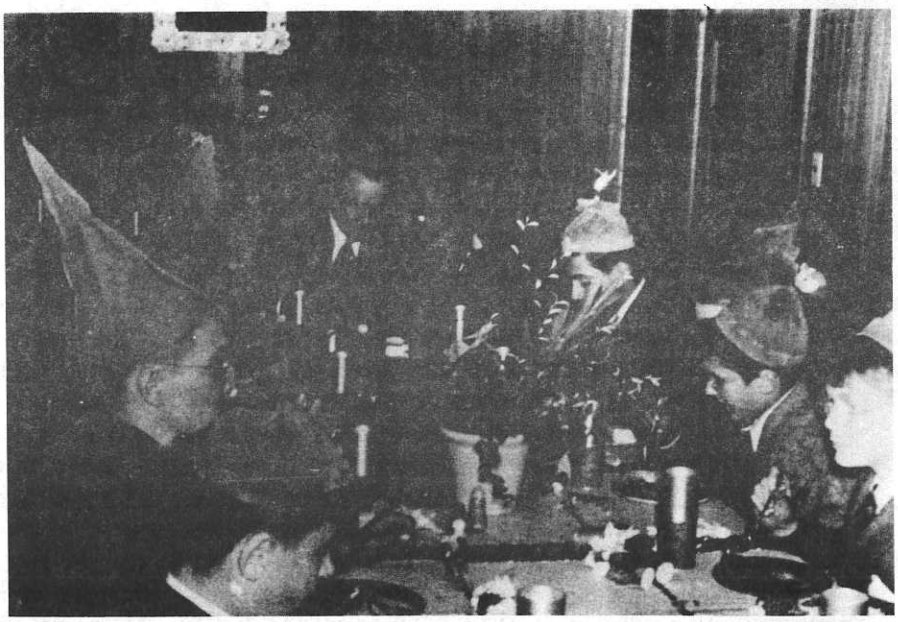
Individualized instruction and small class size — characteristics upon which Green Fields still trades — began with the opening of the school.

During the first two years of preparing boys for prep schools or for college, Mrs. Atchley worked alone, so far as can be determined. By 1935-36, when the enrollment had increased to eleven, the individualized text instruction system had already become impractical, however, and Mrs. Atchley developed a graded approach for grades six through twelve. The complexity of this grade structure for all subjects — even for only eleven boys — surely required additional staff, but the only faculty name that comes down to us from that year other than that of Mrs. Atchley herself, is that of Mr. Dearth, the Latin teacher. Real change began with academic 1936-37, when enrollment more than doubled to twenty-four and Frederick Baltzell, who had attended Kenyon College and who had a B.A. in English and a B.Sci. in Education from Ohio State University, was hired to teach English at a salary of $26 a month plus board.

Baltzell's arrival at Green Fields was to be the beginning of an era, and the time would come when no one who had attended or taught at Green Fields could think of the school without thinking of him. It is appropriate that their memories should have been so, for from the fall of 1936 to the spring of 1970, he dedicated his life to Green Fields. A modestly unassuming, even shy person, Fred Baltzell was nevertheless one of those unforgettably successful teachers who makes an impact upon virtually every student who passes under his tutelage. He always emphasized basic skills, high standards, and the development of clear writing; and he is remembered for having fostered an excitement about learning such that vital learning activities would somehow spontaneously occur, activities such as the making and performing of plays based on short stories which had been read in class. Though the boys never learned to consider him a "buddy," they viewed him with respectful affection. In keeping with the outdoor lifestyle of the school, he always preferred teaching out-of-doors; and he and his boys would bundle up in the winter rather than desert the out-of-door classroom, unless rain drove them onto one of the screened porches.

But Baltzell was probably not the only new faculty member that year, for a Mr. Jenks, a science teacher, and a Dr. Roy are mentioned in a 1938 school newspaper, *The Roadrunner*, and by 1940, the faculty had grown to six, including Arch Riddle, the riding master, and Alice Meserve, the new Latin teacher whose degrees were from Vassar and Middlebury and who would remain in the school until 1958, by which time she was in her early eighties. The list also includes the names of George Bright, a social sciences teacher from Brown, the Sorbonne, and Harvard; Franz Hohn, a math teacher from the University of Illinois; Wayne Taylor, a Spanish teacher from Ohio State and the University of Arizona; and Richard Havinghurst, an athletics coach from the University of Arizona, himself a Green Fields student in 1935. By 1947, Mr. Nowe, a graduate of Amherst, had joined the faculty teaching history and tennis; students for the next ten years would recall the techniques he used to bring ancient history alive for them, including the writing of contemporary spoofs on classical plays, spoofs which often included Green Fields characters in the action. Fellow Amherst classmate William Creamer joined Mr. Nowe on the faculty in 1948 and taught mathematics for four years. Creamer would later become the second President of the Board of Trustees, while his son, Will, was attending the school in the sixties. The younger Creamer was

G. Howard Atchley with Pittsburgh Smog



Mr. Atchley presides over a birthday dinner

subsequently to be among the number of former students who would teach at the school, for he would teach in the English and history departments from 1979 to 1981.

Green Fields' historic ability to draw upon a variety of local talents for part time enrichment was never more clearly demonstrated than when in 1947 Ted De Grazia taught an art class at the school. During that year he covered with murals the corrugated metal "hobby shed," center of arts and crafts for the campus, and the murals remained pretty much intact for more than ten years. The shed is presently used to store equipment. It stands in the midst of the fifth and sixth grade hobby area of the eighties, an area which includes a garden, farm animals, and another shed which in 1983 houses pocket pets, but which was once the tack room of the old Circle Double A.

Where They Lived and How

Memories differ among former Green Fields students as to where exactly the boarding students lived during the thirties and forties. It is certain that by the late forties and fifties nearly all boarders were bunked with the directors in the main house. At that period students were younger — grades five to nine — than the earliest boys had been. But documentary evidence and memories from the earliest period indicate that, though some boys always lived in the main house, others were housed in cabins.

Among the first tasks of G. Howard Atchley was to build the adobe and frame structures which still run along the south edge of campus, directly east of the administration building. One of the earliest of these is part of the present day history building. Room 12, then called "Casa de Bunk" was actually two cabins, each opening upon a porch, which has since been boarded in and is used as a vending area for food sales. At some time in the early forties, probably in January, 1943, Mr. Baltzell would move from his apartment in town to these quarters; but for the first ten years, they were the choice cabins for boys in the school. Another of the earliest buildings was the present Snowdon House. Built of adobe in 1934, this house was used as a bunk house for two years before being converted to a library, which it remained for more than thirty years. The present fifth and sixth grade classrooms were built as separate buildings, a bunk house and a dining hall with kitchen, the remnants of which are still evident. Other early structures were the now dilapidated adobe cabins behind the old dining hall, the adjoining adobe car shed, and the adobe walls which run along the south end of the campus. Room 10, the present history classroom closest to the main building, and a tennis court were built during the summer of 1938 or 1939.

The frame classroom on the west side of the present swimming pool was also built by Mr. Atchley, but it seems always to have been a classroom; in particular it is remembered as a mathematics room, though it was divided into three smaller rooms, the last of the two partitions having been removed in the summer of 1980. The similar frame structure farther north along the west boundary was apparently not built until about 1955-56. The swimming pool itself was built in 1947, and is today regarded as something of a structural wonder, having been designed with a flotation bottom.

Those adobe and frame buildings along the south edge of campus housed the boys of Green Fields Preparatory School. These structures are charmingly described in early press releases as "western cabins" or "separate houses, each accommodating two boys," "each with a private bath and [by 1941] steamheated . . . simply furnished and attractively decorated in the Mexican style." Each of the four larger buildings — the main house, the present history building, the then dining hall, and Snowdon — had "its own patio, landscaped with native shrubbery." All of these

amenities, the buildings with the adjacent landscaping, were built between 1933 and 1939 by Atchley, an assistant whose name is recorded only as "Joe," and another, named Pancho, who taught the art of adobe making. Years later, alumni from those days would recall with pride the buildings they had built. Also with the help of the boys, Mr. Atchley planted trees on the property, including a grove of pear trees, now all removed, having long since died, and the line of tamarisks along Camino del Terra.

Of these tamarisks Mr. Atchley wrote with special pride in the "Old Timers' " issue of *The Roadrunner,* only four months before he died in 1942. He recalled that when they had planted the slips, one Johnny Curry had said they wouldn't grow. "Bring your son, Johnny," Atchley wrote, "to see our forest," a grove of trees that were then already forty feet high. Those same trees have been the subject of controversy since 1971, when Green Fields gave rights to Pima County to forty-five feet of property, measured from the center of the road, along the west boundary, in exchange for paving and maintaining a road, now Camino del Terra. Since that time Atchley's "forest" has existed under condemnation, much to the chagrin of the student body.

Many classes at Green Fields were held out-of-doors until very late in the year. Others were held on the screened porch which then ran along the north side of the main building, or they were held in the present living room of that building. Each day seems to have been busy. In the thirties, the boys went riding and performed daily chores before breakfast. Classes and study hall occupied the time from eight until noon and from one until two-thirty. Academic honors entitled a student to the privilege of studying in his own room, instead of studying under supervision. Students cared for their horses and rode from about three until five every weekday in the afternoon. At times they also went to the rifle range to shoot. Although the earliest students recall that there never seemed to be enough time for shooting, Mr. Atchley organized two shooting teams, the beginning of a tradition of riflery which prevailed at Green Fields for more than thirty years, disappearing apparently only with the advent of girls on campus and with the onset of the seventies.

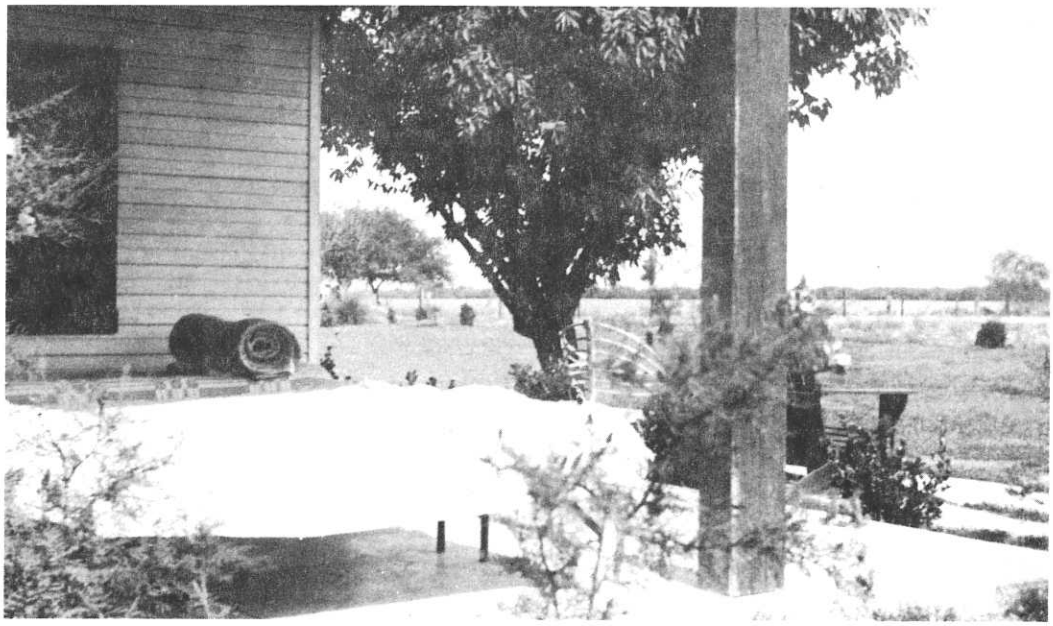
The boys enjoyed a variety of other pastimes as well. The Saturday trips to town chauffeured by G. Howard (whom some of them called "Gus") in the school's "woody" were an institution in the thirties, though in the forties larger enrollments apparently limited the regularity of these trips. Atchley would drop the boys off in the morning, and they would spend the day in adolescent carousal, attending a movie and visiting the penny arcade. Sometimes they would go to Tombstone which was more truly a ghost town then than now. Not entirely confined by these official jaunts, one or two of the older boys brought their own cars to campus.

Organized extra-curricular activities included playing tennis, working on the school newspaper, and writing or producing Mr. Baltzell's plays, which by 1942 had a season of three per year, performed in present-day Snowdon House and on the lawn north of the main house. Other excursions included overnight horseback rides into the foothills and afternoon rides to Hacienda del Sol boarding school for tea with the girls who were students there and who sometimes invited the Green Fields boys to a cotillion.

Educational side trips included visits to the University Theatre with Mr. Baltzell. There were also science field trips to locations of interest, including one taken in 1938 to an archaeological site in Sabino Canyon — very possibly the same Hohokam site now owned by Fenster School where two recent (1978 and 1982) archaeological work-study groups from Green Fields have learned the delicate art of digging.

There were informal soirees as well, for one former student recalls with nostalgia the times the boys would buy cans of beans during trips to town, then sneak away from school in the evening

The school woody on a field trip to San Xavier del Bac



Outside sleeping accommodations in "Casa de Bunk"; this porch is now the screened snack bar in the history building

to cook them over an open fire in the Rillito River bed. And, there were the usual number of pranks and jokes, including ritual dunkings in the horse trough.

Some of these unstructured activities are the ones the boys of the early years remember best — the nights when they brought beds out from the cabins and slept outside, along the wall near the main building; the morning they awoke outside to find a rattlesnake curled comfortably at the foot of a bunk; the afternoons when they practiced with the bullwhip during one western movie craze or when they made makeshift scooters during a late forties fad; the quiet moments with the Atchleys' dogs Pittsburgh Smog and his successors, Nipper and Tucker; the fact that they were never allowed to sit in the chair belonging to Skipper, Mrs. Atchley's white Persian; the collection of miscellaneous pets, including Petunia, the burro, pea fowls, rabbits, and assorted lizards and horned toads; the quiet walks along the nearby country roads.

Each day ended formally, in the dining hall. Here, students recall, they were obliged to eat everything served to them with a single exception: each boy was allowed to select at the beginning of the year one "allergy," a food which he was allowed to ignore whenever it was served. These meals were presided over by Mr. Atchley. Although most of the day he was a quiet figure in the background, smoking his cigar or working the farm, he also worked with them, occasionally played with them, and acted as a firm but fair disciplinarian when necessary. He was a kind of distant but kindly *paterfamilias*, well-loved and respected, but known well only to a few; yet his later messages to them attest that he knew and cared for them all.

At Christmas time, boys who were not going home or being visited in Tucson by parents would accompany Mr. Baltzell to the Circle Z Ranch, a southern Arizona dude ranch where among other recreational facilities was a slot machine. The two-week vacation cost only $50, a real bargain compared to the cost of a ticket home, which for most of the boys of the thirties was Pittsburgh. One of these early Green Fields visitors to the Circle Z, Don Simmons, returned to it in 1975 as manager and part owner.

Every year at Green Fields, from the spring of 1934 onward, concluded with an awards assembly. On these occasions awards for both academics and citizenship were presented to students whose names were engraved on copper plaques. A special award in the earliest years was the Circle Double A ring given to the best all-around boy. Among the first winners of the coveted ring were Ovid Robinson, Jr., William Miller, John Grant Curry, Donald M. Simmons, Robert Curry, and Stephen H. Bruce; but no further record remains to tell us who were the other winners or whether the award was continued after Mr. Atchley's mention of it in 1942. During the forties, the honors assembly was expanded to include ribbons and trophies for athletics and Mr. Baltzell's book awards for scholars, each selected to suit the individual interest of the boys, as attested by extant photographs. Long before Green Fields officially graduated its first senior class in 1969, the custom had evolved of giving "diplomas" to departing students in the highest grade.

When students left Green Fields, they went on to fine academies. The 1942 alumni list numbers among them Sewickley, St. Paul's, Exeter, St. James School in Maryland, and a variety of military academies. From there they went to Harvard, Yale, Princeton, Williams, Haverford, Swarthmore, and the University of Arizona. "If you graduated from Green Fields, you could just about name your own college," one early alumnus recalls. But many in 1942 also went — either after graduating from college or before — to the armed forces. Such a one was Charles Snowdon, III.

The Snowdon Library

Charles Snowdon is not the only Green Fields alumnus who saw distinguished combat in World War II, and he is very probably not the only alumnus who died in military service to his country, though no other such names come down to us. Nevertheless, the fact that his family chose to create a memorial for him at Green Fields has caused him to live in the memory of the school, where he may be recognized as a kind of symbol of those Green Fields alumni who served in America's wars and of those who died.

Charlie, as he was known, attended Green Fields from 1934 to 1936, and he lived with his roommates, Bill Miller and Wayne Hummer, in the adobe house which now bears his name and which he helped to build. He was uncommonly tall and is described as happy, especially in the out-of-doors, very amiable and interested in all sports, though golf would later be his forte. After leaving Green Fields, he attended St. Paul's School and then Wesleyan, in Connecticut. By the end of his sophomore year, however, he had decided to enlist in the Army Air Corps, and he was called into training in October, 1942. Having received his Second Lieutenant's wings on October 1, 1943, he sailed for England in March, 1944, where his first mission was flown over Berlin. The list of his other missions reads like a catalogue of the air war over Germany — he flew over Sarreguemines, Osnabruck, Schweinfurt, Merseberg; he was up twice over the Channel on D-Day, then he flew shuttle bombing missions over Russia and Italy, and dropped leaflets over Lublin and other German cities. By the fall of '44 he had flown his thirty-five missions and was sent home on leave. He had received five oak leaf clusters, the Distinguished Flying Cross, and the Award for Meritorious Achievement before being sent on his next assignment as a B-17 instructor at Hendricks Field in Florida. Ironic and sad though it is, it was during night flying exercises there, with a crew of four students, that his plane crashed, and Charles Snowdon was killed on the early morning of July 14, 1945.

Two years later, the Snowdon family rededicated the adobe house that had been his "casa" at Green Fields. The house was, at the time, already in service as a library and study hall, but the Snowdons donated funds for books bearing the bookplate of the Charles L. Snowdon Memorial Library. Although Green Fields libraries have had two other homes on campus since 1947, the Snowdon House today retains much of the character it had then, serving as the upper school English classroom. The plaque which the Snowdons placed outside the building was repainted in 1980, and hangs there today: "To the memory of a happy boy and to the hope that we may courageously strive toward peace, for which he gave his life, we dedicate this house."

The End of the Atchley Era

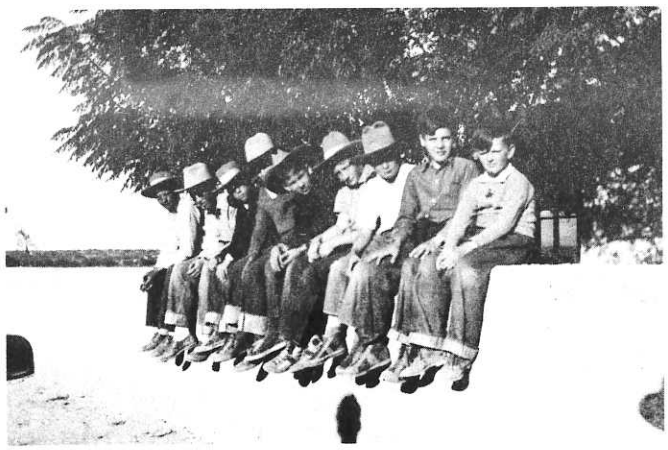
Another faculty addition during the growing years was history teacher, Miss Grace Hammarstrom (M.A., Columbia), who was Mrs. Atchley's sister and who by 1947 had left St. Mary's in New York and had since taught at the Katherine Branson School in Ross, California and at the Bishop's School in La Jolla. "Miss Grace" as she would be known had come to Tucson, it seems, to be near her sister who was by this time growing weary, though no less forceful or concerned about her leadership of the school.

Mr. Atchley had died at the age of fifty-four, after a brief but not unexpected final illness, on December 4, 1942. Fred Baltzell, whom the Atchleys had previously named as their Assistant Director, was appointed co-director with Mrs. Atchley in January, 1943. Then, in 1947-48, the

year Mrs. Atchley's sister arrived at Green Fields, Mrs. Atchley gave up her active teaching to devote full time to the administration of the school. A letter addressed from Mrs. Atchley to parents in the spring of '48 announces that change in her role "with real disappointment." The letter also announces "no rate change" for tuition and the contemplated opening of an eleventh grade — an event which did not in fact occur the following year. Perhaps most indicative of the state of her health, however, is the somewhat petulant tone of her request for early responses to the enrollment intention cards, enclosed with the letter. She notes, "My summer rest depends upon your early response . . . I shall be frank in stating that it works a real personal hardship if the enrollments come in late."

Tired she may have been, but she remained the undaunted leader of the school and of all that it represented. Though she taught no more, she ruled from her vantage point on the screened porch of the administration building, which has since been walled in and used as the faculty meeting room. Her discipline continued firm, and it is said of her that she could make herself heard across campus when she saw aught amiss. Thus, she remained even into 1949, when she appointed Frederick Baltzell to the headmastership of the school, presumably turning over to him a great share of the administrative responsibilities, but noting in her formal announcement of his appointment that she would remain "actively involved" in the life of the school.

She fulfilled that promise faithfully, and one hears a clear sense from all those who were in the school at the time that, momentarily at least, some of the life of the school died with her on July 24, 1950. The school had been her dream, her enterprise. She had managed boys, and parents, and faculty, and finances with a clear determination to instill love of learning, both personally and institutionally; she had been an inspirational teacher of history and a dedicated leader of the school. "The Captain," as she was called by some who knew her, had built her school on so firm a foundation that her successors could not fail in carrying on.



Charlie Snowdon

III. Years of Continuity: 1950-60

It wasn't easy for Grace Hammarstrom to believe that she could continue what her sister had begun, during those troubled days following Rubie Atchley's death. Although Miss Hammarstrom had served a three-year apprenticeship for her new role, she now viewed it with trepidation. She was co-heir to the school and property with her brother, Capt. Lloyd Hammarstrom, of the Merchant Marine in Seattle, Washington; however, her brother had no interest in the school and undoubtedly saw considerable economic risk in involving himself in the venture.

If such was his hesitation, he was right. There were debts to be paid and the anticipated revenue for the year was not sufficient to cover them. Neither Miss Hammarstrom nor Fred Baltzell possessed either the temperament or business experience that would have been deemed requisite to the task; nevertheless they did together what neither of them could have done separately. "I was bewildered," she would recall years later, "but Fred was right there saying 'we'll carry on.' " By virtue of their mutual love of the school, their love of Mrs. Atchley, their respect for her memory, and their profound belief in the value of her work with the boys of Green Fields, they did indeed carry on.

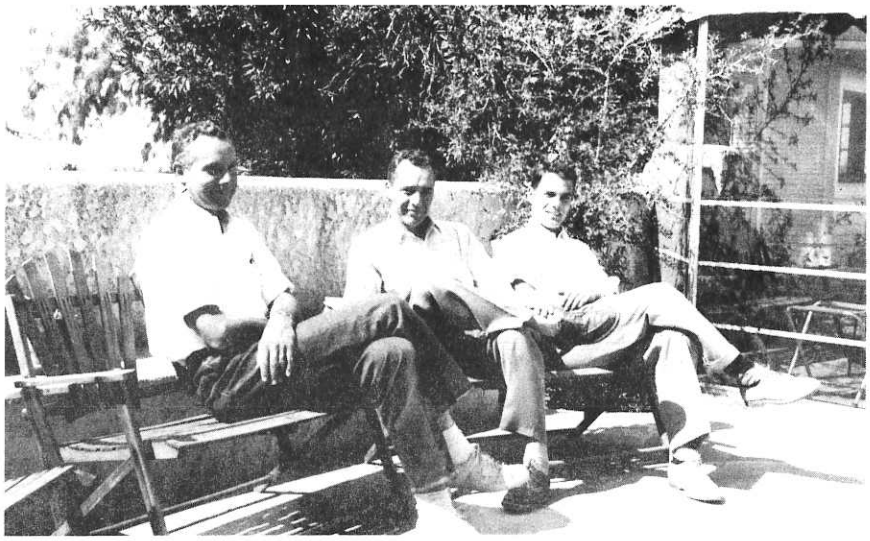
Exactly when and how the school had begun to experience these financially straitened circumstances is unclear. Through the Depression, the war, and the post-war years no extraordinary financial crises were manifest — at least no record of such a crisis remains. Only the slightest hint is given in that letter to parents in 1948 that Mrs. Atchley may have viewed the opening of an eleventh grade as a means to keep tuition low. Exactly what had happened financially is unclear, in part because very few records have been kept; thus, only some tuition costs are known for years before 1964.

We do know about the enrollment statistics. After the 1936 doubling of enrollment to twenty-four, which occasioned the hiring of new faculty including Fred Baltzell, enrollment remained at about twenty to twenty-five until 1945, when it increased to thirty-five. In the fall of '46, it reached fifty-eight, a high for the first twenty-seven years; then enrollment stabilized at about forty-five until 1956, when it began to increase to sixty. By the mid-forties only about two-thirds of the students were boarders; the rest were day students, either from Tucson or from surrounding ranches, some of whom boarded during the week and went home on weekends. Their grade ranges differed from year to year, usually from grades six to ten. The only tuition figure for the early years appeared in a "Private Schools" brochure which appears to have been written in 1945. Here, tuition is said to be $1200 per year for boarders and $450 for day students, figures which place Green Fields among the lowest priced schools of the ten in the brochure. This brochure, incidentally, provides the earliest documentary evidence for the admission of day students in 1944-45.

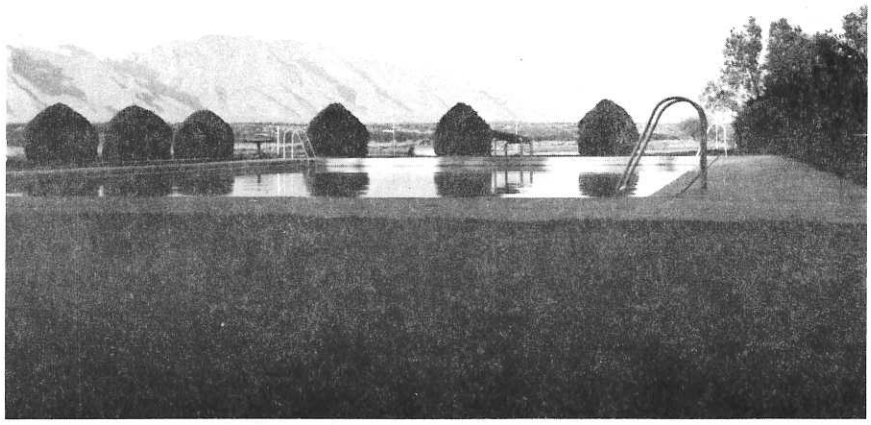
Mrs. Atchley's policy evidently had been to run the school on tuition alone and to keep tuition low to offset travel costs from the East. The only fundraising efforts were the Snowdon Library Fund and the George Howard Atchley Memorial Scholarship Fund. In order to continue her sister's policy, Miss Hammarstrom had to cut corners. "We never had enough money," she would recall later, "but we kept things fixed up." Ignoring one possible source of revenue, she permitted a neighborhood farmer to farm the sixty acres of alfalfa so as to keep it green, without entering into a lease agreement with him. "I didn't have time," she would later recall, "to worry about the farm and school too."

"Miss Grace" Hammarstrom and Fred Baltzell in the school's buggy

Mr. Baltzell teaching in his "outside classroom"



Bill Creamer, Fred Baltzell, and Ed Van Metre



The swimming pool today looks little different than it did on this still afternoon in the early fifties.

New teachers came to work full-time for $1800 a year. Headmaster Baltzell was paid $5000 while Miss Hammarstrom herself took only $3500 in salary during some of the years she served as owner-director and teacher at the school.

If the financial picture was a bit bleak in the summer of 1950, it nevertheless aroused Miss Hammarstrom's sense of honor so that she could not close the school doors on the forty-one students who were expected in September. The school owed a debt which she couldn't pay unless she opened it; and besides, as she later recalled, the family of a boy from Houston had prepaid the whole year. She had no choice but to press on.

Financial specters and the loss of the school's respected founder notwithstanding, the fifties at Green Fields have been remembered as happy years. Miss Grace and Mr. Baltzell carried on the academic traditions of Mrs. Atchley, proud to say that their boys always exhibited a genuine love of learning; that they continued to enroll after leaving Green Fields, at Exeter, Deerfield, and St. Paul's; and that they continued to distinguish themselves wherever they went. Indeed, among the boys who attended Green Fields in the forties and fifties are numbered lawyers; college faculty members, including a Dean of Humanities at the University of Arizona; businessmen; and public officials, including a Governor of Missouri; his schoolmate, a former candidate for Governor of Kentucky; and a Lieutenant Governor of Texas, himself the son of the first woman cabinet member in U.S. history, the first secretary of Health, Education, and Welfare.

These boys who attended Green Fields in the fifties — even more than some of those more boisterous types who came out from Pittsburgh in the thirties — remember the school as a good and demanding school, a quiet atmosphere for serious study. But it wasn't all work.

The weekly trips to town were precluded by the larger enrollment, by the greater percentage of young students, and undoubtedly by the more retiring proclivities of Miss Grace and Mr. Baltzell. Nevertheless, a variety of activities filled the boys' free time. Classes in the fifties lasted until 3 p.m., so riding was limited to noon-time and the later afternoon; but horses were still the focus of campus recreation. There was, in addition, a pony and buggy for the amusement of the youngest boys. Filling the place of the Atchley pets, Mr. Baltzell's springer spaniel, Skipper, amused the boys of the late fifties as he raced around the field, while they studied outdoors. And there were team sports, including riflery. Green Fields had an NRA chapter, and the boys practiced daily on the rifle range, now the faculty parking lot, storing their rifles and ammunition in what later became the senior lounge. Swimming had also become an almost year-around activity since 1947, when the pool had been built. Extra swimming privileges during Miss Grace's administration were awarded to those bearing "PC," or "privileged character" cards awarded for good grades or for particularly good behavior. Privileged characters also were awarded free candy bars from the student store or hours off their assigned work detail. Besides these on-campus recreations, there were occasional overnight camping trips in the nearby foothills. But perhaps the greatest excitement generated by any activity was that which surrounded the making of the Green Fields movies in 1951 and 1952.

Conceived in part as a creative means to keep campus-bound boarding students occupied during weekends, the movies were the inspiration of history and English teacher Ed Van Metre. Van Metre, himself a Green Fields almunus (1938-43) had graduated from Oberlin, where he'd made films, and had been hired by Mrs. Atchley during the spring before she died. It was under his guidance, then, that the boys wrote and performed in two movies, a western, *Arroyo de Sangre*, in 1951, and a spoof on school life, *Happy Daze at Green Fields*, in 1952, the latter of which had synchronized sound as well as pictures.

The entire school became involved in both productions, designing sets, working on costumes, shooting "on location" in the neighboring desert. Since no cast of thousands was available, it was possible for a perceptive audience to observe that bands of robbers who crossed the screen in one scene of *Arroyo de Sangre* looked very much like the posse in white hats which followed in the next, and indeed they seemed to be riding the same horses. Miss Grace with the help of school secretary Eleanor Brown worked late into the night making costumes; and day students, unwilling to be left out, together with some of their parents, returned to campus on weekends to work on the film. In fact one mother, Mrs. George Voevodsky, who was in a scene of *Happy Daze*, has since become a Green Fields grandparent. These film-making days truly were happy days for Green Fields, and though Fred Baltzell was ambivalent about the appropriateness of this activity in an academic school, he nevertheless showed them at open houses and other parent gatherings for several years after they were made.

Through these years, Miss Grace and Fred Baltzell had worked so closely together — meeting every Wednesday evening to plan the following week and determine the "PC" awards — that there was little perceptible change in the daily life of Green Fields when in 1957, she entered into a contract to sell the school and adjoining property to Fred Baltzell for a reportedly low sum, in consideration of his years of service to the school.

With Baltzell in full directorship, relieving her of the task of business administration, Miss Grace agreed to remain as a teacher at Green Fields for at least two more years. She was enticed to extend her stay, however, when in 1960 Baltzell decided to close the boarding department and conduct a day school only. It was not until the summer of 1962, after fifteen years of dedication to her sister's memory and to Green Fields, that Miss Grace returned to her adopted state of California where she continued to teach until her retirement.

IV: Years of Transition and Trial: The Sixties

"Good books, conscientious teachers, and receptive students are all we need," Fred Baltzell had said several times before his remarks were published in the Tucson newspapers in May of 1966. "But it is unrealistic to assume," he continued, "that even the best teacher can make every subject interesting for every student. With our academic emphasis, a student has to do the work whether or not he is completely enchanted with the subject matter."

Baltzell's faith in Green Fields had evolved over thirty years of dedication to the school and to its boys, who remembered him as "the best teacher they'd ever had." The tenets of his faith were simple — that the purpose of the school was to instill a love of learning for its own sake and a willingness to work hard; that with small classes and concerned, dedicated faculty, the objective could be realized.

Although the sixties were to try Fred Baltzell's loyalty, frustrate him in his desire to be primarily a teacher, and all but shatter his belief in the value of his own accomplishments at Green Fields, his faith in what Green Fields could do for young people seems never to have failed him. Indeed, even those who would eventually question Baltzell's competence to lead the school, would nevertheless affirm their faith in his values. Somehow, in its darkest hours — perhaps especially then — Green Fields distinguished itself by its pursuit of its traditional excellence. In retrospect, the changes of those years can be recognized as having been vital to the continuance of Green Fields; yet at the time they were both precipitous and frightening.

The closing of the resident department in the fall of 1960 was only the beginning. No boarding students meant an easing of faculty responsibility — one of the important reasons why Miss Grace had agreed to stay on for yet another two years beyond the two she had originally promised. The change reduced overall operating costs for the school and — probably to everyone's surprise — it actually occasioned increased enrollments, up to sixty-six students, over a peak enrollment of sixty-two in the previous year. Though Baltzell had announced the opening of a tenth grade for 60-61, the actual student body of that year was enrolled in grades five to nine.

Despite the surge in day school enrollments, a gradual decrease from 1961 to 1964 caused economic pressures to mount; and Fred Baltzell found himself faced with difficult times, indeed. When he presented his concern to a group of parents, they convinced him of the advantages of reorganizing the school as a non-profit corporation. Baltzell agreed, turning over much of the decision-making power to a Board of Trustees, and he doubtless saw the move not only as a means to resolve the school's financial dilemma so as to continue the existence of the school, but also as a means to return his attentions more fully to the classroom.

So it was that on October 15, 1964, the first Green Fields Board of Trustees, presided over by J. Luther Davis, convened. Baltzell entered into a contract with the board as Headmaster, at a salary that was more than he had previously paid himself. In addition, the board leased from him at $6,000 per year the twelve acres of Circle Double A property on which the school was situated. The lease agreement included a ten-year option to purchase twenty acres and the school buildings from him.

During the first meeting of the board and for many meetings, thereafter, studying solutions to the school's budget deficit had top priority. Increasing tuition and raising enrollments were viewed as primary approaches to the problem, but planning for increasing enrollments meant planning an expanded physical plant. All of these measures were adopted.

During the early spring of 1966, the board voted to begin expanding to a four-year high school by adding a tenth grade in 1966-67. On May 1 of that year, a special meeting was called to discuss opening the school to girls so as to broaden the base of potential enrollments and increase public support for the school. At the same time a bid was accepted for a new, multi-purpose building.

The same week that Green Fields announced its forthcoming co-educational status, Nancy Culbertson, whose brother already attended Green Fields, enrolled for the following year's tenth grade, the first Green Fields girl. Nancy was to be joined by seventeen others, in all grades, among whom was ninth grader Connie Smith, who in her first year would walk away with the silver trophy for highest academic achievement in the school. She would later be appointed as Green Fields' correspondent to *The Tucson Citizen;* she would be the third editor of the reinstated campus newspaper and, in her senior year, the first student body president of the school, there having been no centralized student government before that year. Thus, women marked their presence forcefully and indelibly on the Green Fields campus in the fall of 1966.

That fall also was marked by the opening of a new era of development for the school, with the completion of the multi-use building on the opposite side of the pool from the main building. Arizona-Sonora Hall, as it was called, had been built in seven months at a cost of $22,000. The huge one-room structure was designed to be partitioned into two classrooms and a study hall, and it could also be used as an unpartitioned assembly hall. That it has since been used in all these modes, including use as a library, attests to the foresight of its designers. The dedication ceremony on November 8, 1966, was presided over by a representative of the Sonoran government and was conducted during halftime in a soccer game between Green Fields and a team from Mexico.

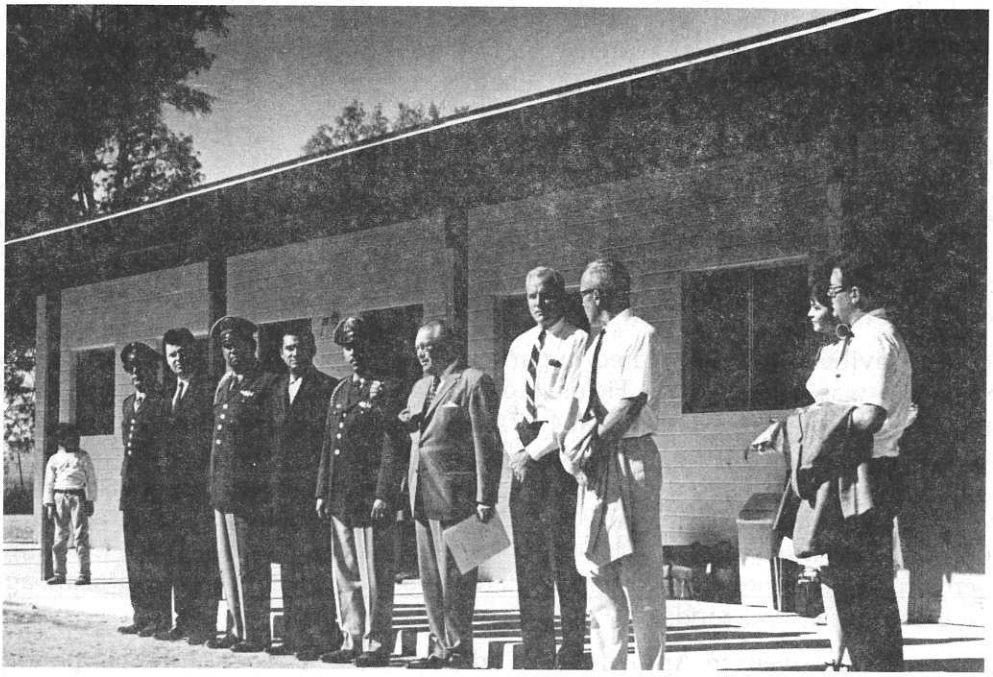
Prompted by the realization that they had now built a building on land they were merely leasing, the Board of Trustees began during that winter to investigate the means to purchase twenty acres and all pre-existing buildings from Baltzell. In June of 1968, they made a loan for the down payment on the $80,000 price that had been negotiated for the property.

Meanwhile, other plans were afoot. In the spring of 1967, the board contracted with the Cumerford Corporation to study the feasibility of initiating a capital fund drive. Among the issues raised were the kinds of facilities that would be needed for an expanded student body, whether the school should remain at its Camino del Terra site, and whether its image and visibility were such that a fund drive would be successful. Though the conclusion was that a fund drive would be difficult, the board resolved to proceed. There was at that time no overriding sentiment in favor of changing the location of the school.

Thus, ground was broken in August of 1967 for a science-math complex, which was to be built at a cost of $40,000, including a laboratory, three classrooms, and a photography darkroom. The facility was dedicated on February 18, 1968, by Antarctic explorer and geologist, Dr. Laurence M. Gould, who would return for another dedication more than a decade later. The dedication ceremony served as a kick-off event in the $150,000 capital fund drive, to which $57,000 had already been pledged. The fund drive was tied to a comprehensive development plan which provided for expansion to 250 students by 1973.

On June 6, 1969, Green Fields School, having received in March its Class III accreditation, presented its first graduating class of nine students, with Congressman Mo Udall making the commencement address. There was cause for pride and celebration. If ever Mr. and Mrs. Atchley and Miss Hammarstrom had taken pleasure in the fine prep school and college acceptances of Green Fields alumni, they could continue to be pleased, had they known it; for the first graduating class boasted acceptances to Stanford, Cornell, Mills College, and Denver University, in addition to Northern Arizona University and the University of Arizona.

The Roadrunner *staff in 1968, picturing girls in their uniforms; Connie Smith is on the far right*



Dedication ceremonies for Arizona-Sonora Hall; the building was renamed Baltzell Memorial Hall in 1979

As in previous decades, the atmosphere of academic seriousness in this thirty-fifth year of the school — indeed in the three preceding years — had been balanced by a vigorous program of extra-curricular activities, a program which had been more consciously orchestrated since the development of the four-year high school. Symbolic of transition from the early to the modern school had been the disappearance of horses from campus in 1961. When the resident department closed, horses had lost much of their leisure-time appeal, and Green Fields' only two entries in Tucson Rodeo parades, in 1965 and 1966, illustrated the change of interest — the boys who rode in February, 1965 rode their own horses and carried banners; those who rode in 1966 pedaled 26-inch bicycles.

Bringing girls to campus — albeit girls who, unlike the boys, wore uniforms for the first five years — made some of the difference. The need to compete in appeal with larger high schools undoubtedly was another reason for the expansion of activities. A student newspaper, defunct since the early fifties, reappeared in April, 1966 under the old name, *The Roadrunner;* it used a logo which had been designed in 1956. In 1969, the name would be changed to *The Areopagitica,* for Milton's essay on censorship. The name, editor Connie Smith explained, conveyed "the necessity of responsibility and objectivity," as well as freedom from censorship. The following year saw the first yearbook, *The Gorefox;* a campus literary magazine, *The Odyssey;* and the initiation of the Campos Verdes chapter of the National Honor Society, a chapter which included both a junior and a senior organization. A student council was organized, with representatives elected to it from each class, though no student body officers were elected until the fall of '69. Among the steps taken by that student group was to procure the use of the old riflery shed for a junior-senior lounge, a place to be used to study, listen to music, and relax, much as it is used in 1982-83, though exactly when the lounge was taken over exclusively by seniors is not certain. During the year before girls had arrived on campus, the faculty advisor system was developed, a system by which each faculty member was assigned a group of students whom he served as an academic and school counselor. This program has functioned, much as originally conceived, right up to 1983.

Athletic programs were developing during the years from 1966-69, as well. Green Fields teams competed in golf, tennis, swimming, soccer, and girls' softball; and they won or placed in statewide events. There was a Director of Athletics by 1968, a Letterman's Club, and a new playing field; and Green Fields had been a founding member of the Independent School League (ISL) in October, 1966. It was during the mid-sixties that Green Fields teams were named the "Griffins," having earlier been called the "Hornets," then the "Greens" and the "Whites."

But extra-curricular activities were not limited to parochial concerns. On October 15, 1969, a War Moratorium teach-in was held at Green Fields. Co-ordinated by English Department Head James Pray — himself a Green Fields alumnus (1954-57) — the event was an antecedent to Issue Day, reinstituted as an annual event in 1981. Additionally, students observed Earth Day in April, 1970, and participated in food drives. Under the leadership of Assistant Headmaster Paul Cleaver, they also participated in what was called a "Hands Across the Border" program; they competed with soccer teams who visited Tucson from Mexico, and they took spring trips into Mexico. Other intercultural awareness was fostered by French and Spanish Weeks, featuring appropriate films, lectures, music, and foods.

Field Day became an annual event in April, 1965. In addition to a barbecue and other parent-student-faculty activities, a highlight of the day was the father-son rifle competition, which

remained part of the event until 1969. For two years, Field Day was held once each semester and included a variety of fundraising activities; then it became once again an annual spring event and remains so to the present.

Many of these events were made possible by an ever more active Mother's Club. The mothers worked on public relations to recruit new students; they volunteered time in the Snowdon Library and sponsored library fundraising activities; they organized the rodeo parade entries, hosted Mexican soccer teams, and worked on Field Day projects. In 1967, they organized the first Art Show which netted $450 in contributions to the school. The second annual Art Show in 1968 netted $1,300, and for three more years, until 1971, the Annual Art Show continued to be a gracious and profitable Mother's Club event. So successful and so important was the Mother's Club in fact, that in the fall of 1970, its name was changed to The Parents' Association, acknowledging the participation of all parents in its activities.

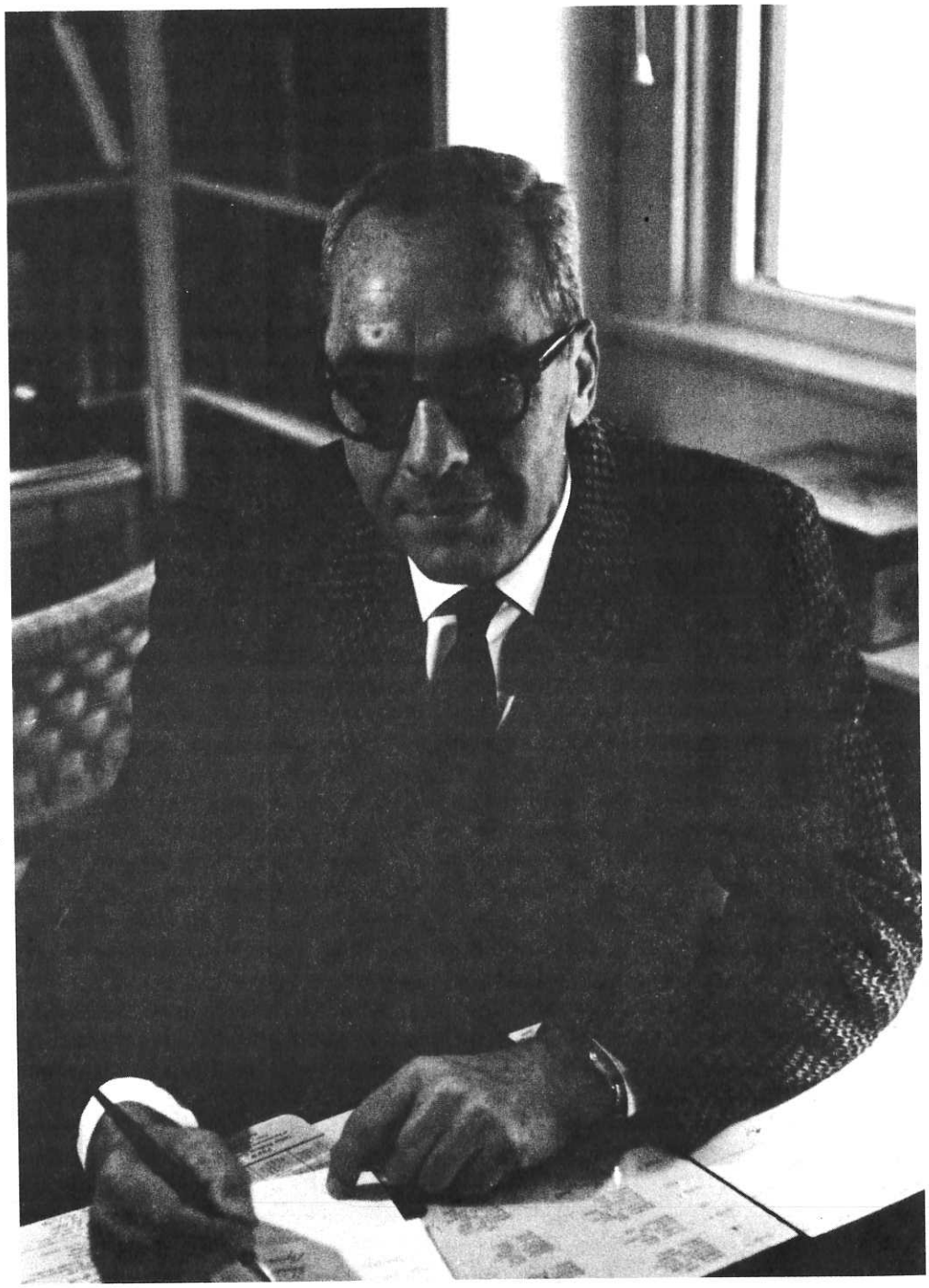
One of the effects — both short term and long range — of the vitalized public relations campaign, as signified by all of these events, was to obfuscate serious economic and morale problems that were developing within the school. An expanded program, new buildings and facilities, increased enrollments, up to 116 in 1969-70 — these factors scarcely suggested to the outside world, or even to one who may today be privy to the Board of Trustees' minutes alone, that trouble was brewing.

Much of the problem was economic. Tuition had risen gradually from $760 per year in 1964-65, to $860 in 1965-67, to a graduated plan in 1967-68: $1,000 per year for fifth and sixth grades; $1,100, for grades seven, eight, and nine; $1,200 for grades ten, eleven, and twelve. Again, in 1969-70 those tuitions were raised $200 at each level. Yet tuition did not keep abreast of operating costs for those years; the number of fully paid enrollments was insufficient, and tuitions were still too low.

The capital fund campaign, though successful in covering the costs of the two new buildings, never met the expectations of the Building and Grounds Committee. That committee, headed by Stephen H. Congdon, had proposed a $20,000 shower and dressing room facility, a new filtration and heating system for the pool, and a variety of other physical plant improvements which could not then be realized. As the operating budget foundered under growing deficits — from $2,500 in spring, 1966, to $37,600 by April, 1968 — monies were transferred from the capital fund to the operating fund to offset some of the deficit. The situation reached significant proportions by the fall of 1969, when the board declared at its annual meeting that unless a solution to the economic problems could be found, the school would not open in January of 1970.

In this crisis as in several that would follow, board members raised funds primarily by donating generously themselves. Not only did the school open that January, but it would remain open, though the deficit had not yet been satisfactorily met. A letter to parents in March, 1970, from then Board President Mrs. Louis Hirsch, announced that the board had voted to open the school for 1970-71, the 37th year, because of the "active enthusiasm and positive support . . . that had been demonstrated by . . . the entire school community." Much of that enthusiasm and hard-working support, as trustees would later recall, had come from Sarah Hirsch herself, who would lead the board through the difficult period from 1969-71, and would continue to serve as Financial Aid chairman until 1978.

This demonstration of faith in the school did not unanimously extend to the headmaster, however. From the time Fred Baltzell had turned over the operation of the school to the board, his friends recall, he had been increasingly frustrated and unhappy. Having been a key administrator since he was first made assistant to the directors in 1939, he experienced difficulty



Frederick Marquis Baltzell

in adjusting to his new relationship to the trustees. Perhaps most significant was the fact that in his new role as headmaster, employed by the board, he had even less time for the classroom than previously, not more. He was now working harder at record keeping, fundraising, public relations, and recruitment. He was also urged to become active in the Arizona Association of Independent Schools, of which he was elected Treasurer in 1966. Although he carried out all of these duties, he apparently lacked the administrative forcefulness and resilience that were required to confront changing times and increasing financial hardship.

Wearied by stress and turmoil, Baltzell requested a sabbatical leave for 1968-69. It was granted, and the school was left in the hands of Baltzell's assistant headmaster, Paul Cleaver, a man whose involvement in every area of school life had been noted since 1965. It was he who had sponsored the newspaper and literary magazine and he who had developed the "Hands Across the Border" programs, along with countless other school activities. Now, some saw him as Baltzell's logical successor to head the school, a situation which they believed he also sought.

During the sabbatical year, Baltzell travelled, while the board pondered both his future and that of the school. Gradually, some members became convinced that Baltzell's return would be deleterious to the economic well being of the school. Baltzell was old-fashioned, they argued, resistent to growth and change, "unwilling to carry out public relations and unwilling to be an administrator." At last, in February, 1969, a committee was appointed to visit Baltzell, then home from his travels, and to ask him to resign, effective in June, 1970, allowing more than a year for a search committee to find a replacement. The select committee reported that he had received the news with "great dignity and self control." Privately, members of that committee later acknowledged that the meeting was an "awful" moment for all.

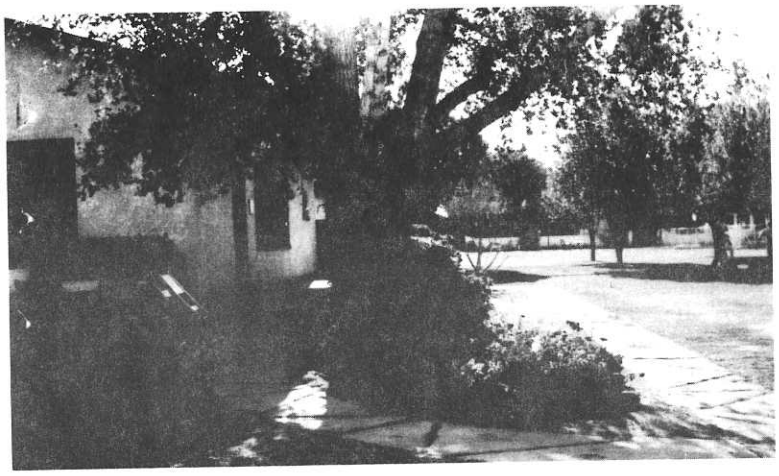
It is a tribute both to Fred Baltzell's sense of honor and to his unfailing love for Green Fields that he returned to the school without a murmur and applied himself energetically to the work of his final year. It is perhaps noteworthy that Paul Cleaver resigned his position at the school when it became certain that Baltzell would serve his final year; moreover, that administrative and faculty tensions were relieved during 1969-70. So well were things going, in fact, and so much improved was campus and parent morale as a result of Baltzell's return, that some board members argued that he should be asked to stay a second year and perhaps indefinitely. Significant opposition to Baltzell persisted, however, and he refused the offer. He refused it not only because of troubled relations with individual parent-trustees, but — in the view of his friends at the time — because he was aware of a generation gap between himself and his faculty, comprised of recent college graduates eager to experiment with educational technique at the possible expense of the pursuit of excellence which had always characterized his teaching. Fred Baltzell resigned, then, as Headmaster of Green Fields School, effective July 31, 1970.

Thirty five years of service such as is the stuff of fiction thus ended. From the time Fred Baltzell had taken up residence on campus, he had scarcely ever left it. When Miss Grace had moved off campus in 1960, he had moved into the front bedroom of the main house and administration building, but he had never had a home of his own until he began leasing the school to the Board of Trustees. Other than trips home to Ohio, he'd never really travelled until 1969. Instead, he devoted all of his energies to the school, throwing himself wholeheartedly into whatever he did — not only the teaching of literature and writing which he loved, but other work as well. His boys of the thirties and forties remember that he hated horseback riding, for example, but he did it five days a week because it had to be done. During the money-tight fifties when faculty was limited and his administrative duties were growing, he extended his class load to teach algebra and

arithmetic in addition to English. By his students of the sixties, he is remembered as the last — for a time — of the old-style teachers of skills and content.

A shy but not reclusive man, he was kind yet forceful, commanding respect of students by the excellence of his teaching. They recall him as gentle and sweet and, above all, loyal, dedicated to their education in a way that even the youngest of them found awe-inspiring. He was equally understanding and receptive to parents; but he was not truly a business man, and he did not relish conflict; and those characteristics had left him unprepared to deal with the problems of 1967 to 1970.

Having dedicated so much of himself to the school, he had had little attention to devote to other interests, for thirty-four years. Thus after retiring, he enjoyed small pleasures, such as decorating his home. Though he travelled a little, he generally lived quietly in Tucson until he died on May 15, 1979, remembered by nearly two generations of students as "Mr. Green Fields."



V: Crisis and Rebuilding

The Search for a Headmaster

Fred Baltzell's departure from Green Fields — however much it may have seemed an advantage to the school at the time — left the board in continued search for a new headmaster, a search which had technically begun in the spring of 1969, when the committee had originally asked him to resign. Through the succeeding year and a half, many applications had been screened; two candidates had been interviewed, but a headmaster had not been found.

During the interim, a plan had to be developed to provide administrative leadership for the opening of school in the fall of 1970. The arrangement decided upon was a kind of troika plan, by which the former faculty member and student, then board member, Ed Van Metre would act as Executive Director, working closely with Robert Lorch, as Principal, and Charles Stoughton, Dean of Students. Lorch had served the school for a year as Business Manager and Stoughton, since 1968, as Director of Curriculum. This arrangement would permit Van Metre to facilitate an experimental program which he had previously proposed to the board, while at the same time it would free him to carry out commitments he then had as a doctoral candidate and teaching assistant at the University of Arizona College of Education.

The program which Van Metre had been mandated to develop was a program of mini-courses — nine-week, in-depth studies in the areas of performing arts, fine arts, mechanical arts, business education, social and physical sciences. Courses in the regular curriculum would undertake a sequential study of man and his environment, the ecological and social community of man. The objective of these innovations was to achieve a creative reconciliation of parents' educational ambitions for their children with students' desires to study non-conventional subject matter. The plan would also answer the problem of the tightening faculty budget by involving parents in teaching some of the mini-courses.

Student and parent enthusiasm for the proposal measured up to expectations, and 1970-71 opened auspiciously with an enrollment above ninety, soon reaching a peak of 104, off only twelve from the all-time high of 116 during Baltzell's last year. Enthusiasm was, perhaps, also sparked by the vigorous campus beautification program which had begun during the summer, notably the mall project, which included laying out a tree lined walkway to establish architectural unity between the newer buildings on the north side of campus and the older ones on the south side. The plan also called for a ramada to be built along the walkway, though it was not in fact built until the class of '76 built it as their senior gift. In the fall of 1970-71, students took over various improvement projects, including the planting of grass on the then barren areas between the pool and the multi-purpose building.

All outward signs looked positive, once again, but there was little peace within. Van Metre's teaching load at the University had been arbitrarily changed in August, thereby preventing him from appearing on campus at Green Fields during the school day and curtailing his opportunities to be available at other times. Decision-making on issues concerning faculty and students alike had to be delayed until he could be reached; thus the chain of command was a source of tension within the school. By the end of September, it was generally acknowledged that the troika administration could not work under the prevailing circumstances, and Van Metre agreed to step out of his position as Executive Director, leaving Lorch to assume the title of Acting Headmaster until a headmaster could be found.

At first this plan seemed to work so satisfactorily that the trustees believed they could postpone an appointment of a permanent head until the following year; but, by December, the board began to speak of a crisis of discipline and authority on campus and of poor communication between Lorch and the faculty. Thus, they accepted the application of Preston W. Doyle, Jr., who had recently come to Tucson intending to enroll in the doctoral program of the College of Education. According to Doyle, he was then on leave from the Brunswick Academy, though it was later learned that he had left the Academy without notice. The move to hire Doyle was precipitous in the view of some members of the search committee, but other board members had had enough of the uncertainty of the preceding two years. Doyle was both available and seemingly qualified by his experience. He was offered a five-month appointment in January, 1971; then, two months later, he was offered a two-year contract. Lorch, meanwhile, was asked to resign, effective second semester and was paid the balance of his contract. Stoughton served out the year as Dean of Students.

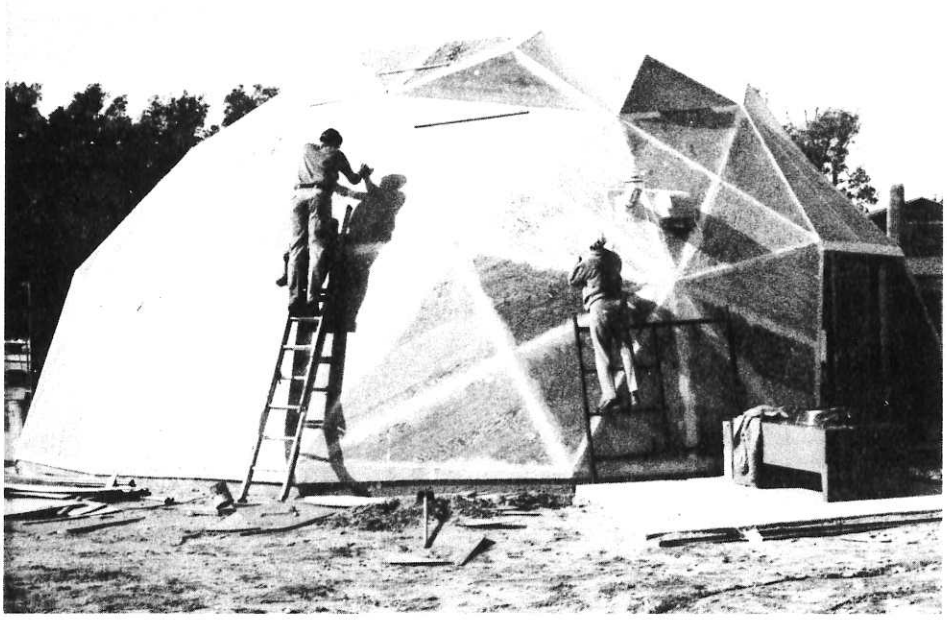
The Crisis in Leadership

To be sure, things were beginning well enough. The momentum that had begun with the mall project during the previous summer continued through the year, and, though the mini-courses did not continue into second semester, the "Man in his Environment" program saw results in student activities; for example, students planned an Ecology Day in February during which they spent a Saturday on campus planting the desert garden that is the focal point of the present faculty parking lot. An Ecology Day was held the following year, as well.

Additionally, parents organized two major fundraising events — the annual Art Show and the first annual Horse Show which would continue as a tradition until 1977. Spring trips, lasting five days, including a weekend, highlighted the April class schedule, with groups traveling to Guaymas, to scenic-historic Arizona spots, and to the Snake River. One group traveled to the ghost town of Ruby, Arizona, where they made a movie.

This was also a year during which students sought active roles in decision-making. At students' initiative, girls had been allowed to abandon their uniforms beginning opening day in the fall. At their initiative, too, a less formal dress code had been adopted, allowing "informal and casual street clothing" on campus. Students campaigned for a smoking area on campus where high school students might smoke during restricted hours, but the board balked on the final decision, and the issue remained unresolved until a year later when the non-smoking campus policy was reaffirmed.

Perhaps the most ambitious undertaking of any Green Fields student body was the building of the geodesic dome, a center for art instruction and the first of what they hoped would be an entire fine arts complex of domes, scattered across the open area east of the walkway. Under the guidance and inspiration of Barbara Kennedy, whose degree from Smith College qualified her as the first true art instructor at Green Fields, and aided by University architecture students, particularly board member and architect Ned Nelson, Green Fields students designed and built the Art Dome where it now stands. The students had presented a budget for the project during the winter of 1970-71, and the board had approved their fundraising plan, promising to match funds. Student-parent projects, including the horse show, raised some $2,500 in matching funds; another $6,500 in materials, labor and equipment was donated by local contractors and suppliers. Work on the Dome was carried out during the summer and fall of 1971; the dedication was held March 17, 1972. And, in memories of students, faculty, and trustees who were there at the time, the



Finishing touches on the Art Dome construction

Desert Ecology Garden, on the former rifle range site in the northwest corner of the campus

building of the Dome is still regarded as one of the most inspirational things that happened in those years. The Dome, it seems, is a symbol of one of Green Fields' enduring values — the involvement of students in a voluntary effort to enhance their academic environment.

Unfortunately not all that had been happening at Green Fields in that era would be so happily recalled. The energetically creative activities of the years from 1968 to 1972 were sometimes accomplished at considerable expense of morale. Students looking back tend to recall an increasing uncertainty of purpose and a lapse of academic seriousness. What they experienced, of course, was typical of the Viet-Nam era of protest against the establishment, especially against traditional education. Green Fields was viewed by some as the ideal school for experiment, and in the years before Baltzell's sabbatical, a youthful faculty convinced parents and students of that notion, promulgating a philosophy which had left Fred Baltzell and his older ways far outside the mainstream. High school students were allowed to study Far Eastern mystical philosophy for English credit; they were enabled to substitute anthropology, sociology, and psychology for biology or chemistry; they were permitted to take minimum math requirements. Though college acceptance statistics continued to be impressive — numbering Harvard, Pomona, Scripps, and Reed among them — the sense that Green Fields was truly a preparatory school was subordinated for a time, to the attitude that whatever was new was good. Unfortunately much that was not good would have to be endured before Green Fields would regain its position of unqualified respect.

The first wave of upheaval came with the rapidly dawning awareness that Preston Doyle was not all that he had represented himself to be. Although he maintained an appropriate image during interviews with the press, his relationships on campus by the end of his first semester were strained. He challenged the sincerity of the board's commitment to keep the school open, spreading distrust of the board and uncertainty about the school's future among faculty, students, and parents. During the fall of 1971, he began to speak casually of leaving the school either in January or in June, yet when confronted by the board he denied having any such intention. Additionally, he acquired a reputation for missing appointments with parents and seemed generally lax in handling administrative duties. By January, 1972, a renewed investigation of his Brunswick recommendation revealed that the headmaster there had not known of Doyle's application to Green Fields and that he would not have recommended Doyle if he had.

By the time these circumstances were known, the two other administrators — Assistant Headmaster John Hurst and Dean of Students Nancy Masland, both new to the school that year — the faculty, and board were preoccupied with preparations for the forthcoming A.A.I.A.S. evaluation visit, scheduled for March 7-9. If Doyle were to be asked to resign, the timing was wrong; matters would have to stand until the end of the academic year.

Waiting turned out to be a bad decision, for Preston Doyle used the visitation as an opportunity to undermine the school, providing the evaluators with misinformation about the board and about finances, and purveying an image of instability within the administration. Before the visiting committee left Tucson, word of Doyle's subversive efforts with them had reached board members, who immediately agreed that Board President Harry Baker should confront Doyle with this instance of his misconduct and request his resignation. Directly following the meeting between Baker and Doyle during the early afternoon of March 14, 1972, Doyle left campus and his post.

The impression Preston Doyle had left with the visiting committee had been confusing and nearly disastrous. Although their oral report of the visit had sounded favorable, and although the written report seemed essentially positive when it finally arrived the following October, Green Fields was notified in November, 1972, that the A.A.I.A.S. Standing Committee had granted

only provisional accreditation, on three considerations: (1) the history of unstable leadership at the school; (2) the uncertain financial status of the school; (3) inconsistencies between the written philosophy of the school and practices found within the school.

Although the first two objections seemed possibly valid, neither had been raised in the spring by the evaluators and both had been remedied by the fall of 1972 in the relatively smooth transition of leadership to Dean of Students Nancy Masland, and in the continued success of the board in meeting its financial commitments. The third point had not been raised at all in the visiting committee's written report to the school. On the contrary, the philosophy was therein commended for having been written by the entire school community and for expressing realistic, measurable objectives which were described as evidently "being attained."

Board President Harry Baker, recognizing the discrepancy and pointing out irregularities in transmitting information to the school about the provisional standing, reassured the A.A.I.A.S. Standing Committee on all three points of their objection. Thus, after a month-long flurry of meetings and letters, Green Fields was restored to full accreditation on December 2, 1972. A year later, the school was commended by the follow-up "First Year Report" for its attention to recommendations of the visiting committee.

The Masland Years

After Doyle's departure, the paramount need was for stability of leadership, and the onus of fulfilling that need fell upon the successor, Nancy P. Masland. A graduate of Bryn Mawr College, with an M.S.Ed. from the University of Pennsylvania, Masland had been upper school head and director of the boarding program at the Shipley School in Bryn Mawr before assuming the post of Dean of Students at Green Fields in the fall of 1971. Upon assuming that post, she had immediately involved herself in curriculum planning and the development of a standardized testing program for all grades. Thus, by the time she was asked to become head, she had already established a working relationship with the board, to whom she had regularly reported all curricular matters.

But she was initiated to her duties under stressful circumstances. Not only was she gathering the reins of command after a breakdown of leadership, but she and the board would immediately have to confront more of the financial pressure to which the school had so long been subject. In addition, a significant loss to the school occurred during Masland's first summer. Benefactor, supporter, and trustee Stephen H. Congdon died in August, 1972.

Recognized by those who knew him as an important figure in the effort to continue the school during the years from 1967 onward, he had served as chairman of the Building and Grounds Committee and as Treasurer of the Board of Trustees. Not only had he persisted in his positive view of the school and its future, but he had offered financial assistance on several occasions when crises had arisen. His loss represented a loss of friendship, of financial guidance and support, and of inspiration to Green Fields.

Thus, despite Masland's own ebullience, the prospects for her success as she began her first full year as Head of Green Fields School were not bright. The dissension, which had rent the school during the end of the Baltzell years and which had continued in the crisis atmosphere of 1971, had left its mark. Most evidently, it had eroded morale and discipline to a greater degree than she would immediately be able to remedy.

Green Fields, like other schools of the period, had begun to be affected by the new prevalence of public drug use. Though students of that period tend now to regard the campus atmosphere as having been little different from that of other schools, an incident occurred at the end of 1972 which gave Green Fields a reputation for "drug problems," a reputation which would be hard to shake. In the episode, the entire senior class, on campus for an evening revel during the night before Senior Ditch Day, was reported to the Sheriff for disturbing the peace. When sheriff's deputies arrived, they found the seniors preparing to leave campus but gathered in the trailer which belonged to a campus maintenance person. A search of the trailer yielded a quantity of marijuana, and though the drug was not generally believed to have belonged to any of the students, the deputies took them all into custody. When Mrs. Masland and Assistant Head John Hurst appeared at the scene that night, no one had yet determined which, if any, of the students had used marijuana in the trailer; nevertheless, the matter had to be dealt with firmly, so all seniors were suspended for the three weeks between then and the final exam period. Three years later, a lesser incident would result in the requested withdrawal of three students and the suspension of four others, but rumors about this earlier episode, involving as it was said, "the whole senior class" would be blown out of proportion and used on occasion to attempt to characterize the school as a "problem school" for some time to come. In the meantime, several disaffected families would withdraw their students from the school, complicating recruitment efforts for the following year.

Another result of the troubles of the late sixties and early seventies was a rupture in the sense of historical continuity within the school. Nancy Masland made an effort to repair some of the damage by attempting to involve Fred Baltzell once again with his school. In particular, she renamed the spring Field Day in his honor, the Frederick Baltzell Field Day, and saw to it that he attended as often as he could; she also involved him in the evaluation of faculty for two years; and she invited him to all public functions at the school. When he died in 1979, the multi-purpose building was renamed Baltzell Memorial Hall in his honor.

Nevertheless, faculty and students of the mid-seventies retained the sense that they were part of a new creation. Though they recognized that the buildings were old, few of them knew anything of the school's past and little even of the preceding decade. They tended to think of themselves as pioneers, working to create a new curriculum that would challenge students, encourage them to value their individual achievements, and prepare them for college. These objectives, of course, were not vastly different from those of Mrs. Atchley and Mr. Baltzell, but the Green Fields faculty of the early seventies did not fully realize that, though the trustees, many of whom had served loyally for ten years by this time, certainly did.

If some sense of continuity was lost during the early Masland era, there was also much to commend in the "fresh breeze" which Nancy Masland represented. In the first place, she brought to the administration a greater sensitivity to the female point of view. Though Green Fields had already come a long way since the first eighteen girls, admitted in 1966, arrived on campus to find no girls' restroom, here was an administrator who consciously sought to enhance the self image of young women, to encourage their sense of potential in the school and in the whole of their lives. Masland continued, at first, the experimental tendencies of the preceding four years. She encouraged the humanities, psychology, and philosophy options; she sought to do away with the honor roll so that students would work to achieve at their individual levels, non-competitively; she entertained ideas of an ungraded lower school. But prevailing sentiment was already shifting toward renewed interest in basic, disciplined education, and she responded by encouraging the development of a curriculum and standards to meet that demand. Those who had worked with

Nancy P. Masland, Head of School, with Mrs. William C. Schwab, Board President

her would commend her for her energy, her stamina in the face of obstacles, and her vision of academic excellence for the school.

Under her leadership, many innovations were introduced to the life of the school. She instigated the first Mt. Lemmon all-school outing, which was held during a weekend at the end of September, 1973, but which evolved by the fall of 1974 into the Mt. Lemmon Orientation program, the kick-off event for the school year. Moreover, the program of spring trips which had evolved from the Mexico trips of the sixties was redirected to create the more educationally purposeful Interim program in the spring of 1974. The idea had been brought to the school from Cleveland, Ohio, by drama teacher Patricia Jewitt. Interim projects undertaken in that first year included a marine biology trip to Kino Bay, a drama tour to local schools, visits to a Yaqui village, backpacking in Havasu Canyon, intensive ceramics, and remedial English and math courses.

But Patricia Jewitt brought more to Green Fields than Interim, and in a way, her joining the faculty in Masland's first full year as head was emblematic of one of the themes of the Masland years — the view that education was not solely the function of the classroom but of a variety of experiences from winter ski trips to student council activities and student participation in fund-raising, and decision-making, and in designing a new disciplinary system. Now, too, students would produce plays and would study theatre on campus. Jewitt, working from the adobe shed and the abandoned Circle Double A cabins adjacent to it, began the first real drama program at Green Fields School.

Further enhancement of the fine arts program began when Betty Vickrey joined the faculty in 1975-76, and began building upon the foundations left by Barbara Kennedy to develop an art education program, a program whose curriculum and student artists would regularly receive city-wide, state, regional, and national recognition. Green Fields' commitment to fine arts achieved credibility when, in 1977, graduation requirements were amended to include one unit of fine arts.

Likewise, physical education would see an increasingly serious commitment during that decade. ISL participation would continue with co-educational competition in softball, basketball, flag football, and soccer; goal posts and a truly green field would be provided for the play areas in 1976, the latter personally supervised and funded by then Board President, John Markley; and, by the end of the seventies, longer P.E. periods would be scheduled to facilitate better coaching, and better competition would be sought, when Green Fields would leave the ISL and later join with other independent and church schools to form the Tucson Independent School League.

A student newspaper made its appearance once again in 1975-76, when Randall Holdridge joined the English faculty. This time, the paper took the name of *The GF Flyer*, adapting the name of a parent-student newsletter of the previous year. Under Holdridge's direction, *The GF Flyer* acquired a tabloid format and a look of journalistic seriousness, though it sported a jauntily winged tennis shoe as its logo. Even more important than his contribution to the extra-curricular life of the school, Holdridge would reorganize and revitalize the English Department curriculum, returning to principles of sound instruction in writing and literature, thereby producing students who would distinguish themselves by scoring well in national testing and college placement exams, by winning poetry and essay writing contests, and by their successes in college English coursework.

To be sure, the Masland years would be remembered for the vitality and variety of their academic and growth experiences. The Green Fields Horse Show, which somehow characterized the outdoor spirit of the early Masland years, ended in 1977, when the faculty argued that it no longer accurately reflected the school or drew significant numbers of entries from the student body, and urged that it be discontinued. It was replaced by a variety of other, primarily parent-sponsored events including book fairs, rummage sales, and, at last, even a weekly bingo game.

Student activities included the Experiment in International Living, the annual Halloween party, Outdoor Club hikes and excursions, and Beautification Day, an institutionalization of earlier clean-up/fix-up days and Ecology Days.

A new avenue of student creativity opened in May, 1980, with the publication of the *Prism*, an annual publication of art and literature by Green Fields students. Advised by English faculty member Suzanne Tumblin Gary, a student committee selected and edited material for publication and produced the final product, the first edition of which was dedicated to Nancy P. Masland.

Thus, from the point of view of academic growth and the enrichment of the life of the school, the Masland years were years of affirmation and rebuilding. Perhaps the finest evidence of that rebuilding was that when Green Fields was evaluated for accreditation in the spring of 1978, there was no repetition of the fiasco of 1972, and full accreditation was awarded without qualification.

Achieving Economic Stability

Achieving stability in leadership permitted Green Fields to enjoy once again a sense of purpose, of pride, and of faith in the future. To experience the unqualified pleasure of success, however, the ongoing war against deficits in the operating budget had to be won. It was a task which required more than half of the decade to accomplish.

Despite abundant evidence of academic achievement and personal growth among the student body, the annual debate as to whether the school could or should be opened continued into the fall of 1975. Tuitions had been raised from the 1970 levels — $1,200 for grades five and six; $1,300, grades seven and eight; $1,400, grades nine through twelve — to new levels — $1,500, $1,625, $1,700, by 1974-75. In 1976-77 tuition was raised to $1,800, $2,000, and $2,250; in 1977-78 to $2,500 for all grades; and by 1979-80, it was raised to $2,750 for all grades. Nevertheless the deficit rose to $34,971 in 1977, with a projected operating deficit of $85,000 by June, 1978.

During most of these years, operating deficits were met by emergency fundraising efforts, always hastily carried out and tapping energy and donations from many of the same trustees and parents. Each time there was talk of a capital fund drive, but each time the organizational energy and the funds were expended to meet the immediate need.

Through those years from 1970-77, discussion of obstacles to solvency for the school were very much the same from year to year: (1) enrollments remained relatively small (typically around one hundred, though as low as eighty during 1977-78); (2) yet it was acknowledged that substantially increasing enrollment would mean stressing the physical plant facilities; (3) and raising tuition to reflect more realistic financing of education tended to discourage enrollments. Thus, the dog seemed to be chasing its tail in attempting to balance the budget. Another problem was that the board was small, comprised of parents of students or parents of past students, almost exclusively; thus fundraising efforts drew upon the same pool of resources year after year. Finally, the campus location was viewed as a problem, as it often had been viewed by many individuals since 1968. Located on the far northwest side in the days before the population migration caused a westward reorientation of Tucson's statistical center of population, Green Fields was believed to lack both convenient access for potential students and visibility within the greater Tucson community. Once Green Fields had attracted the notice of a family, the school had to provide transportation at costs which had risen during the sixties and seventies from $80 to $250 per student, costs that could never fully be passed on to the families.

In the eyes of some, moving the campus location to a suitable site closer to the center of Tucson seemed a solution to all problems. Since other problems could not be attacked until the question of moving had been resolved, that issue became a key obstacle to long range planning: nothing substantial could be done about dramatically increasing the enrollment until the physical plant limitations were overcome, and no new buildings could be planned if the site were temporary; thus no serious move to develop a capital fund campaign could be undertaken until the site question had been resolved.

While the discussion continued and while board members who favored a move actively sought negotiations for a new site, other approaches to greater visibility and increased enrollments were explored. Within a year and a half, two outside research organizations were brought in to analyze possible obstacles to the success of the school and to a fund drive. Both evaluations tended to confirm discussions the board had been having all along. Meanwhile, beginning in 1975, faculty member Randall Holdridge began to co-ordinate a public relations program; and he was innovative in doing so, cultivating the press, creating new brochures, and establishing regular media contact, including radio and newspaper advertising, steps that had never been taken before. Also, during the early seventies the number of grades in the school was expanded downward to second grade, but the added grades tended to draw from operating income, thereby negatively offsetting any increase in revenue from them. As a result, the lower grades were phased out, again, beginning in 1975, so that by 1979-80 the school served only grades 6-12. Fifth grade was added once more in 1980-81 in response to demand. These fundamental attacks on low

enrollment were successful in recruiting new students; however, these new enrollments did not always offset the numbers lost to graduation or other withdrawals from the school.

Clearly, achieving some sort of financial viability took precedence with the board, over debating a possible change of the school's location. And, in 1975, a creative solution was developed. The treasurer, John Markley, conceived and presented to the board the idea of issuing promissory notes up to a total limit of $80,000 under a second mortgage agreement. This plan permitted the school to borrow funds from parents and trustees over a ten-year period, at 8% interest to be paid annually with the entire principal due at the end of ten years. Within minutes after the plan was approved, $60,000 was pledged by members present; and an additional $7,000 was pledged during the later spring and summer of 1975. The plan succeeded: the next academic year ended with a cash surplus.

It was a good beginning, but costs continued to rise faster than revenue; and, despite the tuition increase in 1976-77, and the cash surplus from the preceding year, the deficit began to mount once more. Additionally, the concern over finances, together with conflicts among parents, faculty, and board members created a substantial emigration of families from the school during the summer of 1977. Thus, revenue fell short of budget projections by more than $25,000, and by the September board meeting, when an $85,000 projected operating deficit was announced, even the members who had fought hardest two years earlier were saying, "We must face it; we are insolvent." There was talk of phasing out the school.

But in the spirit of Mrs. Atchley before her, and of Grace Hammarstrom and of Sarah Hirsch, who had toiled through the troubles of the sixties, it was now Jeanne Schwab who said, "We haven't done enough to save the school," and she is now recalled as the woman of the hour. She teamed with former Board President Dabney Altaffer to launch a broad-based fundraising effort, beginning with board members and also extending to families past and present. Their goal was to raise $60,000 by December 1, 1977. If they failed in achieving that, all were agreed, the trustees would vote to close the school at the end of classes in June.

The success of Altaffer and Schwab was inspirational. Another source of inspiration came from the faculty of the school. In the course of the fundraising discussion Randall Holdridge, then faculty representative to the board, is recalled as saying, "If it will help, we will forgo salary raises for next year." This faculty offer increased the board's resolve to keep the school open.

Other responses came from a variety of sources: the parents' Tailgate Treasurers swap meet netted nearly $4,000, and students on campus planned fundraising projects to benefit the school. A matching grant offer came from another faculty member, providing further incentive. Erwin Schwarz, former businessman and a teacher at Fieldston School in New York City for five years, had been teaching math, Latin, and classical history at Green Fields since 1975. During October of the campaign Schwarz agreed to offer $1,000 for every $5,000 raised from the Green Fields community before the December deadline. The $60,000 goal was close enough in December to warrant a vote to continue the operation of the school. The Board also decided to sustain the funding effort to try to achieve $100,000 by June. In January, $6,000 more was collected; by April, another $6,000. Additionally, other resources were counted. Trustees subscribed for the remaining $13,000 of the 1975 promissory note; the Lincoln and Therese Filene Foundation contributed a three-year grant at $15,000 per year, as arranged by the Robert Ladd family, a grant which has been renewed twice since that time; land near Vail, which had been donated in 1975 by Trustee William B. Franklin, was put on the market; however, that land was not sold and was later taken off the market.

As school opened in 1978-79, there was no outstanding indebtedness for the operating budget, except for regular repayment of loans; and the worst of the crisis had passed. Not wishing to lose momentum, Schwab again launched a $60,000 fund drive; meanwhile a trustee, Marcia Grand, investigated the possibility of a regular bingo fundraising event for Green Fields, an event which, when launched in 1979, would by the end of its first year of operation contribute $20,000 annually to the operating budget. Once again, the Board of Trustees began to address the question of securing the future of the school in a new location.

By the opening of school in 1979, however, economic and demographic conditions in Tucson had shifted. Enrollment had climbed from seventy-nine in mid 1978 to 116, and it seemed clear that the school's location was not as significant a barrier to enrollment as earlier perceived; indeed, the projected growth on the northwest side was now seen as a future recruiting resource. Moreover, selling the school buses in 1978, and contracting bus services proved a cost-effective solution to the transportation problem.

The landmark board meeting which ushered in a new era of confidence occurred on October 10, 1979. Three propositions were voted and carried, thereby setting the course for the eighties: (1) that the school should remain on its historic site; (2) that a capital fund drive would be launched in the spring of 1980 to raise over one million dollars; (3) that the school would change its name to Green Fields Country Day School.

The campus would now be developed so as to support anticipated growth. Faculty salary schedules were to be increased during a two-year period so as to encourage talented faculty to remain at Green Fields over the longer term. And, the name change to Green Fields Country Day School, it was anticipated, would improve the public image of the school, denoting that Green Fields is an "independent non-sectarian day school for lower, middle and upper school students, offering college preparation and located on open acreage."

During that forward-looking fall of 1979, another change was announced — the resignation of the Head of the School, Nancy Masland, effective July 31, 1980. Having been a major factor in the resurgence of Green Fields School, Masland had decided it was time to devote her energies elsewhere.

She had served not only the Green Fields community but she had served the broader educational community of southern Arizona. During her tenure in Arizona, she was elected President of the Arizona Association of Independent Academic Schools. She also served as a representative to the Arizona Council on American Private Education, and she was Area Director to the National Association of Independent Schools Board of Trustees.

Nancy Masland's resignation was accepted with sadness for her leaving and gratitude for her service. She had been Head of Green Fields during the darkest era of its history, and she had helped to bring it to a renewed position of strength. After her leaving and because of her efforts, the eighties were to open on a new note.

VI: Looking Ahead

The activities of Nancy Masland's last eighteen months as head of the school did much to improve the outlook of Green Fields. The enrollment of the school had increased to 130, thereby lending credibility to the proposed fundraising campaign. She had worked with the board to formulate the objectives of the three-year capital fund drive, and she and Board President Jeanne Schwab had established initial contacts with Edythe and Dean Dowling, whose donation of $75,000 for the Dowling Library would kindle Phase I of the one and a quarter million dollar campaign, and whose continuing dedication to Green Fields and its students was to prove extraordinary.

No small part of the successful conclusion to Nancy Masland's tenure at Green Fields may be ascribed to her selection of English Department Head Randall Holdridge as Assistant Headmaster. In this capacity he would continue to serve as Admissions Director, a position he had held since 1978; thus much of the increase in quality and numbers of new students from 1978-1983 may be credited to his endeavor. Furthermore, he strove to improve the college placement program, and the evidence of his efforts was that college admissions officers came to campus in greater numbers than ever before, and that graduates who wanted to go to out-of-state colleges had a variety of college acceptances from which to choose. Finally, it was Randall Holdridge who helped to refine the statement of capital fund objectives and who was charged with final writing and production of the case statement which announced those objectives to the public.

Because that fundraising campaign was to be such a significant factor in setting the tone of the eighties, it was fitting that Masland's successor be present at the kick-off luncheon for the campaign. And indeed he was. Phineas Anderson made his first official appearance as the appointed Headmaster of Green Fields Country Day School at a luncheon held at the Arizona Inn, May 16, 1980, when the Fiftieth Year Capital Fund Campaign was launched. During the same week, he participated in Frederick M. Baltzell Field Day activities when groundbreaking ceremonies were conducted for the new Dowling Library. These were emblematic events, for the history of the first three Anderson years would be partly a history of construction.

Phineas Anderson had come to Green Fields with a degree from Trinity College in Hartford, Connecticut; with an M.Ed. in Curriculum and Supervision from Harvard University; and with twelve years of public and private school experience, including five years as Associate Director of Walden School in New York City. He had also served for three years as Director of Fire Policy and Research and Development in the Federal Emergency Management Agency in Washington, D.C., and he had compiled an impressive record of personal achievement and travel experience. He had originally become interested in Green Fields because he recognized that the school was at a critical point in its history, and he was challenged by the prospect of guiding it through the capital fund campaign, believing that he could achieve a positive, personal impact upon the future course of the school.

Thus, when he came to the school, he saw as among his first priorities the establishment of community contacts to benefit the campaign, and the development of a program of building that would enhance the growth of the future school while preserving the spirit and the physical structures of the past. Progress came rapidly. Enrollment grew steadily to 157 in 1983; meanwhile physical expansion kept apace of growth. The Dowling Library was dedicated in November, 1980, at a ceremony which brought back Dr. Laurence M. Gould for the principal address.

Dean and Edythe Dowling, Phineas Anderson, Miss Lillian Gish, and Dr. Laurence M. Gould on the occasion of the Performing Arts Center dedication

In January, 1981, the Dowlings presented the school with a check for $225,000, the largest single contribution Green Fields had ever received, to build a performing arts center. Groundbreaking occurred later that spring, and the Center was completed eighteen months later, and dedicated by actress Lillian Gish on November 21, 1982. The final cost of the building was $348,000, with the Dowlings having contributed an additional $69,000, the remaining amount having accrued as interest on the original contribution. The new facility included a production booth equipped with state-of-the-art sound and lighting systems, a music room, an office, dressing rooms, and a properties storage area.

Meanwhile a new classroom building of seven rooms including a carpeted and climate-controlled computer room was built in 1980-81, and dedicated in the spring of 1981 in honor of principal donors, Mr. and Mrs. David D. Cohn and Mr. and Mrs. Robert S. Murray. A $30,000 gift from Mr. and Mrs. Sidney F. Tyler enabled the school to build two fine tennis courts on the north side of campus during the summer of 1981, replacing the single court that was removed when the Center for the Performing Arts was constructed. During the same summer, three new playing fields for softball, baseball, and soccer were developed, as the last four and a half acres of undeveloped school property were level and planted. Science and math programs were enhanced by the completion of a second laboratory in the Math-Science Building, using matching grant funds from the Edward E. Ford Foundation. The renovation of the Science Building required the relocation of the photography darkroom. Therefore, it was retrofitted into the abandoned adobe

cabin which had most recently been used as a dressing room for drama students. Finally, Phineas Anderson's commitment to computer literacy was supported in part by a $5,000 starter grant from the Marshall Foundation, enabling the school to purchase eleven microcomputers and establish a firm program in this area.

Another development of 1980 was the establishment of the Hunter-Bober Chair for English Studies, which was endowed by a contribution of Texas land presented in honor of their parents by Dr. and Mrs. Jay Silverman. Silverman was a former Green Fields parent, and his wife, Lindley Hunter Silverman, had been a faculty member — an English and history teacher, a coach, and an administrator — from 1974-78. The first faculty member named to the chair was Suzanne Tumblin Gary, Head of the English Department.

The endowment of the chair was a kind of tangible expression of support for the first priority of the Fiftieth Year Campaign — the upgrading of faculty pay scale and benefits. It had long been recognized by the trustees — and during economically troubled years, recognized with chagrin — that Green Fields did not offer the kind of salary and benefit opportunities that were competitive with public schools or with non-teaching occupations. As a result, though excellent faculty had been attracted to the teaching environment at the school, most had been obliged to seek greater financial security elsewhere. Rapid faculty turnover was recognized as a detriment to developing ongoing academic programs as well as to morale. Now within the statement of campaign objectives, was a commitment by the board to ameliorate that situation. In each of the first two years of the campaign, $25,000 was earmarked for upgrading the pay scale and initiating a retirement program and a more comprehensive medical package.

Revitalizing the physical plant and carrying out the commitment to other campaign objectives was only part of Phineas Anderson's mission at Green Fields. He was also interested in supporting initiatives to strengthen and update the academic programs; thus he worked to underwrite faculty participation in state and national subject conferences, and closely analyzed the results of the school's standardized testing program, working with department heads to apply relevant data to classroom teaching. Moreover, he had observed that the school has traditionally sought to develop in its students a sense of individual responsibility and concern for others, qualities which he believed were important in education. He saw the seeds of this conception in the traditions of Mt. Lemmon Orientation, planned and directed by the Senior Class; in Field Day, hosted by the Sophomore Class; in Beautification Day; and in the animal husbandry program, which had already been initiated as part of the middle school curriculum by science teacher Martin Filiponis.

In addition to supporting those traditions, then, Anderson encouraged further development of the animal and garden projects — a greenhouse was added and students built pens for their pocket pets and for larger animals for whose care they were responsible. He also instituted Issue Day, an annual day-long event, organized by the Junior Class, at which speakers, panels, films, and other presentations would explore a single topic. Beautification Day was renamed School Service Day, emphasizing the concept of serving the school; and a new student organized event, Community Service Day, was added to the spring calendar to send students into the community where they would devote a day serving vital human or civic needs. During the first Community Service Day students worked in nursing homes, at the Humane Society, the Food Bank, and in county parks, where they planted landscaping.

Among the fine arts achievements of these years was the performance of the first musical comedy with open auditions, "You're a Good Man, Charlie Brown," presented in spring, 1981; and the public recognition accorded the Art Department when it won the Pacific Region, Na-

tional Art Education Association Award in 1981. The academic departments produced several Southern Arizona Science Fair winners, with one student's project winning at the national level; a state History Day winner whose essay won the AFL-CIO award at National History Day for the best paper or project on a labor-related topic; and a National Merit semi-finalist and several commended students. College acceptances continued to be impressive numbering Johns Hopkins, Bates, Northwestern University Medill School of Journalism, Vassar, Colby, Denison, DePauw, Brown, Reed, Pomona, Claremont-McKenna, Occidental, Wellesley; Mills, Gettysburg, Reed, and the University of Arizona School of Architecture, among them. Several juniors participated in University of Arizona summer programs and one in the Harvard summer school.

These years also saw the continuation of Interim, and of all three student publications — *The Gorefox, The Green Fields Flyer,* and the *Prism* — and the further development of P.E. programs with expansion of options to include archery, fencing, aerobics, and rock climbing.

Building of structures, programs, and attitudes was the hallmark of Phineas Anderson's first three years. More than $750,000 for capital improvements had been raised during this period and the school was financially solvent, having been operationally in the black since 1977-78.

As Green Fields Country Day School looks into the future, it is already the oldest, nonsectarian independent day school in Arizona. It has weathered storms and rumors of storms, and though it has foundered, it has not died. In the view of some who led the school through the most uncertain years, "we're lucky to have the school" after all that it endured. Yet, viewed in another way, the survival of Green Fields has not been a matter of luck; it is a testimony to the endurance of certain values, the values of G. Howard and Mrs. Rubie Atchley, of Miss Grace Hammarstrom and of Frederick M. Baltzell, and of Nancy P. Masland, and of the many trustees and faculty, parents and students who have labored and sacrificed because they believed that a school should set high academic standards and foster a love of learning, a desire to strive for excellence, and a willingness to grow and to accept individual responsibility. These values, then, which persist in the efforts of Phineas Anderson and the Green Fields of the eighties have been both the substance and the essence of the Green Fields tradition through the first fifty years.

The End

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