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Chairman W. H.C. St. John

Business Manager J.S.C. Harvey, III

### EDITORIAL

Trustees, alumni, and members of the present camp – all of us who believe in Pasquaney – ought to remember frequently and vividly what it is we believe in. More than a set of buildings, more than a certain geographical location, more than a place for a healthy, active, outdoor summer, Pasquaney has always been a symbol of a way of life. Through the years it has stood for integrity in human relationships, for unselfishness in group living, for individual responsibility, for self-discipline, and for service. The young, first-year camper struggling to do a good job as he sweeps Dana Hall, or trying to follow a counsellor's advice about getting on with other boys, does not think of camp in these big terms. His mind is, as it should be, on the afternoon's baseball game, or on the next day's hike. Yet I am convinced that there are few boys who have had even one full summer at Pasquaney who have not also had at least an inkling that the Camp demanded of him more than the superficial charm and the superficial "know-how" which all too often pass as virtue and character in the modern world.

Those of us who are older should, in retrospect, constantly evaluate the education we received at Pasquaney. Whether or not we have been able to express "a twelve-month loyalty" to the ideals we learned there, all of us must agree that it is in those ideals that the country could find a way out of the contemporary crisis. Pasquaney is not alone. Increasingly during the last year leading educators have been fervently urging a return to older concepts of a liberal, humanistic education, and it is in this movement that the dedicated summer camp ought to play an indispensable part. To be liberal in the best sense, education must inculcate traits like Christian humility, unselfishness, tolerance, and integrity along with its teaching of literature, science, and history. In the formal school there is an inevitable tendency to judge the intrinsic worth of each individual by his academic prowess. In the summer camp there is a chance to use a more "liberal" and meaningful measuring rod. —From Mr. Charlie's Report to the Trustees, 1954.

When Harvard's great president, Charles W. Eliot, once said, "The boys' camp is America's most important contribution to education," he probably had Pasquaney in mind, for some of his grandsons and nephews were among our early campers. We may be sure, at least, that our camp's broad spiritual values must have appealed to him. In its long history, these values have never been at a higher level than they are now, as I can testify from my long and intimate sharing in the active life of both the old and the new Pasquaney.

—From Pop Watson's letter to Friends and Alumni, 1954.