

# *Sandstone & Tile*

SPRING/SUMMER 1999    STANFORD HISTORICAL SOCIETY    VOLUME 23, NO. 2/3

■ *An Enduring Castle in Spain* ■

SPRING/SUMMER 1999

VOL. 23 NO. 2/3

*Sandstone & Tile Staff*

Patricia White & John McDonald

*Guest Editors*

Roxanne Nilan, *Editor*

Joanna McClean

*Designer*

STANFORD

HISTORICAL SOCIETY

**Board of Directors**

John Harbaugh, *President*

Robert Augsburger, *Vice President*

Alberta Siegel, *Secretary*

Donald Price, *Treasurer*

Bob Byers

Judith Chan

Andrew Doty

Bob Hamrdla

Albert Hastorf

Margaret Kimball

Elsbeth Newfield

Frank Riddle

Lawrence Ryan

Peter Stansky

Paul Turner

MEMBERSHIP

Membership is open to all who are interested in Stanford history. Annual dues are: Currently registered students, \$10; individual, \$30; family, \$45; heritage, \$100; distinguished heritage, \$500; patron, \$1000. Make checks payable to Stanford Historical Society and mail to P.O. Box 20028, Stanford University, Stanford, CA 94309.

COVER PHOTOGRAPH:

*Stanford University Archives*

# An Enduring Castle in Spain

TEXT OF PROF. LAWRENCE RYAN'S TALK ON FOUNDERS' DAY, APRIL 11, 1999

The logo designed for the first centennial of Stanford University shows an upward swirling "S" superimposed on a diamond bearing the number 100 (after the series of bronze plaques inserted in the cloisters of the Inner Quadrangle). The logo was intended to symbolize a century-old institution evolving toward another hundred years of accomplishments. During these concluding months of the 1900s, it may be fitting to note some of the contributions that have marked the Stanford of today as one of the world's most imaginatively creative centers of higher learning and that give us reason to be confident that it will continue to be so during the new millennium.

A century ago, there was small reason to assume that that upward swirling "S" would ever be designed, or to predict that the university would achieve such stature or even survive. When the Stanfords first proposed its establishment on their Palo Alto farm, so distant from the great centers of culture and learning that existed then, they were regarded by some skeptics as a pair of dreamers "building castles in Spain." During its earliest years, moreover, financial and other difficulties made it uncertain that this would ever become a real university, or even a viable college.

As it approached the end of its first decade of operation, Jane Stanford on March 24, 1902, wrote to David Starr Jordan expressing her distress, as one of her biographers has noted, "at Dr. Jordan's intimation that the University had not reached the high standard for which she had hoped." <sup>1</sup> In a letter of the previous month President Jordan had explained to her why the more "advanced students were obliged to go to Columbia and Harvard to finish their courses." While assuring her that undergraduate standards and teaching here were better than at those two Eastern universities, he had remarked that

A professor in Columbia lately said: "At Stanford they do the best kind of college work, but they have no library and their graduate work does not amount to much." This is not far from the truth.

We have made a first-class college. To

build a real University requires two things:

1. Professors engaged personally in advanced research.
2. Books and apparatus . . . <sup>2</sup>

At the time, Jordan was anticipating needs for considerable increased financing (\$120,000) for such desiderata. Mrs. Stanford, pressed for means to meet additional funding demands, replied:

After all that has been done and the vast amount that has been expended, we are only a 'college'. It seemed to me, for a few days after I had received this letter, that we had better lower our aspirations and keep it a first class school, without even attempting to call it a college, let alone a university, for I fear that with all the means at command for the purpose of educating young men and women, there will never be sufficient in the future to bring it up to the standard I fondly dream of. To know this institution is on such a low plane has actually made me sick. <sup>3</sup>

To assuage her fears, Jordan responded that although it was still falling short of her, and her deceased husband's, ambition to provide for all "things necessary and appropriate to a University of high degree," <sup>4</sup>

We have now the *best college* work in the world, even though we do not have very much else. We do a little *real university* work . . . , and more will come in time.

I am told that "Rome was not built in a day," but if any one could build a university in a day, I am sure that you would do it. <sup>5</sup>

If the Stanfords could stand again on the campus in 1999, they would surely be impressed by how much more has "come in time," how the requisite "Books and apparatus" and "Professors engaged personally in advanced research" have materialized, and how their wish for a new kind of "University of high degree," one that was to be unusually flexible and creative, has been realized.

The first thing that the founders would probably notice is the tremendous growth of the physical plant as well as the apparently interminable construction projects all around them. Mrs. Stanford might be shocked that her concern about the constant expansion of the building program had been prophetic. In 1903 she had even “feared that the Inner Quadrangle would be deserted entirely because so many professors seemed anxious to move into new quarters”. . . . “If everyone is to spread out and leave the old quarters to go to new ones, I fear the stone age will not be over for some time.”<sup>6</sup>

Yet she and her husband would discover that the “stone age” has necessarily endured because the university has increased more than tenfold in numbers of students and faculty since the start of this century. It has continued developing new educational and research programs beyond what could have been dreamed in 1903. The two-mile-long structure at SLAC would no doubt astonish them, as would the kind of knowledge about physical nature that has come out of experiments conducted there. So would the vast array of buildings of the Hospital and Medical School, in which so many advances in surgery and the treatment of disease have come about. And so would the new science and engineering complex, in facilities and expenses far beyond anything that President Jordan had sought from Mrs. Stanford with those modest projections for expansion that had disturbed her in 1899. “A young institution,” she wrote to him on December 16 of that year,

cannot expect in its infancy to be equipped on an equality with Cornell or the Massachusetts Institute of Technology in Special Departments. There are in the East you say, twenty colleges with better engineering equipment than we have.<sup>7</sup>

Still, the fact that the university has caught up with MIT and whatever other “twenty colleges” were once better set up in the technological fields should gain the approval of the founders. They had insisted from the outset that education at Stanford should prepare students in studies for the practical benefit of society, by means of the establishment of what they then termed “mechanical institutes” as well as “the studies and exercises directed to the cultivation and enlargement of the mind. . . .”<sup>8</sup>

Out of those departments to be housed in the new quadrangle have come fundamental discoveries in such sciences as chemistry and physics. Out of the School of Engineering, particularly its Departments of Electrical Engineering and Computer Science, have come many of the developments which have shaped the new “post-in-



*The “rude mechanicals” of the geology department, ca. 1900*

dustrial” revolution and have changed the very nature of work and communications in these latter decades of the twentieth century, and will continue profoundly to affect human lives in the approaching millennium.

That may be why Stanford, while remaining a university of modest size, has endeavored to be not only “the Harvard of the West,” but also “the MIT of the West.” Over the years, some professors, upon joining this faculty from more traditional Ivy League backgrounds, have wondered why an elite university should be encumbered with so large an assemblage of “rude mechanicals,” as one such person once disparagingly labeled members of the engineering and applied science departments. But professors and students in those fields have interacted brilliantly with persons in other schools of the university, cutting across disciplinary boundaries in ways that have enriched the life of the mind on this campus.

One of our eminent engineers and inventors has said that the opportunity to work closely at Stanford with colleagues in other schools has been a special boon for him, the cross disciplinary possibilities having greatly expanded his chances for creative research and teaching.

Freedom to transcend disciplinary boundaries has characterized the curricula here, not only at the graduate and professional school but also at the undergraduate levels. One of the finest things about Stanford has been maintaining the integrity of individual academic disciplines while being open to ways of combining them

in order to generate new approaches to, and new kinds of, knowledge. Interdisciplinary graduate work is taken for granted, as in provision a generation ago for individually designed Ph.D. programs under Graduate Special Studies and such other opportunities as the Graduate Program in Humanities, in which students complete the requirements of their individual departments along with interdisciplinary seminars involving various humanistic fields.

Some of those so-called "rude mechanicals" in the School of Engineering sponsor a joint master's degree program in design with the Department of Art, thus bringing together the esthetic and the technological in an almost unique kind of university academic experience.

For undergraduates, new kinds of programs are constantly being designed, across departmental and also across school lines, the latter flexibility being almost unheard-of in many universities. Science, Technology, and Society, originally known as Values, Technology, and Society, was the inspiration of a few professors from the School of Engineering and from such other departments as philosophy and religious studies. Although probably unconsciously, it embodied much of what the founders had wanted an education for Stanford students to be, one that fostered not only their intellectual development but also their concern with social and ethical issues. In another innovation for undergraduates, professors from several different departments transcended traditional boundaries, but did not abandon the rigor of their particular scientific and social scientific disciplines, in instituting the highly successful major program in human biology.

In the late 1960s, Dean Robert Sears of the School of Humanities and Sciences persuaded the Faculty Senate to allow undergraduates to design their own interdisciplinary majors in cases where their individual academic goals could not be achieved within a single department. Curiously enough, the student who came to Dean Sears' staff with the petition wanted a joint major in Linguistics and Computer Science, neither of which departments at that time granted undergraduate degrees. Not only did that coed achieve her purpose, but students may now earn the baccalaureate in both departments.

This willingness to adapt, to experiment, may have been due in part to Stanford's being what President Ray Lyman Wilbur called it seven decades ago: a "product of the present day," an institution "that represents the American university freed from old traditions and inhibitions."<sup>9</sup>

One might certainly cite other features of graduate, professional school, and undergraduate academic

life that continue to keep this an exceptionally innovative university. I would like, however, to have Senator and Mrs. Stanford, if they were present here, turn their eyes also toward our huge complex of athletic buildings and playing fields. Often I have heard us disparaged for competing so aggressively, and for winning so many trophies, in intercollegiate athletics.

But I imagine that the founders might be pleased to know that such a high percentage of Stanford undergraduates participate in competitive physical activities and that Stanford has actually contributed inventively to the development of athletics in

STANFORD NEWS SERVICE



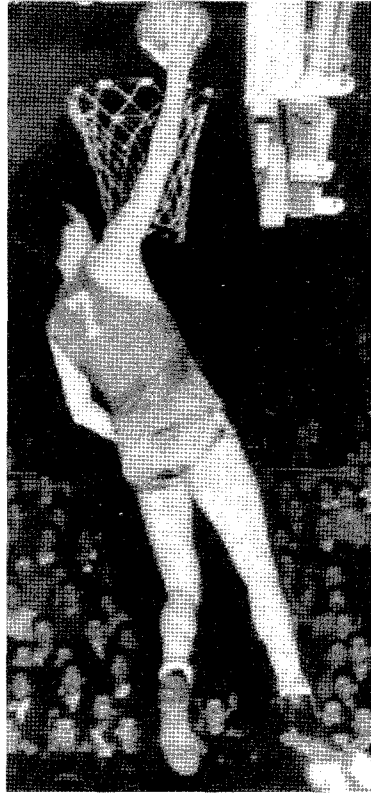
*Prof. Craig Heller (standing) with Human Biology student Lester Baskin and TAs Kirsten Lund and Ina Roy, 1988*

this country. In 1927 President Wilbur noted approvingly that the university's "ample grounds have made it possible to develop large recreation fields and to give the student the opportunity of taking care of his body during the period of his intellectual training."<sup>10</sup> (Today, he might have said, not just his, but his or her body!)

That statement echoes Mrs. Stanford's sentiments in reporting to the Trustees on October 3, 1902:

Contracts have been made for a new and large gymnasium with a view to improving the physical condition of the students. . . . In my judgment it is the duty of the University authorities to send out into the world students with good physical health as well as with good mental attainments, in order that they may successfully fight the battle of life.<sup>11</sup>

Thus, because of the ideals and foresight of the founders, in athletics too Stanford has been a place of significant innovation. The current generation of students has been told that their university has become "The Home of Champions." What they



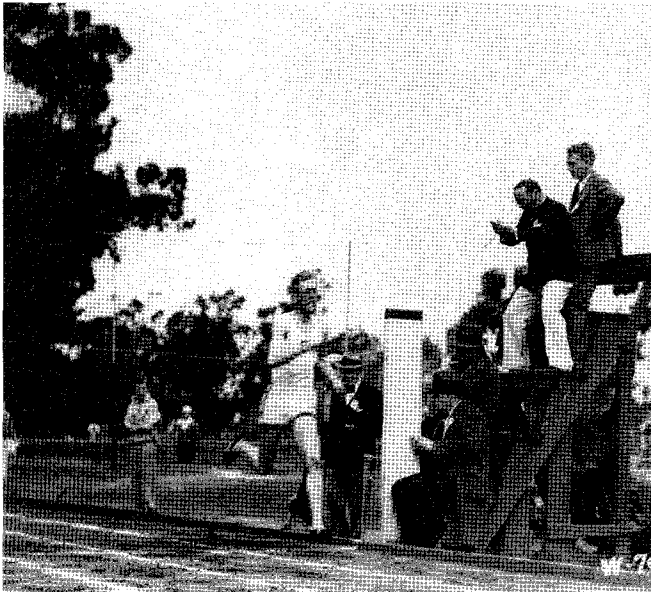
*Hank Luisetti scores with his one-handed shot*

may not realize is that in several respects Stanford has changed the world of athletics. For example, it was student Ben Eastman in the early 1930s who by breaking several records turned the middle distance races in track into the sprints that they have been ever since. The statue in Maples Pavilion of Hank Luisetti with his one-handed push shot is a reminder that the modern form of basketball was created here. In football, Stanford has more than once helped revolutionize the sport. In the 1920s Coach Warner's innovative offenses did much to make the running game more open and exciting. In 1940, Coach Clark Shaughnessy's reintroduction of the old T-formation with Stanford and the Chicago Bears permanently changed both collegiate and professional football. And did the "West Coast offense" of Bill Walsh get its first trial during his first two years before he made over the professional game as coach of the San Francisco Forty-Niners?

This institution that had seemed to some early doubters to be the quixotic private fantasy of a bereaved husband and wife has thus turned out to be a real and enduring gift to the universe of learning. As lines in a sonnet written to eulogize Mrs. Stanford posthumously upon completion of the Quadrangle declare,

There stands a castle in the heart of Spain,  
Built of stone as if to stand for aye,  
With tile-red roof against the azure sky,  
Where skies are bluest, in the heart of Spain.

The founders' seemingly "impossible dream" may "stand for aye" and not merely as the realization in stone of their personal aspirations. The university endures as a legacy which has enabled generations who have inherited it to exercise the life of the mind and use their imaginations creatively to help reconfigure the world that we are experiencing as this millennium passes into another. For as the author of the verses just quoted, David Starr Jordan, has one of the founders say to the other, their "castle in the heart of Spain" is all the world's as well as mine and thine; For whoso enters its broad gate shall say: "I dwell within this castle: it is mine."<sup>12</sup>



*Ben Eastman finishes first during a meet with the Olympic Club, April 1933*

## Farewell from past president Margaret Kimball

From June 1997 through May 1999 I had the pleasure of serving as president of the Stanford Historical Society. Although my involvement with the Society dates from the mid-1980s, it was as president that I experienced the real strength and energy of the organization. The Society offered a superb selection of programs during this time including E. Howard Brooks talking about Fred Terman, Arthur Barnes on the Stanford Band, a Stanford House Tour, Stewart Gillmor on KZSU, a trip to the Getty Museum in Los Angeles, Lorenz Eitner on Jane Stanford as collector, and many more. The Society has audio-recorded many of its programs over the past few years and copies of the recordings are available for purchase. Copies of the recordings are also placed in the University Archives.

Publication in the fall of 1998 of *The Last of Your Springs* by Donald Kennedy was the culmination of several years of work by President Emeritus Kennedy and several members of the Society's publication committee. The Society owes a debt of gratitude to Mel Lane and William Kaufmann for their generous contributions toward publication of the book. Janet Gardiner was a superb editor and shepherded the book through the production process. As the latest title in the Society's occasional publications series, *The Last of Your Springs* captures life at Stanford University from 1980-92 through the eyes of the president.

In 1998 the Society's Board endorsed a new

project designed to publicize the activities of the Historical Society. Carol Miller, the Society's assistant, put together an informative exhibit about the Society and its activities. The exhibit was mounted upstairs in Tresidder Memorial Union during the month of October and was well received. Our publications continue to be sold at the Stanford Bookstore with selected issues of *Sandstone & Tile* being the most requested titles. Historical Society titles have also been sold on Amazon.com.

The Society continues to monitor activities on campus related to historic buildings and sites and makes known concerns related to maintaining the historic fabric of campus. A Society Board member serves on the university's Historic Values Index Group, which reviews buildings on campus for historical significance. In 1999 a generous gift from Lorry Lokey established three endowed funds in honor of Pete Allen, Fred Glover, and Bob Beyers. These funds will benefit the Stanford Historical Society in the areas of operations, oral history, and publications.

During my presidency, I was blessed with an excellent set of officers and committee chairpersons. Without the support of these individuals and the many other Society members who contribute to the organization, I would have had a very tough two years. I wish to thank all those involved in making my presidency enjoyable and productive. I look forward to many more years of involvement with the Society.

### NOTES

1. Gunther W. Nagel, *Jane Stanford, Her Life and Letters* (Stanford: Stanford Alumni Association, 1975), 143.
2. Jordan to Mrs. Stanford, February 6, 1902, Jane L. Stanford papers, SC 33b/ Series 1/ Box 6/ Folder 32, Stanford University Archives.
3. Nagel, 143
4. *The Founding Grant; with Amendments, Legislation, and Court Decrees* (Stanford: Stanford University, 1987), 3.
5. Jordan to Mrs. Stanford, March 26, 1902, Jane L. Stanford papers, SC 33b/Series 1/ Box 6/ Folder 32.
6. Nagel, 145; letter of February 19, 1903, Jane L. Stanford papers, SC33b/Series 1/ Box 2, /Folder 28.
7. Letter to Jordan, December 16, 1899, Jane L. Stanford papers, SC33b/Series 1 /Box 2/ Folder 23.
8. *Founding Grant*, 4.
9. "Introduction" in Katherine Ames Taylor, *The Romance of Stanford* (Stanford: Stanford Alumni Association, 1927), [vii].
10. loc. cit.
11. *Founding Grant*, p. 21
12. [David Starr Jordan], sonnet prefixed to his eulogy as published in *The Story of a Good Woman, Jane Lathrop Stanford* (Boston, American Unitarian Association, 1912).



*Prof. Ryan is professor emeritus in the English department; one of his many accomplishments at Stanford was heading the Humanities Special Programs for 10 years (1973 to 1983).*

## Stanford Through the Century

### 100 YEARS AGO (1899)

Without consulting President David Starr Jordan, Mrs. Stanford decreed that the enrollment of women henceforth could not exceed 500 at any one time. The number of women students had grown to nearly 40 percent of the student body, and Mrs. Stanford feared that the university established in her son's memory might become largely a girl's school. By the time trustees removed the limit in 1933, the 500 women comprised only 14 percent of the student body.

Commencement from the beginning had been an informal, "democratic" affair, with students and faculty proudly eschewing academic regalia. But in May, Esther Rosencrantz, '99, launched a new tradition when she persuaded the women to wear caps and gowns at graduation. Men continued to resist until 1903,

1899

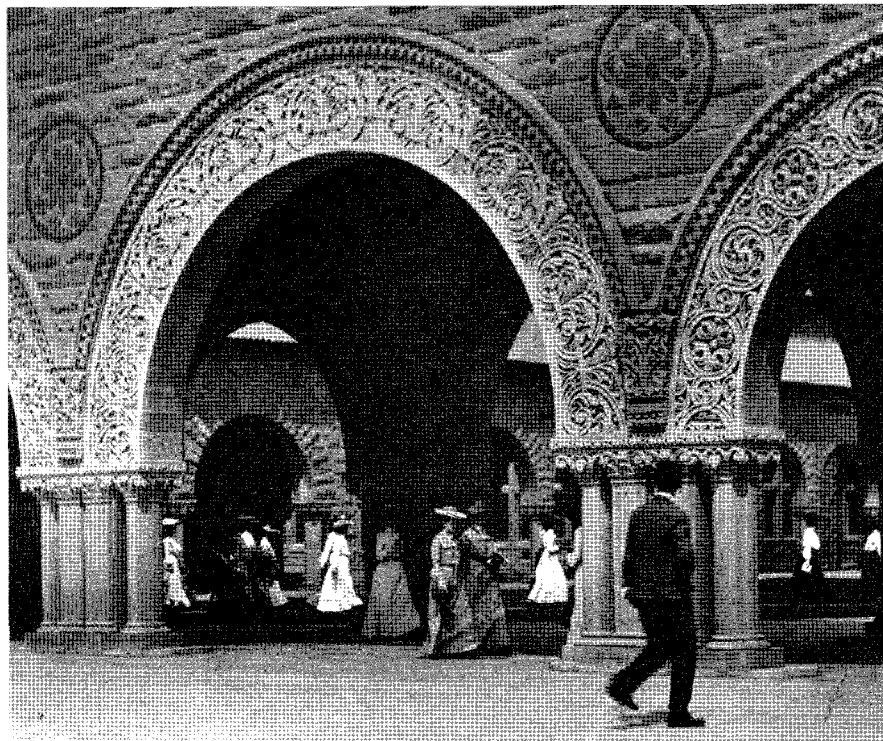
1999

BY CATHERINE C. PECK, '35

when the eight graduates in law adopted academic dress. At the 1906 commencement (postponed until September because of the earthquake), all students appeared in cap and gown.

The independent Stanford Alumni Association in June launched a publication designed to keep the nearly 1,000 graduates informed about events on campus and news of alumni. Initially called the *Stanford Alumnus*, it has gone through several name changes and now is known simply as *Stanford*.

STANFORD UNIVERSITY ARCHIVES/BERTON CRANDALL



*Students on the Quad, ca. 1904*

### 75 YEARS AGO (1924)

The Class of 1925 hosted Junior Week in May. Because Lagunita was dry, the Encina Pool was used for aquatic activities: an interfraternity swimming and diving contest, a water polo game, and a canoe tilt. The Water Carnival's canoe flotilla was replaced by a decorated automobile float parade down the Row. Activities also included a Corduroy Ball and the Junior Opera, "So This is Eden." Grand finale was a fireworks show.

### 50 YEARS AGO (1949)

Former President Herbert Hoover celebrated his 75th birthday on campus on Aug. 10. In an address, "Think of the Next Generation," to 12,000 persons in Frost Amphitheater, Hoover decried federal spending as "collectivist." The four nationwide radio networks carried his speech live, and the program ended with the Stanford Hymn played on the Hoover Tower carillon. Hoover was the only living ex-president of the United States.

Chancellor Ray Lyman Wilbur died of a heart attack at his campus home on June 26 at age 74. Stanford's third president, he served 27 years, from 1916 to 1943, a record unlikely to be surpassed. He was president of the senior class in 1896, and dean of the Medical School from 1911 to 1916. A close friend of Herbert Hoover, he served as secretary of the interior during Hoover's presidency. Wilbur's will provided funds to enable any of his grandchildren to marry early, with the entire estate eventually to become the property of the university.

## Stanford Through the Century

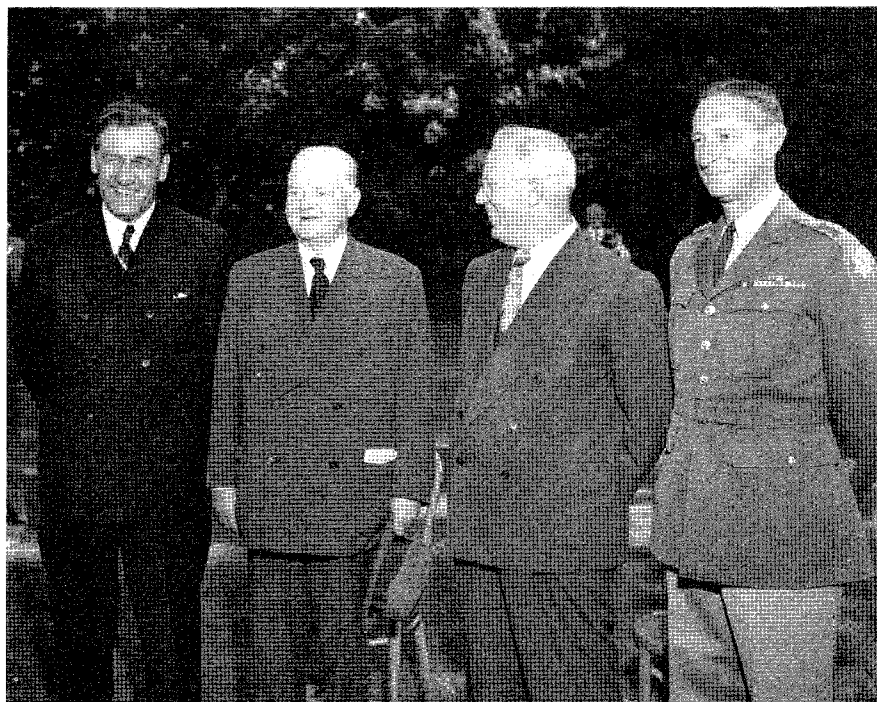
STANFORD UNIVERSITY ARCHIVES

### 25 YEARS AGO (1974)

Vice President Gerald Ford was scheduled to speak at the 100th anniversary of Herbert Hoover's birth on Aug. 10, but had to cancel when he unexpectedly became president in the wake of Richard Nixon's Aug. 9 resignation. The campus commemoration featured the other invited speaker, Sen. Mark Hatfield of Oregon, who had earned his master's degree at Stanford for research on Herbert Hoover.

The School of Nursing closed after 77 years. A study had recommended replacing the bachelor's degree program with a two-year master's degree, but funds were not available to make the conversion.

The fad of "streaking"—a blitzkrieg public run while completely in the buff—came to campus, with groups of undergraduates, mostly fraternity men and freshmen, streaking around the Quad, Tresidder, and women's dormitories. Forty-five Branner Hall freshmen



*Pres. Sterling, Gov. Earl Warren, and Gen. Mark Clark with Herbert Hoover at his 75th birthday celebration*

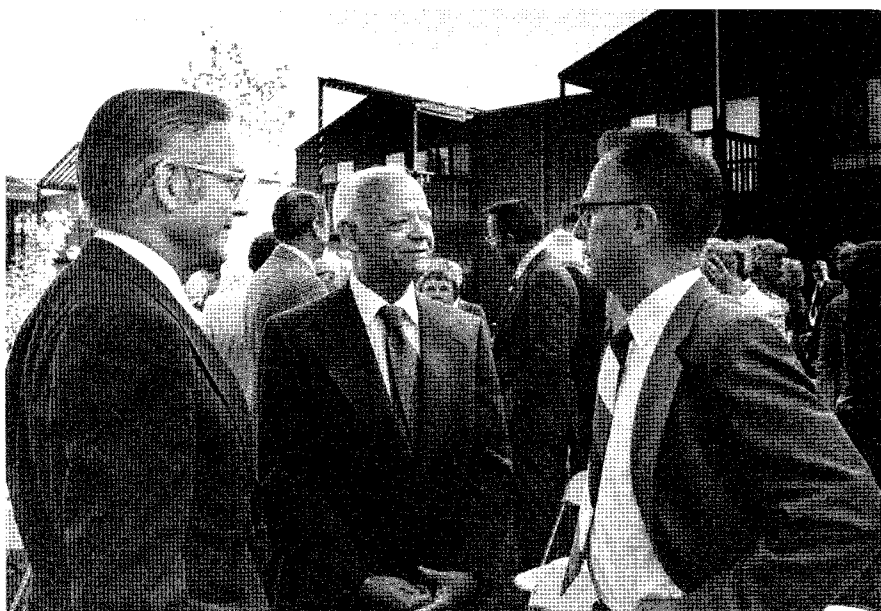
streaked across the Golden Gate bridge, clad only in hats, shoes, and Stanford regalia, causing a traffic jam at rush

hour.

Trustees approved construction of an 82-unit condominium project for faculty, staff, and emeriti on the Row, named for Stanford's second registrar, Pearce Mitchell. It would be built on the site of the old Stanford Elementary School and Hurlburt House. The school was demolished and the house sliced into three pieces and moved during the summer to the corner of Mayfield and Dolores, where the Fiji house stood until destroyed by fire in 1960. At the same time, Delta Upsilon was moved from Salvatierra to a site on the Row between the Beta and Stillman houses. Campus Drive was realigned to accommodate the various changes.

The 1,400 technical, service, and maintenance workers who had formed **United Stanford Employees** went out on strike for three weeks to gain their first contract with the university.

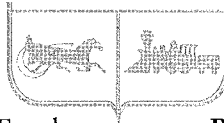
STANFORD NEWS SERVICE PHOTOGRAPH IN THE STANFORD UNIVERSITY ARCHIVES



*Pres. Richard Lyman, Harvey Hall, and Sidney Mitchell at the dedication of the Pearce Mitchell complex, 1976*



## Stanford Historical Society Loses Three Members



**Chester R. Berry**, Stanford's first Faculty Club manager and a former board member of the Stanford Historical Society, died on Nov. 19, 1998. He was 82. Berry, popularly known as "Chet," came to the university in 1959, when Pres. Sterling named him director of the new Tresidder Memorial Union. As its first director, he played a key role in supervising its construction and was a principal force behind the development of the high-quality programs that characterized it. From 1964 to 1968, he also managed the Faculty Club. In 1968, Berry left Stanford to become the first full-time executive director of the Association of College Unions-International (ACU-I). He established its national office on Welch Road and held this position until his retirement in 1981. Berry continued to be an active Faculty Club member after his retirement in 1981, and at the time of his death he was serving as secretary to its board of directors.



**Eleanor Carlton Bark**, a founder of the Stanford Historical Society, and **Robert Millard Butler**, a longtime member, died on July 5, 1999. Bark was 87 and Butler was 79.

Eleanor Bark graduated with distinction from Stanford in 1935. Two years later, she married William Carroll Bark, who later became a professor of medieval history. Bark worked as assistant director of financial aid for graduate students and served as a mentor and "mother" to many students. She was a member of the Stanford University Women's Club, serving as president in 1953-54. In 1976, she helped to establish the Historical Society.

**Bob Butler** was a graduate of the Class of 1947 and a lifelong Stanford sports booster. In 1963, he joined the controller's office and a year later was appointed business manager of the Department of Athletics. He worked there until 1973, when he was named financial manager for the Medical School. He retired in 1983. His wife, Kathleen Christian, was a longtime Stanford employee until her death in the early 1980s. After she died, university students started to board with Butler at his house on campus. "He provided a safe haven for these students," said his niece, Sue Stoutenberg. "It was one of the highlights of his life." Butler remained active in campus activities until he died, attending sports events, volunteering at the Sports Hall of Fame and working behind-the-scenes for the Historical Society. On July 22, about 30 people gathered at the Faculty Club to celebrate Butler's life. He was remembered for his generosity, wisdom and humor—and for his Devil's Slide chocolate cookies that he would deliver to people on campus. "He was the most delightful guy who ever lived and a number one volunteer," said Bob Oakford, professor emeritus of industrial engineering.

— Adapted from the *Stanford Report*



## Bob Butler's Devil's Slide Cookies

|   |                                     |
|---|-------------------------------------|
| 2 oz unsweetened chocolate              | 2 eggs                              |
| 12 oz (1 bag) semisweet chocolate chips | 3/4 cup sugar                       |
| 2 Tablespoon butter                     | 2 teaspoons instant coffee          |
| 1/4 cup all-purpose flour               | 1/2 teaspoon vanilla                |
| 1/4 teaspoon baking powder              | 1/2 cup walnuts, broken into pieces |
| pinch of salt                           |                                     |

Melt the unsweetened chocolate with half of the chocolate chips (1 cup) and the butter in the top of a double boiler or in a bowl in the microwave. Stir the mixture until it is smooth. Set it aside to cool.

Stir together the flour, baking powder and salt. Set it aside. In a bowl, with an electric mixer, beat the eggs, sugar, coffee, and vanilla at high speed for a minute or two. On low speed, add the cooled melted chocolate. Then add the dry ingredients and nuts, scraping the bowl to make it smooth.

Lay out a sheet of freezer paper or wax paper. Form the mixture into a log about 12 inches long and 3 inches wide. Wrap it in the wax paper and refrigerate it overnight to firm up.

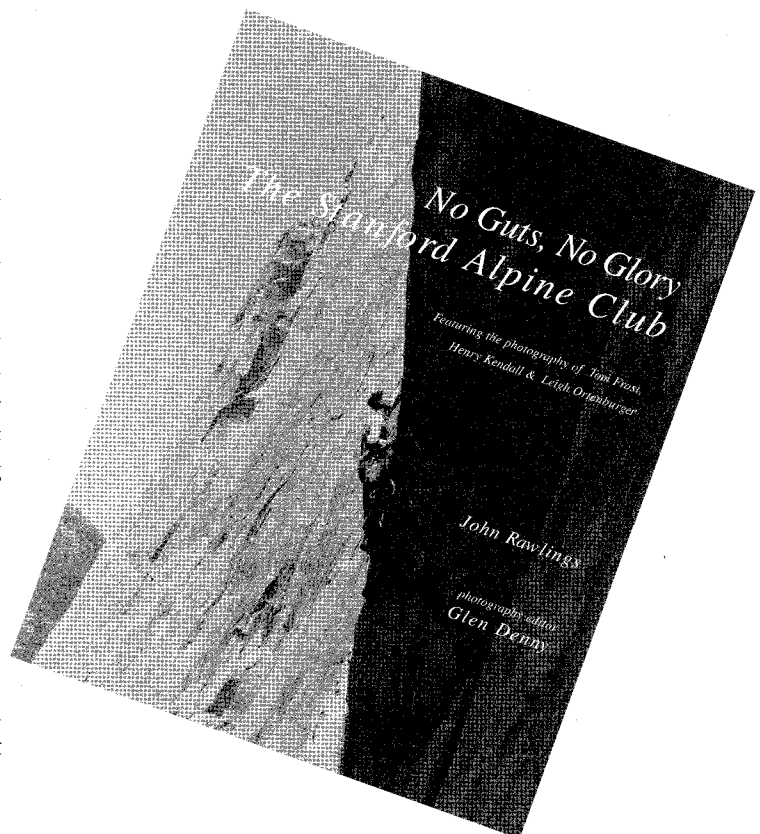
Next day, slice the log into 3/4 inch pieces. Arrange them on a baking sheet and bake them at 350 degrees for 12 minutes. Let them cool before lifting them off with a spatula. The cookies should be chewy. Makes about 12.

### BOOK ANNOUNCEMENT

John Rawlings' book *The Stanford Alpine Club* is due to be released in the Spring of 2000. The Stanford Alpine Club was one of America's prominent college climbing clubs. Its members made important contributions to the development of modern rock climbing technique and its coeducational membership distinguished it from the better-known eastern clubs. In conjunction with the book's release, the Stanford University Libraries will present *No Guts, No Glory: an Exhibition of the History of the Stanford Alpine Club* in the Bing Wing of Green Library, May 14 to August 6, 2000.

### VOLUNTEER OPPORTUNITIES

Volunteers are needed to help out in the Historical Society office. If you are interested, please contact Carol Miller at (650) 725-3332.





**Stanford Historical Society**

P.O. BOX 20028 STANFORD UNIVERSITY  
STANFORD, CA 94309

*Non-Profit Org.*  
**U.S. POSTAGE**  
**PAID**  
*Palo Alto, CA*  
*Permit No. 28*