The Pen and Scroll

VOLUME XXX | LENOX, MASSACHUSETTS, THURSDAY, FEBRUARY 19, 1959 | NUMBER 5

Tourney Received With Fighting Spirit



HEAPS OF NOISE photo by Steinman

Cranwell Downs Lenox Five

On Saturday, January 24, the entire school attended the annual Round Robin Basketball Tournament held for the benefit of the March of Dimes at Lenox High School. This year Lenox drew the second game, giving the team a chance to watch Cranwell play Windsor Mountain in the first. The Windsor Mountain team, tremendously improved from that of a year ago, played a fine, fast game, but still could not match the superior strength of the Cranwell team, which opened up in the third quarter and won by a comfortable margin.

Cranwell, as the victors in the first game, opposed Lenox in the second. Lenox played too fast at first for complete accuracy, and Cranwell drove past them for a healthy first quarter lead of 16-7. However, in the second quarter the team calmed down and really began to play ball. Lenox scored 14 points in the quarter to Cranwell's 7, making the half-time score Cranwell 23, Lenox 21. The third quarter saw fine defensive playing all around — Cranwell scored 10 points in the quarter, and this time they held Lenox to just 2, scored on foul shots. The fourth quarter was a pretty even affair; the Lenox team became tired after a hard-played game, and Cranwell's heavier team, which had been on edge in dealing with two unexpectedly strong opponents, began to show signs of weariness. Each team scored 9 points in the quarter with the final score Cranwell 42, Lenox 32. High scorer for Lenox was Captain Pete Reardon, with 15 points, 8 of which were scored in the big second quarter.

Much credit is due the Windsor Mountain cheerleaders for supplying spirit valuable to all three teams, and also, of course, to the Lenox cheerleaders who, although a bit hampered by a somewhat limited repertoire, put in a fine spirited performance. They were backed by the entire school in a display of uncontrolled, genuine enthusiasm. The Headmaster dealt justly with the student body when he proclaimed the following day that the cheering was the best he had ever witnessed. Even the never-yell-louds lent a great hand. Banners, shouts, and tempers combined to make the evening an exciting break in the routine of school life; and the fact that Lenox lost was insignificant when compared with the undampened enthusiasm. Everyone did his part — player and student.

Infirmary Remodeled

The attainment of mental growth, the primary purpose of the school, cannot be achieved unless the students are healthy, physically capable of enduring the intellectual gymnastics they are required to perform six days a week. This essential physical vigor is usually presented to all in the form of a hearty meal or a turn around the athletic field. It is not infrequent, however, that such methods fail and the task of rebuilding the potential scholar is rudely thrust in the direction of the infirmary.

The necessity of a well-equipped infirmary is therefore obvious. Yet it would appear that its importance had been only secondary until the summer of 1958. Up until that time, the infirmary had received little attention and it was highly inadequate for the greatly increased student body. Of course, money was the only thing between more equipment and the situation at the time, but the fact is that the infirmary through one means or another had been long neglected.

The Friends of Lenox were the first to recognize the need for improvement and actually do something about it. It had long been Mr. Curry's idea to refurnish a complete room in the infirmary with beds, mattresses, and matching spreads and drapes. This the Friends set out to do, but they did not stop with one room. The school had two of the three rooms repainted; then the Friends took over. Aside from giving the desired drapes, beds, mattresses, and spreads, one room received a very comfortable easychair ("bigger and better than the one we have upstairs," Mrs. Elizabeth Ramsbotham, the school nurse, said). For a second room, new spreads and drapes were given through the funds of the women's organization. And the third room got an easy

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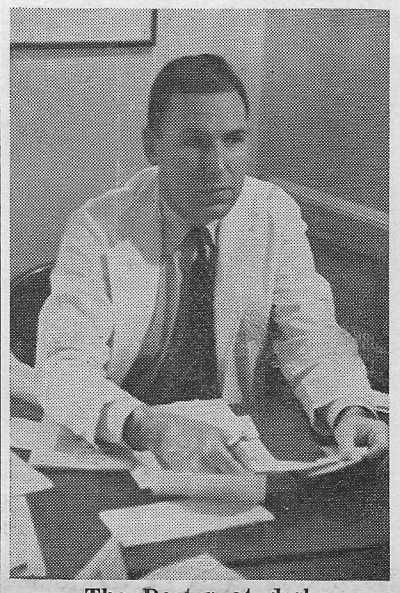
DOCTOR - ALUMNUS - TRUSTEE

Dr. Robert Tracy is one of the most recent members of the Board of Trustees. An alumnus of the school, he graduated with the class of '32 at the third commencement of Lenox. (He has a brother, William E. Tracy, who graduated in the original class of 1930). While at the school, he was a prefect, living on the third floor of Thayer hall. He was also a member of three athletic teams — football, hockey, and baseball — although he minimizes his achievements by saying that every one in the school was on the team. After Lenox he entered Yale University as a premedical student and became a member of the cross-country team. After graduation in 1936, Dr. Tracy took a two year break before entering Harvard Medical School where he received his doctorate.

With the war on, Dr. Tracy entered the army in 1943, joining the invasions forces of the third army a month after "D day". At Christmas time, he found himself on the southern sector of the Battle of the Bulge. As a captain in the medical corp, the doctor worked in an evacuation hospital just behind the front. In this capacity, he traveled with the army through France, Luxembourg, Germany, and Czechoslovakia, almost reaching the Austrian border by the end of the war.

After leaving the army in 1946, Dr. Tracy returned to the Massachusetts General Hospital to train as a surgeon, and after two years there, began working at the Pondville Hospital (the state cancer hospital).

Dr. Tracy came to Pittsfield ten years ago, and in the following year became the school doctor. In 1957, after some activity in the Alumni Association, he was elected President of the organization, taking over much of the work of arranging meetings and handling the business. As President of the Association, Dr. Tracy became automatically a member of the Board of Trustees. (This position is called the Alumni Trustee.) In the capacity as President he also became co-chairman of the Alumni aspect of the Consolidation Fund Drive, along with Mr. George Willis of the class of '31.



The Doctor at desk photo by Burns

A general surgeon at all of the hospitals in Pittsfield, Dr. Tracy has become well known. He has three children. The oldest, David, ranks the fourth form at Lenox, while Deborah, twelve, and Stephen, eight, attend public school. A loyal alumnus, the doctor is often seen at the school, not only on business in visiting the school infirmary, but also as spectator of the home games.

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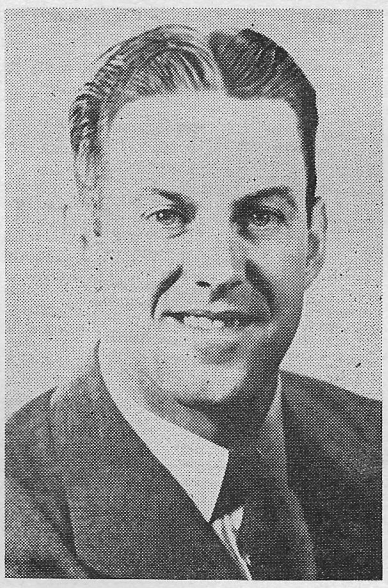
Stockdale To Lecture Again

William Stockdale, well-known author, lecturer, and traveler, will present in person his new full-length color motion picture, "Meeting America's Many Peoples" at the Lenox Gymnasium on February 21 at 8:00.

This is the unique experience of a tour of America to visit peoples, rather than places. Some of the interesting groups visited are the Amish of Pennsylvania, the mountaineers of Kentucky, Cherokee Indians of the Great Smokes, Acadians of Louisiana, Osage Indians of Oklahoma, the Hutterites of South Dakota, and the Chinese of San Francisco.

Some of the places shown are so remote that they do not appear on any road map, and only by employing special means of transportation were the Stockdales, who traveled with their four small chil-



Mr. Stockdale photo by Burns

dren and boxer dog, able to penetrate this back country.

Camping out as they did among many of these peoples gave the Stockdales an unparalled oppor-

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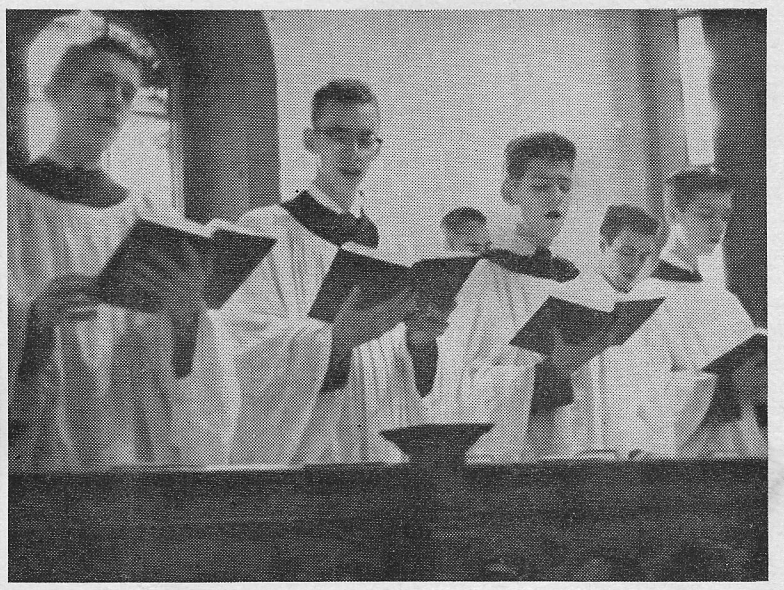
MR. AMES BETTERS CHOIR

For the first time in the years that members of the Glee Club have occasionally formed the choir for the 11:00 service at Trinity Church, they have rendered prepared anthems before the end of the first term. Before this year, the usual procedure had been to sing a hymn with the congregation in place of an anthem during most of the first half of the year. This was due to a general lack of preparation which has not been in evidence this year, for last September the choir sang its first specially prepared selection. This was an unprecedented achievement and was well received by all. Since then, the choir has usually sung on every other Sunday, alternating with the Fox Hollow choir, though this pattern has been broken a few times by the participation of a group from Windsor Mountain School.

The usual anthem sung by the choir is one of the numerous religious pieces being used by the Glee Club. This is usually polished up in a rehearsal before Church Sunday morning by the specially chosen ones, usually twenty-eight



"SONGS OF PRAISES" photo by Burns

to thirty, who constitute the choir. Sometimes, however, some other selection is used and it must be learned in that short time between breakfast and church. Although the quality of these is not always that of the more familiar ones, they have all been at least satisfactory. Some of the songs which have been sung are: "Ye Watchers and Ye Holy Ones," "Jesus, Joy of Man's Desiring," "Adoramus Te", "Now Let Every Tongue Adore Thee", and "Christian Dost thou See them." Some of these are in the hymnal but they were sung in parts, as anthems.

This year there has been the same trouble in getting together a choir because, as in the past, many of the boys have other obligations on Sunday and are unable to take part. Some attempts have been made to alleviate this problem and it is hoped that next year there will be no difficulty along these lines. This would help to make an already good choir an even better one. It is also hoped that the choir

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MEASURING UP

By R. Dow '59

An ever increasing complaint on the part of Lenox School students is that of the small number of social events as compared with those of other private schools with which we associate. In considering this, much more must be probed than meets the eye at first glance. Playing the host in the social circle requires a great deal of responsibility and sacrifice which must be recognized and approved of by the entire student body.

First of all, it is necessary to note that this year has marked a new high in the number of dances held up to the present time. Many additions have made these dances infinitely more enjoyable: the band, the use of Schermerhorn Hall, and the improvement of the general atmosphere. What few people realize is the prodigious amount of work necessary beforehand to make the dances what they are; herein lies the responsibility if an augmented dance schedule is to be initiated. The present dance committee, on whose shoulders the responsibility now lies, is not able to handle an increase in activity without a total revamping of its policies; notably the organization of reliable committees to handle each phase of the planning. It seems to me that refreshments and decorations have been taken for granted and that a means to pay for these, in an augmented social program, may result in an added expense to the student.

Sacrifices will also be necessary for certain events on the calendar must be eliminated to make room for the dances. The most likely candidate for the axe, deduces the pleasure-seeker, is the lecture series. (This character is usually found in blue list study halls, staring forlornly at the mark sheet, complaining bitterly to anyone who will listen.) To anyone with a thought to the future and a healthy concern for his place in the great wide world, these lectures are recognized for their true value which, in the long run, is greater than that of a few extra dances. The most logical thing to do would be to cut out movies and Pittsfield permissions. Another suggestion would be to show movies for those not attending the dance, providing they did not interfere with the attendance at the dance (which might happen, incidentally, if Pittsfield permissions were given as an option). This question of dance attendance is also extremely important in its own right. As the situation now stands, there is very little sense of commitment connected with the signing up for a dance. Many who have signed think they can back out or find substitutes at any time, little realizing the havoc this creates in a

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Squealing

By D. Roberts '60

Often in student council meetings at Lenox this whole business of "squealing" or "ratting" arises in this connection: is it squealing if one on the council reports a person apprehended breaking the rules or laws of the community? It is evident that certain people at these meetings would answer this with an emphatic "yes". These people state quite dogmatically that if one, whether on the council or not, reports rule breaking, he is squealing. The reasons offered for assuming this position, however, are quite tenuous.

Let me state a definition of squealing. It is the act of reporting with malicious intent supposed or extremely trivial offenses. Those squeal-conscious people now offer up an argument in their defense. They assert that a council member is not responsible to report an infraction of school rules. I should say in answer to this that one of the prime endeavors of this school is teaching students, each and every one, to accept responsibility. Responsibility is a quality which confronts us each day and perhaps this is the first step in becoming accustomed to it.

The student council is in being to help in the community wherever it can. Why, then, should certain people at its meetings have the idea that its members are "squealers"? If there is a good reason for this, it has not yet been apparent by those who should have some sort of valid reason to support their convictions. The student body elects the council members and expects them to do their best in what is beneficial for the whole school; squealing is not part of their expectancy. If the student council cannot be trusted, there is no good reason for its existence.

I am telling you that those who are wrapped up in their blazing ideas about squealing do not understand the significance of the student council. Therefore a brief hypothetical comparison is in order. Let us suppose there is a secret service agent aware of a coun-

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FACULTY COLUMN

By David L. Southworth

Not since the days of Maxim Gorky and Ivan Bunin has a modern Russian writer received so much literary attention as has Boris Pasternak. Gorky was widely read and translated in Europe and America during the first quarter of this century; Bunin achieved fame in Russia, emigrated to France in 1917, and was awarded the Nobel Prize in 1933. Few people outside of Russia had ever heard of the poet, Pasternak, contemporary to both Gorky and Bunin, until last year when his novel, **Dr. Zhivago**, was published in English translation. Well known to students of Russian as perhaps the greatest of the Russian post-revolutionary poets, and frowned upon by the Soviet regime for his individualism, Pasternak has remained silent for many years; such, however, was his literary stature in Russia that despite his silence, he has towered over the cras and mediocre output of the Party-line writers and has remained untouched by his government.

Boris Pasternak is a poet first and foremost, not a novelist; and he is a Russian body and soul. Thus he must be evaluated in this light, and with a thought as well to the great Russian literary tradition of pre-Soviet times, back through the 19th century. It was during this literary Golden Age that Russia, corrupt, backward, and decadent though she may have been under the Tsarist autocracy, spoke out to the world through such giants as Dostoyevsky, Tolstoy, Turgenev, and Gogol. It was Dostoyevsky who, with his profound insight into the human soul and the eternal battle between good and evil therein, proclaimed the doctrine of sin and salvation and fervently believed in the sovereignty of the individual. It was Tolstoy who, with his great three-dimensional novels and stories, viewed life and death in their true perspective and pointed to the basic values of simple living and noble ideals as opposed to the valueless artificialities of daily human society. In short, the whole trend of 19th century Russian writing was to declare the ultimate dignity of man and his salvation as a creature of God, and to speak out against corruption, social decadence, and moral degradation. Toward the end of the 19th century the great age of realism declined, and the more esoteric symbolist poets and mystical-philosophical writers appeared and held sway until the Revolution in 1917. Realism did not die completely, however, for Chekhov with his terse, detached stories jabbed at the decaying gentry; and in the early 1900's emerged the fiery Maxim Gorky, the "stormy petrel", who vividly portrayed the depths of human misery as it then existed in Russia.

Following the Revolution Rus sian literary effort was divided between poetry and prose and was promising indeed. Toward the late twenties, however, the dead hand of Communist control did much to prostitute literary creativity, and since then little writing of artistic worth has been produced in Russia. Boris Pasternak appeared during the dying days of symbolism with a more down to earth type of poetry and was viewed in the early twenties as the most promising of the young post-revolutionary poets. Pasternak, however, would not and could not adapt his writing to the new Socialist State nor harmonize himself with the Party line. An individualist, he was attacked by the obedient Party critics for remaining detached from the problems of the day; hence he gradually became silent and spent much time translating Shakespeare into Russian. Nevertheless there has been little doubt about Pasternak's talent as a poet, and a poet of passion and intensity. This passion and intensity has been carried over into Pasternak's first major work in 25 years, **Dr. Zhivago**; and although he had written a few short stories, **Zhivago** represents Pasternak's first endeavor in prose writing of any great length.

It is unfortunate that **Dr.Zhivago** was heralded in America with so much misdirected, though well-intentioned publicity. To the average American reader the novel might indeed seem to be a mixed-up book. For if he reads **Zhivago** for plot only, he will be severely disappointed; and certainly no attempt is being made here to justify the novel on such grounds, and it cannot be so justified. To read **Zhivago** only as a novel is to miss the point and overlook Pasternak's ultimate purpose, to which details of plot are inconsequential. This I feel is where the reading public has been misled into expecting something which does not exist, namely a novel in the strictest sense. **Zhivago** has none of the sweeping epic dimensions of Tolstoy nor the classical terseness of Pushkin; it seems a jumble of disconnected scenes, events, and conversations; and there is little real characterization. What then is the value of the novel, and why is it significant and worthy of any attention at all? Above all, why should Pasternak receive the Nobel Prize for an apparently inferior piece of writing? Let us see if these questions cannot at least be partially answered.

The pages of **Dr. Zhivago** form the utterance of a man deeply in love with his country and people, a man with a sensitivity to life, a man feeling the vitality of life lived for life's sake. To Pasternak, the poet and the Russian, this vitality is a religion which goes above and beyond the wearying anxieties of daily existence and which reaches to the very heavens. The roots of this vitality for living are watered by three ideals: love for one's neighbor, freedom of the individual personality, and life as a sacrifice. "You in others — this is your soul. This is what you are. This is what your consciousness has lived and breathed on and enjoyed throughout your life — your soul, your immortality, your life in others." Thus speaks the young Zhivago who himself perceives these ideals. "Death has nothing to do with us. There will be no death because the past is over ... What we need is something new and that new thing is life eternal." Here therefore is a restatement of the basic concepts of the Gospels, love, sacrifice, freedom, and life eternal. For in the words of Misha Gordon, Zhivago's friend: "In that new way of living and new form of society which is called the Kingdom of Heaven, there are no nations, there are only individuals."

Yurii Zhivago is a highly sensitive man hurled into the turbulent times of World War I, the Russian Revolution, and the subsequent civil war between the Reds and Whites. Flung about like dust in the wind, Zhivago cannot come to rest, and his soul, attuned to the true sublimity of human life, is projected against an impressionistic and even frenetic background of poverty, famine, bloodshed, and war. He is helpless before this orgy of human degradation; yet he does

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L. S. T. P. L.

Yes, sir, Lenox has done it again. We have reached another first in the Educational-Foreign Aid field. Many of the nation's top experts in statecraft stood up and took notice when, a few weeks ago, the members of the fifth form (and a few of the sixth) announced the formation of the L.S.T.P.L. of January 31. This, in case you don't know, stands for the Lenox School To Paraguay League. The League was organized by a certain fifth former who shall be referred to as Sergeant Doug, and a sixth former, Captain Dave. There is someone of a higher rank than these two patriots, but this sixth form general shall remain anonymous.

I first learned of our efforts to free the South American country of its military dictator when Recruiting Sergeant Doug approached me with a petition at a basketball game. As I glanced over the sheet of many aliases, such names as "Gunslinger", "two-Gun", "Fingers", and "Tex" stood out on this list of two-fisted fighters of Lenox. The Sarge kept on collecting names of all the adventurers and South American jungle lovers. When the list was finally completed, there were close to seventy-five of us who wanted a change from the Lenox routine. Sergeant Doug even managed to recruit a Russian interpreter and a Ford-driving chauffeur.

While the Sarge was recruiting, Captain Dave was working out the best possible plan of attack for our little army. However, he realized that before the action in Paraguay could be planned, we needed to find a navy. By pulling a few wires, he managed to gather and equip a task force of two cabin cruisers and ten row boats that could be fitted with outboard motors.

Sergeant Doug made various attempts to keep the adventurers informed about the activities of the staff, but his efforts were thwarted by The Boss. The Sarge infiltrated the nightly notices with such imperative messages as: the time to draw traveling funds, the information on important meetings, and the various changes in the plan. The part-time propaganda officer couldn't use the bulletin board because there were no thumb tacks available. They were being used by other less pertinent items. It is due largely to this communication problem that the entire effort failed.

Next in the annals of this expedition came the "Schermerhorn Incident" which was a feeble attempt to gain contact with this country. The boys of the Schermerhorn Detachment, after clearing their plan through higher channels, were to get up early a week before the departure of the major assault force. It was their job to prepare the way for the rest. The boys, however, didn't clear it through the very top, for the next morning our friend, the anonymous General, felt very much left out in the cold and very frustrated about the whole incident. Although the detachment was only to get all the reservations ready for the rest of the army, they forgot to take care of their own connections. Consequently, when they went to the railroad station and asked for thirty tickets to Miami, the station master looked at them in amazement and said he couldn't find space for the whole lot on any train for two weeks. The boys jumped into their staff bus and headed back to Lenox, a little late for breakfast. By this time the uninformed General, who was becoming extremely impatient, was pacing the dining room floor and his face was becoming redder and red-

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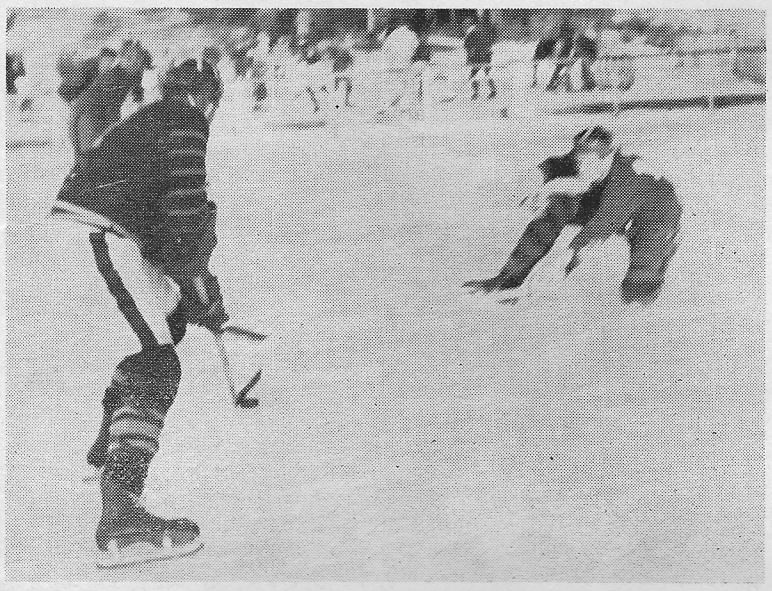
Varsities Have Winning Sprees

HOCKEY GAINS MOMENTUM

After a week of practice on the fundamental skills of hockey, the Lenox hockey team gave a fine showing against Suffield on January 24. The first period started slowly but ended with a bang. Sandy Purdon scored the first Lenox goal 7:20, assisted by "Cotton" Butler. Carleton, Braim, and Wood also tallied during the first period. In the second period, the team started slowly but scored twice after several minutes: Wight, assisted by Carleton at 10:54, and Wood, assisted by Braim and Tracy at 11:53. Two quick goals in the last period of the game added the necessary frosting to the cake. Butler played extremely well, getting four assists, while Wight, Purdon, and Wood each scored two goals. The final tally was 8-0.

On Friday, February 6, the Lenox Varsity faced Darrow for the second time this season, Lenox having won the first contest by a 5-3 score. For the third game in succession the Lenox team started fast and well. At 7:10 of the first period Purdon scored, assisted by Humason. Darrow came back well and held off the first line until 4:15 of the second period when Middleton scored, sophomore Shannon gaining the assist.

The most spectacular goal yet scored this year came during the last period by Purdon. He took a face-off in the neutral zone, stickhandled through the opposing line, and crashed the defense to put in a beautiful shot, his second of the day and Lenox's last. (Purdon also scored two goals in the pre-Christmas game with Darrow.) The victory went to Lenox, its sixth of the season.



WOOD ON ATTACK **photo by Burns**

The first two periods at Millbrook, the next game, were a disappointment, but the third (and final) showed the team at its best. For the first two periods Lenox was out-fought and this was the deciding factor for Millbrook. Behind 2-0, the Lenox team entered the third period determined to pull this game out of the fire. A quick goal by Braim at 3:50 helped some, but it in itself was not enough. Despite the strong playing of Lenox, Millbrook bounced back and scored their third goal at 5:58. Butler, assisted by Wood, put Lenox back in the game a minute later, making the score 3-2. But again the see-saw went the wrong way and Millbrook tallied, ending the scoring in the game.

On Saturday, January 31, the varsity met Wilbraham. The game was exciting, close, and well played by both teams. The Lenox varsity went "all out" right from the beginning; the Millbrook game had taught them a lesson. Jack Braim scored the first and only goal of the whole game in the middle of the first period. Time after time scoring chances were spoiled for Lenox when Wilbraham goalie made spectacular saves. Both lines played well, but just couldn't seem to find that extra "punch" needed to score. As the game neared its exciting finish, shades of last year's excellence were brought back: on February 1st, 1958, Lenox defeated Wilbraham 4-3 in a last period comeback. Henry Ryer played extremely well defending the Lenox net, capturing his fourth shutout for the season.

Junior School Remains Undefeated

On Wednesday, January 28, Tom Walker added five more goals to his credit (making a total of 20) and sparked the so far undefeated Lenox Junior School hockey team to a 9-0 victory over Indian Mountain School. He led the scoring with five goals and three assists, followed by Rush, with two goals and four assists. Purdon and Murray also scored one goal apiece.

The team did not have very much trouble in winning, as the Indian Mountain team was weak, although there were several players with obvious potential. The Lenox team was hindered, though not greatly, by the soft ice and the shortness of the rink.

After changing rinks following the first period of the game against Eaglebrook, to make it possible for the varsity to start their game, the Junior Schoolers, with the boards of the rink being held up by many unsung heroes, chalked up another shutout for themselves. Per usual Tom Walker led the tallying, adding four goals and two assists to his credit. He was followed closely by Rush, with one goal and four assists, and Purdon, who scored the other goal and made the other assist.

As usual the junior team, remaining undefeated, had no difficulty with their opponents. The only thing that the players did mind was changing from a good rink to a fair rink during the game. The reason the "conservative" coach, Mr. Butler, didn't put the second or third lines in was that they were so busy holding up the old lowboards on the rink that they couldn't possibly have played! It was a great day for the Junior Schoolers, as they had been defeated twice by Eaglebrook in soccer and they had really wanted to win. With the spirit they had, they could have met an Eaglebrook team on their level and probably have beaten them by the same score.

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FIGHT FOR REBOUND **photo by Steinman**

Varsity Basketball Clicks

On Wednesday afternoon, January 21, the varsity basketball team played Millbrook here. Since snow and ice were rapidly melting in an unexpected spell of quite balmy weather, all other games were cancelled and there was a far better turnout in the gym than at any other time so far this season.

Millbrook started fast and put through the first two baskets before Lenox began to roll. But the team built up sufficient steam so that by the end of the quarter it was in the lead, 12-9. The second quarter saw excellent defensive playing on the part of both teams: Millbrook scored eight points, Lenox scored only four, giving them a 17-16 edge at the half.

The third quarter was what made all the difference. The Millbrook team tired quickly before a speedy and unusually accurate Lenox offense, and the Black and Gold was able to pile up exactly 21 points in the quarter, at the end of which the score was 37-26. Lenox continued to pull ahead in the fourth quarter and left the floor with the final score Lenox 49, Millbrook 36.

Ron Albert was high scorer with 16 points. Pete Reardon and Mike Baumann each tallied 15, 12 of Baumann's coming in the big third quarter. Dave Shepard, whose fine rebounding is proving a valuable asset to the team, did the only other scoring for Lenox with 3 points.

One thing that really helped the team in its victory was the larger than average attendance and the fine cheering. Some people simply do not realize how much it does for a team to have the school there rooting for them — spectator spirit is the biggest stimulant known to team spirit.

On Wednesday the 28th, Lenox played Stockbridge School in the Williams High gym. Stockbridge scored the first two baskets. That rattled the team enough so that Lenox started playing wildly; but it rattled the home team enough (they were obviously quite surprised at their initial success) so that they allowed Lenox, wild or not, a first-quarter lead of 9-7. Lenox led for the rest of the game.

Lenox opened up in the second quarter — at moments the team was really at its best — and scored 20 points in the quarter, but a not-altogether brilliant defense allowed Stockbridge 13 of their own, for a half-time score of 29-20. The third quarter actually saw the best playing of the afternoon; some good shooting was offset by much improved defensive playing, which kept the scoring for the quarter down to a reasonable 15 points for Lenox, 9 for Stockbridge. A new man, Larry Williams, made his first appearance for the varsity in the third quarter.

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J. V.'s Lack Unity

Although cheered on by probably the largest crowd of spectators ever to watch a J. V. game in the Lenox gym, the team was unable to emerge victorious over a strong Millbrook five, losing by a score of 60 to 39. Even though they were able to hold their own during the first three quarters, a Millbrook uprising in the fourth period spelled defeat. In this game no individual was outstanding, the points being made by good passing and faking under the basket. Being weak in rebounding power, Lenox lost considerable points to Millbrook's tall center. Days of hard practice and drill were in store for an improving Lenox J. V. basketball team.

Fighting hard to the finish, the Lenox J. V. basketball team came out second best in a thrilling 37-38 game with Windsor Mountain on January 24. Playing a weak first half, it looked as though Lenox would lose by a good fifteen points, but thanks to the revived spirits of the team and the dead eye of guard Larry Williams, they came close to defeating a bewildered Windsor team. With thirty seconds

Continued on Page 4, Col. 4

Seasonal Look

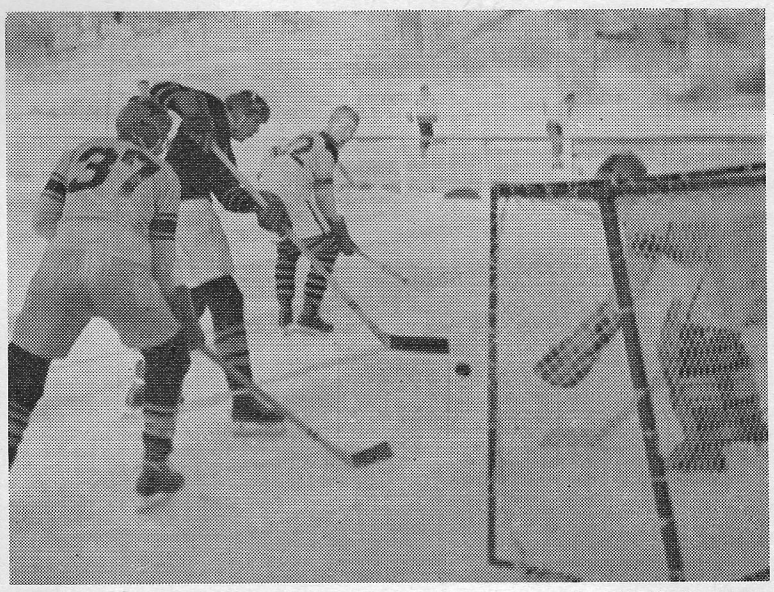
By A. Thorpe '59

Although squash is a full-fledged varsity sport, boasting a sizable schedule and a good record, there are few people in the school who really understand the game. I would dare the guess that there are some who do not even know such a team exists. For this apparent display of ignorance no one has cause to feel guilty, because actual contact with the sport is limited at Lenox to four boys and a coach. No one from the school outside this select group has ever witnessed the team in action and only on infrequent occasions have some seen the boys practicing. All the matches are held at other schools and the only court used by the team for practice is part of the Pittsfield Country Club, six miles from Lenox. This situation, tragic as it is, cannot be altered until a court is erected on our premises, but I see no reason why some of the common ignorance cannot be alleviated by a brief explanation of the great game itself.

Before one can aspire to be successful at squash, four items are essential: a court, a racket, a rubber ball, and the little mental fortitude necessary to withstand the inane comments of the "gleasonized" hockey team. A four-walled court, well-lighted with a rather high ceiling, is the area in which the game is played. Both men (at Lenox, play is limited to singles), armed with thin, sturdy racquets (equivalent to a narrow tennis racquet with a longer handle), battle it out in this enclosure, concentrating their efforts on a small, lively, hollow rubber ball. The object of the game is, rather obviously, to win. The victory is gained by the first man to amass fifteen points. This can be done in several ways.

The first way to win a point is to cause the ball to bounce twice on the floor before the opponent can hit it. On the other hand, each shot must hit the front wall before touching the floor. It can hit a side wall and then hit the front wall, but it cannot touch the floor before it has hit the foremost wall. If in the course of play the ball hits the floor before it hits the front wall, doesn't hit the front

Continued on Page 8, Col. 3



MACABE TAKES A SHOT **photo by Burns**

J. V. Six Battered But Proud

Having a fairly good record, the J. V. hockey team went into the Millbrook game of January 28th with a great deal of spirit. Already they had beaten the Salisbury J. V.'s 2-2. When the Millbrook game started, it was plain that the Lenox team was going to have a rough day. Both teams brought the puck back and forth. In the third period the Lenox team put on extra power, but this period ended with a 2-2 tie. Both teams agreed to a five minute "sudden death" period to determine the winner. Soon after the face-off, the Millbrook team recovered the puck and was about to take it around the cage when the puck hit the boards and slid over to the goalie. Because the goalie was unprepared for this sudden change, he could not stop the puck in time and it slowly slid into the goal. Thus, the J. V. record went to 2-1-1.

Continued on Page 4, Col. 1

RACQUETEERS EXCEL

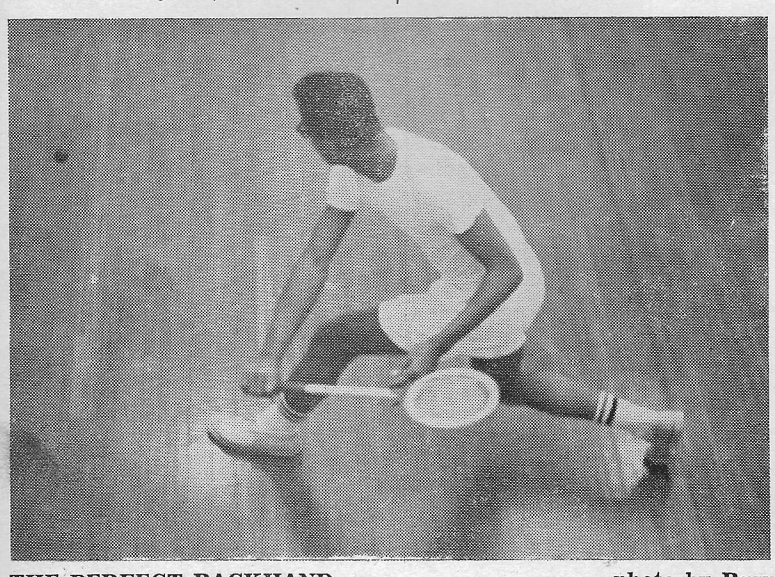
On January 21, 1959, the Lenox squash team traveled 150 miles (North Andover, Massachusetts) to defeat a powerful Brooks J. V. team, 3-1. The match was by far the closest of the year, both individually and as a team score.

Robin Ros, playing no. 1, had a very even match with his opponent. Both men were very experienced at the game and were fast on their feet. Using the utmost in strategy and accuracy, each man played a polished and calm game. Very steady and deliberate, Robin, who knows all the angles of the court, managed to defeat his man 3-1. Each displayed very powerful backhands and, in general, placement, often light and low, replaced sheer power.

Hubert Eaton, next to best for Lenox, played as close a match as one will ever see. Losing at the break period 2-1, he came from behind to take the next two games. In the fifth game, the score was tied at 13. In a 3 out of 5 point series to determine the winner of the game (in this case the match also), Hubert lost the first two points, then won the next three. Everything rested on that last point, and he came through. Hubert is very fast, blessed with lightning reflexes and powerful wrists. These, combined with an enormous reach, make him hard to beat unless the greatest strategy is used. Hew, infamous for breaking rackets, plays an extremely hard, fast game, using his arms a little more than his head. Lacking any clearly defined strategy, he is not consistent, but he plays best under pressure.

Al Thorp, number 3 man, lost at Brooks to a small, left-handed player. Rather confused as to how to change his game to defeat his man, he soon discovered that everything he did had to be totally reversed. Al lacks speed and his backhand is rather weak in comparison with his forehand and service. Because of this he relies on his strategy, playing a hard, low game, but not the slam-bang variety.

Tod Lloyd, the fourth man on the team, managed to defeat his over-confident opponent 3-1. Tod has excellent form and generally good control, but he lacks aggressiveness and power in his game. He controls the center of the court well, but his poor starts and his lack of confidence combine to make his games closer than they should be. Inclined to make things easy for his opponent, he relies greatly on his speed and his ability to maintain control of the ball.



THE PERFECT BACKHAND photo by Burns

On January 31, the Lenox four went to Millbrook to engage that team in the second of the two scheduled matches. Having beaten them earlier in the season 4-0, Lenox felt they had little to fear, but would not allow themselves to become overconfident. Lenox won the match 4-0, allowing the opposition not a single game.

Tod Lloyd, as number 4, played Jim Cochran, winning 15-7, 18-6, and 15-6. He beat him very easily in both the first and the last games, but was inclined to play sloppily in the second. Tod's service gave him some trouble in the second game, but in general he played very well against the weak

Continued on Page 8, Col. 1

J. V.'s Battered . . .

Continued from Page 3, Col. 5

The ice at Forman, the next game (January 31), was not the best, so both teams had trouble during the first two periods. But the third period was a complete change. For the first time during the game, the teams showed that they could play hockey. Lenox tried the old stand-by triangle play and got their results. Powlovitch, Dickinson, and MaCabe scored in the third period to tie the game 1-1. Then, during the last part of the game, Matthews got a goal with a double assist from his linemen Clarke and Arnoldus. The final whistle blew and Lenox had won, 2-1.

Wednesday, February 3, the J. V. again saw action. Pittsfield High School came and gave the Lenox team a very rough game. Considering the soft ice, both teams played very well. Although the score (4-1) doesn't sound as though the game was tight, it was actually very even. Pittsfield pressed very hard at times, but the Lenox defense of Goff, Brown, and the goalie Moody kept most of the shots out of the cage.

Saturday, February 7th, saw the J.V.'s meeting Berkshire for the second time. The first time that these two teams met, the game ended a 2-2 tie in spite of a five minute overtime. Thus, this second game was to prove which of the teams was better.

As the game started, the J. V. was slightly hindered by the very fine condition of the ice. They had been used to playing on rough ice, so the glassy ice at Berkshire was hard to get used to. However, the first period was fast and both teams looked in excellent condition. Frequent line changes on both sides made the game faster. At the end of the first period the score was 1-0 in favor of Lenox. The second period was very similar to the first, but the score was raised to 2-1, Lenox still leading. The third period was the most exciting period of all. With the score 2-1, the Lenox J. V. pressed the Berkshire team with all the pressure they had. Finally, Don Matthews scored his second goal with a fabulous shot from the side. Berkshire came back with a quick goal, but Lenox had defeated them by a score of 3-2, proving their superiority.

Varsity Basketball . . .

Continued from Page 3, Col. 4

In the fourth quarter everybody was shooting. Besides that, both teams looked somewhat ragged defensively; Lenox scored an unheard of 29 points in the quarter, while Stockbridge scored 24 of their own. What made it look good was that 7 different men scored at different times during the quarter for Lenox.

High scorer for Lenox was Ron Albert, whose 24 points in this game is the record so far this season.

On Saturday, January 31, the varsity and jayvee basketball teams traveled to Hoosac. The first quarter of the varsity game saw the usual slow start as each team found the weaknesses and strong points of the other; the score at the quarter was 9-9. But the expected improvement did not come in the second quarter; Hoosac's shooting was quite inaccurate at times, but some ragged ball-handling gave Lenox only a one-point advantage in the quarter, with a half-time score of 17-16.

In the third quarter, however, Lenox finally appeared to realize that a one-point lead is not a safe one, and settled down to work steadily to a third-quarter lead of 43-24.

Hoosac bounced back in the fourth quarter with greatly improved accuracy, but Lenox was now determined to keep its lead. It was a fine quarter. Hoosac scored a very respectable 17 points in the quarter to Lenox's 18, and in so doing more than doubled what it had done in any previous quarter, but the third quarter paid off and Lenox drove to a comfortable victory with the final score Lenox 52, Hoosac 41.

High scorer for Lenox was Ron Albert with 19 points. The only other Lenox man to score in double figures — with 10 points — was Pete Hansen, who turned in an unusually fine performance all around.

On Wednesday, February 4, the varsity basketball team played Viewpoint here. Viewpoint showed creditable drive and spirit at the beginning, but the Lenox defense bewildered them from the start and they were seldom able to get in under their own basket. Lenox outscored them 9-6 in the first quarter. In the second quarter Viewpoint to an extent gave up trying to drive in to the basket, and their inaccuracy from farther out began to tell as Lenox came up with a half-time lead of 20-11.

In the third quarter Viewpoint was evidently thoroughly rattled, and Lenox took advantage to drive around them to a lead going into the fourth quarter 43-16. In the fourth quarter Viewpoint finally calmed down enough to score 10 points, but in this quarter Lenox really played ball and scored 17. The final score: Lenox 51, Viewpoint 26. High scorer with 15 points was Ron Albert, sporting an average of 14 points per game so far this season.

On Saturday, February 7, the varsity basketball team traveled to Darrow. Darrow launched a driving first quarter, outscoring Lenox 14-7. Fouls were called more frequently in this quarter and for a wider and more minor variety of offenses than at any other time, so far this season—a situation which prevailed throughout the game. The second quarter was a very even affair—Lenox piled up 16 points for its biggest quarter, while Darrow scored 13. Again there was constant activity at the free-throw line, from which both teams scored heavily. The score at the half was 27-33 in Darrow's favor.

Darrow went to the free-throw line 5 more times than did Lenox in the third quarter, but hit on just one of these attempts and saw Lenox drive to within one point of their lead, with the score at the quarter 34-33. Darrow was having bad luck at the foul line. and fouls were noticeably absent in the first part of the fourth quarter. But when Lenox continued to threaten, the fouls began to reappear, and when Lenox grabbed a momentary 41-40 lead, a succession of fouls was called on the club, eliminating Dave Shepard, Mike Baumann, and Ron Albert in short order. Whereupon Darrow soon regained its lead and scored its victory. Final score: Darrow 48, Lenox 41. The Darrow game was of 32 minutes duration. In it 39 fouls were called, 26 on Lenox. High scorer for Lenox was Ron Albert, with 14 points.

On Wednesday, February 11, the varsity basketball team played Watkinson at home. Having beaten Watkinson by a comfortable margin in a previous game, Lenox displayed too much confidence in the first quarter of this one, outscoring Watkinson only 10-9 in the quarter. Little improvement was shown in the second quarter, as Watkinson, with its scoring much more evenly distributed among its players than in the earlier game, fought to a half-time tie of 20-20.

Lenox finally pulled away in its characteristically big third quarter, attaining a 33-28 end-of-quarter lead. This lead was lessened by one point in a driving fourth quarter, from which Lenox emerged as the victor but quite surprised at Watkinson's good showing. High scorer for Lenox was—as usual—Ron Albert, with 21 points.



ALBERT SHOOTS photo by Steinman

J. V.'s Lack . . .

Continued from Page 3, Col. 3

left to play, and the score 37-38, Lenox came down court with the ball and shot four times but were unable to score, the game ending with a long shot by Williams which was on course, but dropped short.

On January 31, the J. V. basketball team again went down in defeat against a one-manned team at Hoosac, 39-41. The coach, Mr. Temple, didn't blame the loss on one particular weakness, except maybe that the team needed a little more hustle and fight. Going into the final seconds of the game with the score 38-39, Hoosac's favor, Captain Pete Thorp sank a pointer from the foul line on a technical foul against the opposition. Unfortunately, Hoosac slipped in a last second shot to win the game.

After many disappointing days of defeat, the Lenox J. V. basketball team showed their real power in defeating Viewpoint on February 4th. Taking the lead in the first seconds, the J. V.'s managed to compile quite a sufficient score, even though the quarters only lasted four minutes. Switching Larry Williams to forward and Pete Thorp to guard seemed to pay off, both combining to make over three-fourths of the team's points. Special credit also must be given for the fine rebounding of John Allen and Kirk Scharfenberg. Now that the team's spirit has perked up and a few difficulties have been ironed out, the J. V.'s seem more optimistic about the remainder of their schedule. But . . .

Despite the foul shooting of Robert Nitaback and the arduous spirit of Peter Bowman, the Lenox J. V. basketball team was unable to down a tall Darrow five on February 7, losing again by a small margin of four points, 23-27. Larry Williams in a rare off-day was held to a single figure in the scoring column. With the score tied in the beginning of the fourth quarter, Darrow slowly edged ahead despite the efforts of a tiring Lenox team. Although the won-lost column of the Lenox J. V. is rather lop-sided, the boys still remain high in spirit and intend to do their best in the two games left to be played.

Hampered by a lack of definite accuracy and rather poor rebounding, the Lenox J. V. basketball team was downed by a mediocre Watkinson team here on February 11. The score was very low (25-20), partially due to the six minute periods, but also on account of the generally poor performance of both teams. Captain Peter Thorp, unable to play, was greatly missed by the home team and his absence was much of the reason for Lenox's poor ball handling and wildness. At times the team looked sharp, but these moments were far too infrequent to enable a victory. Larry Williams, the high scorer for Lenox with eight points, did not have a good day and Pete Bowman had no better luck. The teams were evenly matched in height and speed, and a reason for defeat can be found only in the poor coordination of the team as a unit.

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ALUMNI NEWS

Key To Success

(The Pen and Scroll continues its series of letters from alumni on campus with one from the dining hall prefect of 1954-55, known for his forensic and tennis ability, and now a senior at Yale: W. Kent Hackman)

To the PEN & SCROLL and the Lenox School Community:

Gentlemen:

Considering all that has been written and said on all aspects of college education and campus life, I suspect that you are familiar with most of the important details. Perhaps in this familiarization you have realized that each campus has its own characteristics, philosophy of education, idols, false gods, and prejudices. Trusting in your realization of this, I propose to transcend particulars and to dwell upon four general notions which should better equip you to gain a deeper satisfaction from your college experience. While these notions are drawn from my own Yale College experience, I believe that they have a general application.

First, when at college and after, do not minimize the role of the scholar and the importance of scholarship. For here is one key to the vitality of an academic community. Even though most colleges do not expect every student to be a scholar, there is a certain scholarly claim made upon your life. In a word, you are expected to approach a high standard of scholarship to the best of your ability and at all times to respect scholarship.

Once you have become actively aware of scholarship, my second notion is that you approach your higher education on both of two levels: (1) by considering college education as an experience through which your powers of critical thinking are sharpened in the formal absorption and interpretation of knowledge; and (2) as an experience in life itself wherein you mix freely and frequently in the society of your peers and faculty.

Thirdly, while in your scholarly efforts on these two levels, I suggest that you view your particular efforts and institution in the spirit of humility. While you may be appalled by the mention of this often forgotten Christian and scholastic virtue, such a spirit is necessary for perspective and your own peace of mind. This is especially true when you realize how many undergraduates in other (and perhaps lesser) institutions are convinced that their own efforts and institutions are the best. Temper your rightful pride by humility.

Lastly, I suggest that you develop a perspective for your own place in the college experience and the place of the experience in your own life. By this I mean that college should be the "bright" years mentioned in the Yale song, but that the college years should not be your best years compared to those that follow. For if the undergraduate experience constitutes the best part of your total life, I submit, without qualification, that you have failed to understand the essence of this experience. In many ways this is the final test of successful college years.

Respectfully,

W. Kent Hackman

Letter To The Editors

To the Editors of the PEN & SCROLL:

It is with deep regret that we take note of the apparent further degeneration of fair "Haavad" evidenced by Mr. Richard Emrich's letter to the recent issue of the PEN & SCROLL. We find in his epistle more evidence of the inability of the majority of Cantabs to distinguish the means from the end. Unfortunately, there exists a tendency among our Narcissan friends to the North to believe residence on the Harvard Campus is the goal towards which all desires and aims of any and every human being drive, and is the end beyond which there is nothing that anyone would or could ever possibly pass. To them it is impossible to conceive of any person ever ascending to a higher peak in all human existence. It is also inconceivable to them that they are living in Cambridge for any particular (or general) reason. Only what counts is that they are "there", and that only. So intent are they on being Harvard intellectuals that the result is a "Haavad intellectual", a rather stuffy, pseudo-intellectual, concerned only with being considered an intellectual and by no means with thinking. "Why bother with such supersilious balderdash?" a clean-cut young man might ask. "We're at Haavad. What more could one possibly ask?"

No, my friend, you've missed the point. You've mistaken the means for the end. It is a pity that the fact that they might be there for the purpose of gaining an education whereby they might make greater contributions to society and life and attain a deeper understanding of themselves and of others never enters their "great" minds. The faculty of this institution is in a position to offer a fine education, an education better than many other institutions in this country can offer. This much is true. But it is on this point that so many unwary "Haavad" men stumble. Because their institution has and always has had an academically strong faculty the image of the Cambridge college grows in their minds far out of proportion. "Haavad" becomes merely a diploma and the chance to say "I went to Haavad". It becomes merely "there". This attitude is borne out through Mr. Emrich's entire letter but most significantly expressed in his remark that "the average cubic foot at Harvard contains one Knol, no more, no less, and we may use it as a standard of measurement and comparison." It would seem that Mr. Emrich more properly means the extent to which the majority of students concern themselves with the fact that there is a chance to gain knowledge present, in which case he is most accurate.

Mr. Emrich then goes on to incur the most terrible damnation with a new and most heinous blasphemy. He levels his low and rowdy comments at the Athens of America—the Great Princeton University. His sacreligious heresy claims "in the mud flats of New Jersey we find another one which by all computations can claim upwards of a half a Knol per cubic foot." If as we suggested above, a Knol is a measurement of the extent of awareness of the presence of knowledge, Princeton does have upward of half of one Knol. This amount of awareness of the presence of opportunity and the chance to learn between 50 per cent and 60 per cent is healthy and necessary. But when carried to the extreme exemplified by the Cambridge institute, it is indicative of disease and degeneration. At Princeton, men, understanding what is around them, not stopping to breathe and pant and gloat, instead come to task with what lies before them and continue in the pursuit of knowledge and truth, finding the way in which they may be better citizens of their country and world. Princetonian intellectuals make contributions to society and life; at "that school" the "Haavad" men make contributions to intellectuality (?). If this nefarious degeneration continues, an effete "there" may soon have to be renamed "The Charles River Boarding School."

Paul T. Shultz III

NOTES

1952

Charles W. Cleworth - Mr. and Mrs. Warner Adams Denton of Crescent City, Florida have announced the engagement of Mrs. Denton's daughter, Miss Sheila Montgomery of Cambridge, Mass. to Charles W. Cleworth of Greenwich, Conn. and Stockbridge, Mass. Miss Montgomery graduated from Smith College and is now on the staff of WGBH-TV Channel 2, in Boston. Cal stopped in to visit the School accompanied by his attractive and charming fiancee.

1957

C. B. T. Downs - reported doing well scholastically at Haverford. Terry was Vice-Commodore for his sailing team last year, and high scorer for the college. Last summer worked at the Weather Bureau's Arctic stations only 400 miles from the North Pole.

1958

James J. Canning - four B's and an A at St. Lawrence. Take hope, all ye who enter here.

John Smith - secretary of the Freshman Class at St. Lawrence and doing a great job all around from what we hear.

Giichi Tachibana - writes from Boston University, reporting a B average with a B- in Economic history. Not bad for a Japanese boy in the 18th month of residence in the United States.

NERVOUS AT THE SERVICE

1954

A. Kenneth Blaydow - took time out from his station in Berlin to make a Christmas visit to Paris. We thought his description of the Christmas Eve midnight service at Notre Dame was worth repeating.

"I attended midnight mass in Notre Dame. It was not the type of spectacle I expected, indeed it resembled in affect more a football rally than a church service. One had to stand in line, and was then herded through the barriered approaches to the Church, through the great portals by squadrons of policemen. Once inside it was a fight to hang on to hat and life. Everyone was fighting for a ringside seat. Many older people were fainting. Flash bulbs were flicking, the organ rumbled now and then, a voice came over the loud speaker system. Finally someone caped in red rose to read a Christmas message and this had something of a tempering affect on the mob. It was quite a circus, however, but so it was all over Paris that night. They just celebrate differently than we do."

The Herbert Gilmores write from Pompano, Florida that he has a most enjoyable teaching position. Their happiness is marred only by the widening of the road in front of their house which not only removed a large

Continued on Page 8, Col. 4

DO YOU REMEMBER?

The staff of the PEN & SCROLL in 1927 consisted of Gray Mason, Editor-in-Chief, with Associate Editors Lawrence Rockwell and James and William Cooley. George Willis was business manager.

The issue of October 9, 1927, contains a sketch of Bill Tracy, football captain, drawn by John Rand.

Various members of the Third Form spoke in open forum, and William Paddon was voted the best speaker of the evening. Speakers and fascinating topics were:

Francis James - Nicaragua
William Rand - Cattle
Stanley Fisher - Lighthouses
John Rand - Preparing a Nation's Meat

William Paddon - Steamships

Robert Whitman - American Aces in the War

Lester Brown - Making Submarines Safe

25 YEARS AGO

The staff of the PEN & SCROLL in 1934 consisted of Evarts Ziegler, Editor-in-Chief, Associate Editors Frederick Melville (sports) and Blair Cleveland (school activities). Business managers were John C. Jones III, Phillips Hawkins, and Gordon K. Reese. Reporters were Spencer Kennard, Frederick Reinheimer, Harford Powell and William Meridith.

February 1934

Football Banquet - Mr. Monks acted as Master of Ceremonies, Mr. Swanson, Mr. Hey and Mr. Howland sat at the Headmaster's table. Captain Frederick Melville spoke as did Captain-elect John Upham. In addition to Melville and Upham, the following were awarded letters: Edward Richardson, John Horner, Burton Halstead, Blair Cleveland, William Rousseau, Evarts Ziegler, Charles Rockwell, J. Armstrong, William Butler, Fred Reinheimer, John Hollins, Gilbert MacClintic and Donald.

The football season was declared the most successful in the history of the School.

Captain Ziegler made 20 saves in the first period alone as Lenox tied South Kent 1-1 in a hard-fought overtime game. Cleveland's pass to Rockwell set up the tying score for Lenox in the waning minutes of the third period. Donald, Pease, Bill Butler, Peabody, Pfaelzer, John Hollis, John Upham, and the Reinheimer brothers, Fred and John, teamed up to hold South Kent in this well-played game.

10 YEARS AGO

January 1949

Quoting Mr. Curry in the Headmaster's Column "It seems safe to say that probably never before in the history of the School have we reached January 3rd with the hockey team yet to lace on its skates for the first time."

Page 1 headline: "Floods Wreck Homes in Lee Area".

"With eight and one-half inches of rain plus some melted snow, the mighty Housatonic went forth from its channel.

"It did not seem much fun drinking boiled water, and even though the water obtained by Mr. Kennard from High Lawn Farm was good, it was something of a nuisance to tote around. After a careful inventory of the School it was apparent that no one died or even had typhoid."

Mr. Cummings entertained the members of the Sixth Form at tea. The scene of the party was Mrs. Moxon's attractive home on the Lee Road.

Among the advertisements appearing in the February '49 issue —Sunbeam Barber Shop, George Werner, prop.; Dee's Department Store; and the Lenox News Room, Walter Coakley, Prop. (now run by Jenny Coakley).

We are starting a new column in the PEN & SCROLL, especially directed to the attention of the Alumni. We hope that you will like it, and would like to hear any comments or suggestions. Meantime, you can help us in the Alumni Office by keeping us posted as to your doings. What may seem unimportant to you is often of interest to your fellow alumni.

Alumni Secretary

Doctor - Alumnus . . .

Continued from Page 1, Col. 5

Last fall, Doctor Tracy became a regular member of the Board of Trustees. Since then he has always enjoyed his contact with the school and his part in the running of it. Being an alumnus, he is astonished at the growth of the school over the last few years. (The school has expanded from a size of about seventy to that of about two hundred and twenty in the span of six years.) He notes with some pleasure that the local reputation of the school has improved greatly in this period of time, and has become a major feature in the Pittsfield area. As one of the trustees, he said that their objects were to expand the physical plant of the school in supplying facilities which can enable Lenox to compare favorably with other private schools of good standing.

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Old Vic's 'Twelfth Night'

By B. Beardsley '60

On January 12th, some members of the fifth form attended the Old Vic Company's production of Shakespeare's "Twelfth Night", at the Shubert Theater in Boston.

In the reading of Shakespeare's play, I found little that I could regard as real side-splitting comedy. The improbabilities and the utter madness of the plot were humorous in a ridiculous way, but as expressed by the characters, the plot, although exquisitely constructed, was not for the most part uproariously funny.

However, the Old Vic performance provoked laughter and nothing else. Much of the difference lay, I think, in various actions thrown in at appropriate times to accompany and illustrate the spoken word—actions, you might say, almost suggested in the book, but not quite; as well as in the magnificent handling of the clothing and the overall appearance of the characters.

Orsino, for instance: his clothing, his language, and the implication of great possessions bespeak his integrity and his wealth, but at the same time his tone of voice and overall attitude make it clear that although he does have the love which he professes to have for the Lady Olivia, he does not have the ambition to do much about it.

Sir Toby Belch, on the other hand, has the ambition but nothing for which to use it. Joss Ackland is perfect here as the big, boisterous, bearded drunk; a swagger and a clumping walk make Sir Toby much more effective than in the book.

To heighten the contrast is Sir Andrew Aguecheek, the most effeminate character I have ever seen on stage or off. The crowning touch in this portrayal of Aguecheek is that head of hair: it is described in the book, but one has to see it to really appreciate it.

Feste's short stature and multicolored clothing add much to his characterization of the clown; and Malvolio is exactly as Shakespeare must have wanted him, largely due to his offensively conceited mannerisms, that silly coat of his, and his appearance cross-gartered and in yellow stockings.

Gerald Harper—with some help from duplicate clothing, but more from personality—brings to the part of Sebastian the impression of kinship to Viola in more than just outward appearance: and Oliver Neville creates an impression of great honesty in the burly sea captain, Antonio.

Especially remembered will be certain of the actions of Maria, greatly intensifying her pert, fresh air; while in contrast, the Lady Olivia is more like she is in the book than any of the others.

Fabian seemed relatively insignificant in the book; but on the stage he takes on new importance, for he appears to be the only really normal person of the lot, and the eccentricities of the others tend to be enlarged upon in production.

The performance of the evening was that of Barbara Jefford as Viola. She followed quite closely the descriptions in the book, but added one thing that made all the difference in the world—her own personal charm. Being a girl one minute and a boy the next cannot be particularly easy in a part that is, as well as the lead, the one really serious part in a brilliant comedy.

"Twelfth Night" unquestionably has to be seen to be really appreciated.

Balance The Curriculum

By W. Carleton '60

We are being robbed of valuable studying time by the English department: this can be proved a fact. The language, science, and mathematics courses are gradually being squeezed out of the curriculum, as it is set up for one study period worth of homework per subject. The better math students are spending only twenty to thirty minutes on homework assignments and hopelessly trying to make the extra time attained to fill the need for English hours. A boy incorrectly in a slow language section may spend only half the allotted forty minutes on French, for instance, putting the salvaged twenty minutes into English, and still think he is retarded in his French. Thus he will remain in the slow section because he does not realize he is sacrificing time to English.

Once in a while there is a parley among heads of departments, and it is decided that English does require too much time and that this time is found by sapping other subjects: it is agreed, then, to cut back a little on assignments. Even though the homework load is sometimes lessened, the relief is strictly temporary; for example, a master may allot an entire week for a book or two to be read—this is quite lenient—but he also announces that a composition is due at the end of the week. The student discovers that in order to get the composition in on time he has to read the book(s) within the first day or two of the week. The master did ease up, though, and had given the student all week to do his reading, so there should be no complaints. I do not know whether teachers do it consciously, but they certainly do it cleverly, covering up a lengthened assignment. Oh, yes . . . the English department does have its defense: the reason they requisite so much time from other subjects is crystal clear. After all, English is the most important subject of all, and is without doubt one's most valuable acquisition academic-wise: how can one ever secure a good job if he can't speak and write his own language fluently? Here the English department has a point, but I should think engineers need to know geometry, a scientist chemistry, and a diplomat French. Granted, a playwright should be able to master the language, but how many playwrights are there? In comparison there are many more engineers, scientists, and diplomats than playwrights and authors. Our English department forgets this, however, and although there may be one or two students in a form who wish to enter a profession, such as writing, which requires an all-out English program, the vast majority will be ordinary white-collar workers. Their vocations call for a well-rounded educational curriculum.

This attitude, however, is one of pig-headedness and arbitrary judgment: only the physical, not the true and everlasting, advantages of English are brought out. This primitive reasoning is weak and unjust, even though it does tend to put over dramatically the point: anybody could figure out that there are naturally more business men than authors—this is only common sense, employing the basic law of supply and demand. If carefully pondered over, the genuine value of English courses is clearly envisioned, and the very fact that its essence does not lie on the visible, physical plane of thought is a cogent factor pertaining to its authentic worth and credibility. Reading English, studying English, and writing English teaches us how to reason better, think more clearly, and above all how to express ourselves more emphatically and more exactly. It is imperative that we learn to understand ourselves, so that we can comprehend others and the world about us, but this quality is attained only through assiduous and ample self-analysis, and we can analyze ourselves only after we are able to reason, think, and express ourselves as adults: a mature adult is not what he is because he is large, but because he has "grown up" and found himself through understanding. Our English tries to show boys how to become young men, but boys do not change overnight or even in a year's time, and meanwhile they cannot sustain their changing sizes on an adult's philosophy.

These maturing boys are in dire need of the substance on which they feed. This is not just milk, eggs, and meat to turn their bodies into powerhouses on the athletic fields, but also a "taste of every-

Continued on Page 8, Col. 2

Squealing . . .

Continued from Page 2, Col. 2

trywide, possibly disasterous movement by an enemy nation. However, he does not report it; he does not want to squeal. This decision would probably mean a grave blow to that country. On the other hand, a student council member definitely knows of a person causing the community much time and trouble by some serious infraction of rules. If he reports this, he will first be helping the offender in that he will most likely not commit the offense again, and secondly will aid the whole school by taking pressure off the administration, staff, and student body. If he does not report it, the results may be as serious for the community as they were for the country. This may be a ludicrous comparison, but so is the assertion that student council members are squealers.

Is it squealing to report someone breaking the rules set up for everyone's good? I think it is shortsighted to say this. Furthermore, I think there should be more discussion in order to reach a wiser understanding of the council's merits.

L. S. T. P. L. . . .

Continued from Page 2, Col. 5

der. When they arrived, the boys got off the bus, took a few laps around the wonderful track at the Lenox stadium to show that this setback didn't dampen their energy, and came in to get some nourishment for the long day ahead.

This setback seemed to weigh down the entire operation and bring it to a standstill. We had to sit out the day of January 31 and liberate Paraguay in our minds. The leaders of the movement claimed, however, that the army was pitched to a high fighting key, even after the failure of the expeditionary forces was reported. Everyone participating, including the chauffeur and the interpreter, felt the effort was very fruitful in aiding the morale of all those involved.

Ivy Styles For
Prep And College Men

- SPORTS COATS
- SLACKS
- JACKETS
- SHOES

BESSE-CLARKE

PITTSFIELD

Measuring Up . . .

Continued from Page 2, Col. 2

system of carefully matched couples such as is now used. This evident lack of concern is a valid argument for reducing rather than increasing the number of dances, and must be corrected before an increase is even considered.

Unfortunately, as seems to be the case in most of the school's activities today, there is a growing lack of formality at dances. People patronize informal record hops and tend to leave the formal dress dances to "the old folks." Regrettably, when a dance is held in an informal tone, the manners usually reflect that tone and much of the courtesy so important in the bearing of ladies and gentlemen of the past is lost. We have an opportunity here at Lenox to break away from the low caliber of the record hops, largely because of our fine band and the magnificent backdrop of Schermerhorn. The benefits of a formal dance (in both dress and manners) for the upper school would be innumerable. The practice of basic etiquette, largely overlooked in present dances and in the outside experiences of most of us, would raise the level of our outlook and encourage the use of courtesy in other circumstances.

Whether the number of dances should or should not be increased does not really concern me; I am basically interested in pointing out the problems which must be faced if they are increased. Six dances in eighteen weeks, or an average of one every three weeks, such as we have had so far this year, does not seem very bad to me, but perhaps the scheduling could be improved so as to equalize the intervals between events. The thing that must be remembered is that no matter how many dances we have, they will defeat their purpose if everyone does not cooperate in making them as successful as possible. We must measure up to the responsibilities and the sacrifices placed upon us, and we must do it unanimously.

Mr. Ames Betters . . .

Continued from Page 1, Col. 5

next year may be used as an incentive to boys in the Glee Club to sing better, because the choir may be a separate group. It would be composed of those with the best voices who, if they do not keep themselves up to par, may be replaced by others. There would also be a special time for the choir to practice, when there would be more time than there is this year. This plan would also solve the problem of those who "forget" to come or just don't have time. Of course, this is still a dream, but everyone hopes it will materialize into a working plan.

Those who enjoy the choir shouldn't thank the boys in it. Instead they should congratulate the young man who usually directs from the second tenor section. He is Mr. Ames, and had it not been for him, the choir might not be what it is. In fact, there might be no choir at all, for Mr. Ames devotes a good deal of his time to this and the Glee Club, as well as his teaching responsibilities. A very musically minded person, he has been well trained in this field and it is this which has enabled him to direct to new levels of perfection what is perhaps the best choir in the history of the school.

PLUMBERS FOR LENOX SCHOOL

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LENOX, MASS.

Point And Counterpoint

We receive all sorts of questions in this column, such as "What country is Mrs. Portass from?" or "Can Taft brush after every meal?" Today's question, sent in to us by Melvin Furd, a drug addict from Anchorage, Alaska, reads, "Who is Suzie? I hear all the old boys talking about Suzie. Who is Suzie?"

Well, Melvin, Suzie, of course, is Mr. Sawyer's dog. Suzie sees many things that we don't see and knows more about Lenox than most people do. If it weren't for certain physical handicaps, she would probably be housemother.

Suzie is often seen sneaking around the halls. Things, of course, look different to Suzie. Champagne looks as big as Shep, and Shep looks as big as a Moose. She saw Mr. Ramsbotham yelling at some day student a couple of days ago and finally understood how Joshua won the battle of Jericho.

Suzie is a little wary of most cars, but Mr. Temple's doesn't seem to bother her—much. I guess she thinks it's going to spin a raccoon or something, and turn into a butterfly in the spring. Suzie is not interested much in boys, but somebody said she had a crush on Charlie (it was probably just puppy love). She raised her eyes at him a couple of times. It didn't last long, though. Charlie started calling her names and Suzie said that even if he could get a party card, he wouldn't be able to fit in a sputnik.

Aspinall, Crosby, and Best are Suzie's worst enemies. It wasn't so bad last year when they tried to get her to drink up the hockey pond the day before graduation. She only emptied half of it on account of Braim came along and gave her a red mark. But it was an insult when they sold her to a prospect and now she's gone for good.

The only person who can get his work done by Friday is Robinson Crusoe.

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SCHOLARSHIP AID

By R. Stokes

Recently, the Congress of the United States passed a bill which provides scholarships for students who excel in science. Although any scholarship aid to students is a boon, this particular bill leaves much to be desired.

Bills for scholarship aid to students have been placed before Congress many times, but it was not until the nation had been startled into the realization of its technical and scientific deficiency by the Russian Sputnik that any bill was ever passed. Since this bill was passed during the "Sputnik craze", it heavily favors the scientist.

Our nation has a deficiency of scientists and technically trained personnel. That is, the U. S. lacks a program which trains scientists and personnel in the art of building rockets and other such instruments of destruction as quickly as the Russians seem to be able to do it. This bill, then, is designed to alleviate this dearth; through it any student adept at science can continue his education.

But in this mania over getting more scientists, have not Congress and the public forgotten the intellectual? Have they not forgotten the writers, lawyers, teachers, and philosophers? These, too, need help, for without them our nation would lose its character. If we overemphasize the scientist and thus shadow the intellect, our nation would become one great big machine. This is happening in Red China. The government has emphasized the scientific development of its students and ignored the cultural development. Consequently, its people have been deprived of culture and intellect and thus have only technical achievement left to strive for. Thus, they are machines; the machine, the body, is worked as long as it can with safety, rested and reworked again. This is the fate of a nation deprived of its cultural and intellectual character.

This is also the fate we endanger ourselves with if we ignore the intellectual. When this present crisis of a dearth of scientists is over, we will still need the literary scholar. After the next crisis and all the crises which will follow are over, a world will need no machines of destruction. It will need highly developed intellectual resources. Thus, if we do not also provide the potential chances, we will be in a much greater crisis than we faced from Russia, for we will have lost our character as a people able to speak and communicate maturely and articulately.

Faculty Column . . .

Continued from Page 2, Col. 4

not lose hope for the ultimate future of man wherein he sees such possibilities of good that he is overwhelmed. "He realized that he was a pygmy before the monstrous machine of the future; he was anxious about the future, and loved it, and was secretly proud of it . . and he was ready to sacrifice himself for the general good and could do nothing." Zhivago's only spiritual companion in these times is the likewise sensitive girl, Lara. Only she can rise to his level of perspective, only **her** soul can meet his and unite with it. Their love for one another transcends all earthly concepts of physical passion and attains that spiritual bond wherein two individuals become one. "Even more than by what they had in common, they were united by what separated them from the rest of the world . . . Their love was great . . . the moments when passion visited their doomed human existence like a breath of eternity were moments of revelation of continually new discoveries about themselves and life." Such then is the core of the novel; two human beings unable to reconcile themselves to their time. For Zhivago, the herald of life's beauty, death is the only release; but for Zhivago, the prophet of truth, death is but the beginning of the "life eternal."

Being the work of a Russian, **Dr. Zhivago** carries in it that reverence which only a Russian can have for his homeland. Pasternak, the poet, truly emerges in his lyrical descriptions of the Russian landscape, and one can feel the horrors of war overshadowed by the beauties of nature. Spring in the Urals with the awakening forest, melting snow, and warm rain; the great Siberian forest and the rowan tree; the winter nights at Varykino; to all of these is Zhivago keenly attuned, and he rejoices in his perception of them. This joy he expresses in his poems which, years after his death, convey to others his great "freedom of soul." The man Zhivago is dead; but his spirit lives on throughout the vast steppes and forests of Russia.

To forestall any argument on the merits **of Zhivago** from the purely literary stylistic aspect, let us say that it is poorly organized and confusing, especially to the purists who must have everything in apple-pie order. Let us also concede that if Russian literature were in full artistic flourish today, **Zhivago** would not be a first rate work. Considering, however, the circumstances under which the novel was written and its basic message to the world, **Dr. Zhivago** is highly significant. It represents a harkening back to that great Russian literary tradition mentioned above and dead for so many years. Pasternak is not a Dostoyevsky nor a Tolstoy, but his message is the same: Life is noble and life is good; man is an individual and a creation of God; the soul must battle with good and evil, but salvation and life eternal lie beyond. A reassertion of these truths through the mouth of Yurii Zhivago seems to me to be Pasternak's ultimate purpose. Herein lies just the significance and value of the novel: It is the voice of a man with a nobleness of soul and a freedom of spirit, speaking out from the dark and ominous confines of a totalitarian state where such utterances might mean one's life. Is the Nobel Prize too great an award to such a man? I do not think so.

With the publication of **Dr. Zhivago** the question inevitably arises: What does this mean for the future of Soviet literature? I cannot answer the question, but I would be surprised if it means much. It must be remembered that the novel has not been published in Russia, and that Pasternak was soundly denounced by the yelping dogs of the Soviet writers' union. He is now in an unenviable position in his own country, but does this actually bother him? One wonders whether the noisome brats of Communist double talk can ever really worry this aging man, whose own spiritual vitality and perspective of life puts him far above the material and social mediocrity of his time. Whatever happens to Boris Pasternak, his voice has spoken to the free world; and that voice has carried with it the reassurance that even in Russia no temporal power can ever totally obscure the spiritual freedom of mankind.

COMING EVENTS

Stockdale . . .

Continued from Page 1, Col. 2

tunity to get close to the real life of the people and secure outstanding pictures, including even the interiors of the homes.

A noteworthy feature of the film is a trip up the bayous in Louisiana where water hyacinths bloom in mass profusion and even the school bus is a boat!

Mr. Stockdale has spoken at the school twice before in the last two years. In his first visit, he showed slides about his hike across the United States on his honeymoon. Last year his talk, which he gave at the athletic dinner during the winter term, was on the sports played in Canada, including the Empire Games of 1956.

On February 28, the dramatics club will present **Out of the Frying Pan,** a comedy in three acts by Francis Swann. The play, a farce in itself, is made more humorous by the use of a play within a play, a satirical murder mystery and the reactions of the neighborhood to it. Although it is not as well known as **Mr. Roberts** or **Teahouse of the August Moon** previously given here, **Out of the Frying Pan** is certainly not unknown. Last summer in fact it was produced at the Brussels World Fair by the Yale Dramatic Society.

On March 7th the Lenox Glee Club will go to the Northfield School to participate in a concert with five other schools: Mount Hermon, Deerfield, Williston, Kimball Union, and Vermont Academy. The sixty-five boys in the Lenox Club will sing four numbers of their own and will be part of the 350 that will sing three combined pieces. The club is under the direction of Mr. Robert Ames, who is making his first appearance at the Northfield concert.

On March 14, Rear Admiral Donald B. MacMillian will deliver a lecture at the Sports Night Dinner on the subject of the Far North. Mr. MacMillian had been head of the Classical Department at Swarthmore Preparatory School before becoming Peary's First As-

Continued on Page 8, Col. 4

Jr. School . . .

Continued from Page 3, Col. 2

On Saturday, January 7th, tne junior school hockey squad, the only undefeated team to represent Lenox at home, outskated and outscored a strong Berkshire hockey team in a hard fought game. The juniors tallied up goals for themselves, while the visitors were able to put only one by the junior school's goalie, Ronnie Fletcher.

It seemed as though the spirit of the team was good, and the team played hard. As usual, the unsung hero, the goalie, played an excellent game. The only goal that got by him was scored on a well placed shot. Walker played a good game, leading the scoring with two goals and one assist. Rush and Purdon scored one goal and one assist and one assist respectively. In the third period, Eric Purdon almost added another goal to the Lenox score, but the shot was called no good when the referee learned that at the moment Purdon scored, a Lenox player had been interferring with the opposing team's goalie. All in all, it was a hard fought game with the team defeating a much bigger Berkshire team, tougher than any team faced so far.

The Lenox Junior school squad easily defeated a very small and weak Williston team 6-0 here on February 11. After finally pumping all of the water off the north end of the varsity rink, the game got under way. Naturally, Walker led the scoring; this time with four goals. Purdon was the only other player to score with a shot past the visitor's goalie in the early minutes of the third period. The Williston goalie also had a part in the Lenox scoring when he accidentally swept the puck into the cage, after he had stopped Walker's hard slap shot.

The only reasons that the Lenox team didn't make the score any higher were probably due to the factors that it was quite cold with a stiff breeze blowing. Besides this, Walker only played when his line was in — instead of alternating on line and defense.

The Williston team did not put up much of a fight after they saw Walker put in a couple goals. As a result the Williston goalie made many saves, being constantly shot at by the Lenox team. On the other hand, the goalie for Lenox, Ronnie Fletcher, was only credited with four saves.

This game puts the Junior School team within one game of having an undefeated season. Their biggest clash will be against the Pepsi Cola team of Connecticut, which had to be rescheduled to the end of the season. If the junior school can win this game they will be the first undefeated junior hockey team in several years.



JR. SCHOOL VS. J. V. **photo by Burns**

Infirmary . . .

Continued from Page 1, Col. 3

chair and an "overbed" table, a very handy item for boys who wish to remain in academic trim during their stay. A "quite lovely" gas kitchen stove was another gift of the Friends and the dream come true of Mrs. Ramsbotham. Also, several other things, such as a tumbler combination, were added to the kitchen cupboards by them.

It was felt by Dr. Tracy that the infirmary needed a few diagnostic instruments and accessories. The school had almost nothing in this line and it was through his advice that the Friends purchased a stethescope, a monometer (blood pressure apparatus), an Otoscope (ear examining set), percussion hammer, and a set of syringe and needle holders for quick sterilizing during times which required mass inoculations. The records of the infirmary, which had previously been scattered in various files throughout the school, were neatly and safely stored in a large filing cabinet provided by the school itself.

Aside from the many items purchased by the Friends, many gifts have been generously bestowed by parents of boys: a Pelton Autoclave for the safety of real hospital sterilization of instruments, syringes, needles, and surgical dressings; a Prometheus water sterilizer for very quick sterilization; an x-ray shadow box for viewing x-rays; supplies of drugs; office furniture, including an instrument cabinet and table basins; a gatch bed which "rolls" up at both head and feet; a treatment table; a supersight magnifying light; and a new set of scales which has been greatly used by the calory-conscious few.

Also new to the infirmary, although not in the form of physical equipment, are Doctors Paddock, Clifford, and Wheelwright, who form the medical staff. Dr. Robert Tracy performs all the surgery for the school, but these other experts handle the wide range of medical needs.

Although he has not yet definitely decided, Mr. Curry has been considering having the infirmary made eligible for the Blue Cross and Blue Shield plans. Under these systems, the hospital bills of both the patient and the doctor would be removed from the school's responsibility and the school insurance policy would be unnecessary in this respect. Last November the State Hospital Inspectors examined the infirmary to see what changes or additions would be necessary for the school to operate under this ideal plan.

DEADLINE: April 15, 1959

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LENOX SCHOOL LITERARY SUPPLEMENT

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Old Compositions Accepted

Racqueteers . . .

Continued from Page 4, Col. 2

opponent. Al Thorp of Lenox beat Bil Bradshaw 15-9, 17-14. It was without question the closest match of the day. Al had a tendency to hesitate and watch his opponent, but he used his head. His accuracy, although not definite in places, made up for his lack of speed. Hugh Eaton, playing Tony Lowes, had little trouble in defeating him 15-7, 15-6, 15-11. His service needed polishing and he often hit the ball too hard for good strategy, but he played extremely well. Robin Ros, at number 1 position, defeated his opponent, John DeWind, with his devastating backhand, serve, and placement. A little too confident in the first game, he settled down and won handily, 15-11, 15-8, 15-8.

Without Al Thorp, who was having difficulty defeating a cold, the other three members of the squash team went to Deerfield on Feb. 7. There they were beaten for the second time this season, but not without a much better performance than previously. The matches were quite close and the score was a respectable 2-1.

Robin Ros played Deerfield's Jim Cohen and was defeated in a very close, hard fought match, 16-14, 16-13, 12-15, 14-18, 15-11. Tod Lloyd was rather badly beaten by Arthur Hitherington 15-10, 17-14, 15-8. Lenox's only victory was gained by Hew Eaton, who again played splendidly, beating his man 8-15, 15-11, 15-9, 12-15, 15-12.

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Hockey Averages

Player	P.	G.P.	G.	A.	T.
Butler	D	10	4	8	12
Purdon	L	9	7	3	10
Braim	D	11	6	3	9
Middleton	L	11	4	3	7
Wight	L	11	3	2	5
Wood	L	11	2	2	4
Shannon	L	6	0	3	3
Bradley	D	11	0	2	2
Humason	L	10	1	2	3
Carleton	L	8	1	1	2
Tracy	L	11	0	1	1
Chase	L	4	0	1	1
Stokes	D	4	0	0	0
Roberts	D	5	0	0	0

	P.	G.P.	G.	S.	Av.
Ryer	G	11	42	276	7.6
Gottsegen	G	2	2	7	4.5

The Ranking Of The Class Of '59

Sixth Form Ranking for 1958-59

First Quarter

1. Almus Thorp
2. Paul West
3. Kenneth Fletcher
4. David Rogers
5. William Boudway
6. Charles Minifie
7. Roger Howard
8. Siegfried Herliczek
9. Garret Schenck
10. William Walden

Second Quarter

11. John Taft
12. Roberts Smith
13. David Johns
14. Henry Ryer
15. Richard Dow
16. Allen Jenkins
17. Frederick Wood
18. David Goff
19. Richard Vincent

Third Quarter

20. Hallock Ros
21. William Rousseau
22. Stanton Behr
23. Robert Burns
24. John Dickenson
25. Barton Lohnes
26. William Swift
27. David Gray
28. Michael Baumann

Fourth Quarter

29. Richard Bradley
30. Lawrence Koss
31. Trent Bongiolatti
32. Gordon Mason
33. Peter Reardon
34. Earl McClenney
35. Larry Humason
36. Edward Forrest
37. Stanton Bishop

Balance Curr. . .

Continued from Page 6, Col. 3

thing" revealing to them the many different fields of knowledge and learning available. English may be the mainstay, but in college these young men will have the opportunity to delve into specialized subjects if they desire. Now they need to be cognizant of scientific, linguistic, and mathematical reasoning, besides philosophy, in order to expose their developing minds to reality . . . it is for this reason, not because there are more businessmen than writers, that we must be given equal and sufficient study-time for all subjects in a balanced curriculum.

Notice . . .

Continued from Page 5, Col. 3

part of their lawn, but all their shade trees.

VISITORS

Eric Anderson, Bruce Bennett, Don Bottomley, Jim Braim, Dave Clarke, Cal Cleworth, Dave Foote, Charles West, Bill Morrison, Tom Poole, Terry Shultz, John Smith, Pete White, Pete Wilde.

Seasonal Look . . .

Continued from Page 3, Col. 5

wall at all, or hits the ceiling, the point goes to the man that didn't commit the fault.

After each point, play is initiated by the player who won that particular point. He serves the ball by hitting it in any fashion from his hand. The serve must travel directly to the front wall and then land in his opponent's area. This area is his opponent's half of the rear portion of the court floor, indicated by red lines. The server must serve with one foot in a quarter circle at a corner of his side of the rear portion. As in ping-pong, the player gains or loses points regardless of whether he is serving or not. Also, as in ping-pong, the server has the advantage, because he can hit the ball to his opponent's weaknesses. The server has two chances to serve successfully. If the ball fails to hit above a certain line on the front wall, the service is called a "fault." Two successive faults constitute the loss of a point and the serve.

After the ball is put successfully into play there is no regard for the service line on the front wall or the divisions in the rear of the court. Each man can hit the ball to and from anywhere on the court. A strip of tin that protrudes from the front wall about 1 and one-half feet from the base indicates the lower limit of the front wall which can be used in the rally. Any shot which hits the "tin" at any time in its flight is not good, and the point goes to the other man. Tin is used to aid the players in determining if a shot is too low. The noise of contact is very loud (much different from that of rubber against wood) and this is audible proof of a fault.

If the game becomes tied at 13 points, the first person reaching that score must elect the number of points to be played which will determine the winner. He can choose sudden death (one point), three out of five, or five out of eight. The same is true with a tie at 14, although the choice is limited to 1 or 3 points. Most matches consist of 3 out of 5 games of 15 points each. Each match counts one point for the team score.

Squash is a game of angles, corners, strategy, reflexes and control. It invokes much more than slamming the ball in any direction against any wall. The best shots are often the most lightly hit, well placed down the sides close to the wall or into the corners. If one is able to control the center of the court, he has the best chance of winning the point and consequently the game. He can keep the opponent guessing, shield many shots with his body and make him play defensively.

As in any game, sportsmanship is the greatest part of squash. Possibly it is even more pronounced in squash, because many decisions are arrived at by the use of common agreement and consideration for the other man. "Lets" are cases where one man hinders another's shot, visibility, or ability to maneuver and gain position. In such a case the point is played over again. There is a fine line between strategy and intentional hindrance which each participant should be aware of. A conscious attempt to allow the opponent every opportunity to move in the limited area must be made by each player.

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Martin, P.	83

FORM III

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sistant in his North Polar Expedition (1903-1908). Since then he has led thirty expeditions to the Arctic regions, the latest being the Bowdoin-Harvard Arctic Expedition. Mr. MacMillian, who is a graduate of Bowdoin, has received numerous medals for his work, including the Special Congressional Medal for "Distinguished Service." He has written several books and lectured about such subjects as Labrador, Iceland, and Greenland, as well as the Arctic Sea.

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