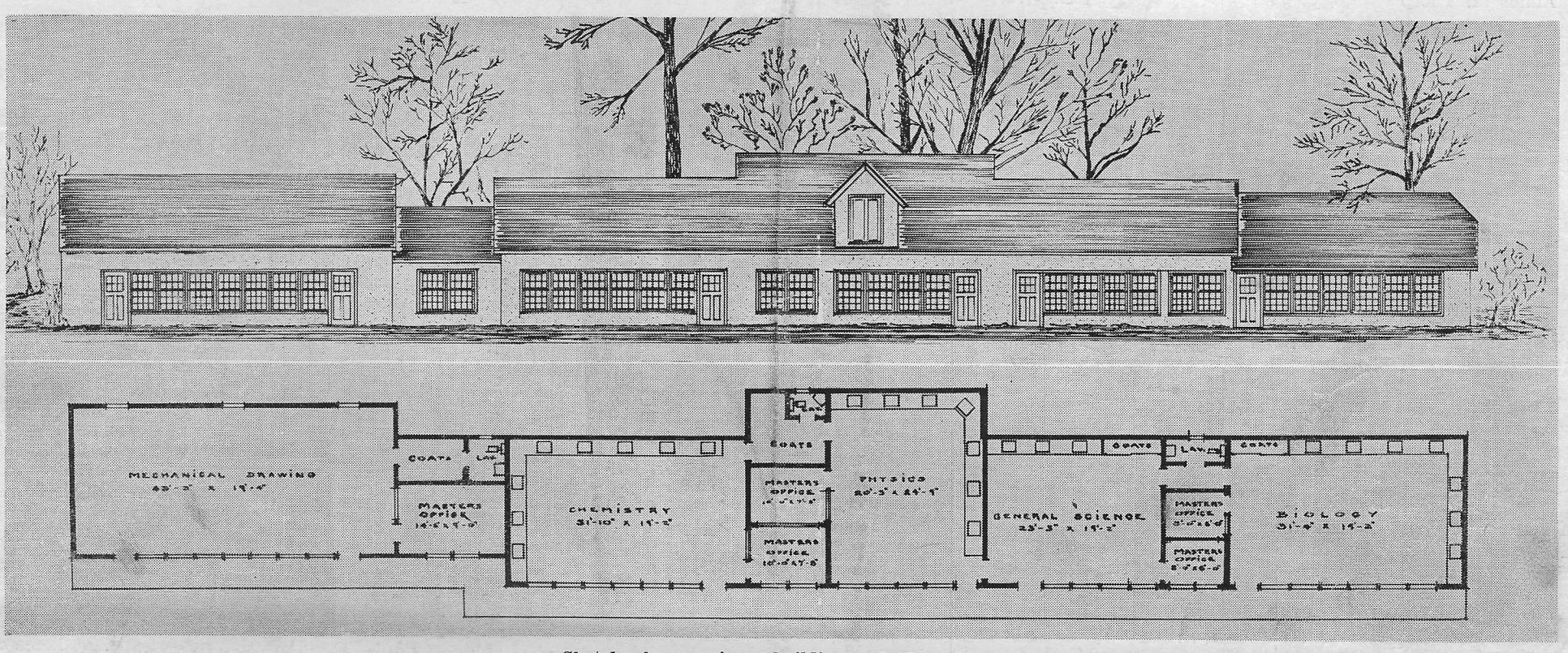
The Pen and Scroll

VOLUME XXX — LENOX, MASSACHUSETTS, WEDNESDAY, MARCH 18, 1959 — NUMBER 6

TRUSTEES VOTE FOR SCIENCE BUILDING



Sketch of new science building and Floor Plan — photo by Shapiro

Project Deadline Is Sept. 1959

At a special meeting of the Board of Trustees on February 13, another stride was taken in the physical development of the school. The plans and prices were presented for the conversion of the Barn into a field house, and the row of sheds into a new science building. The need for such additions has long been recognized, and because of the urgency of their construction, the group voted to move ahead on these projects at once. The deadline for their completion has been set for September, 1959.

The architect hired for this work is Mr. Ray Hare, a resident of Stockbridge and a member of St. Paul's, although his business office is actually in Lenox. Mr. George Emerson of Pittsfield, a member of St. Stephens and the contractor who built South Junior High in that city, has been given the position of contractor. He is now working on the North Adams State Teacher's College. His son, George Jr., is a graduate of Lenox School.

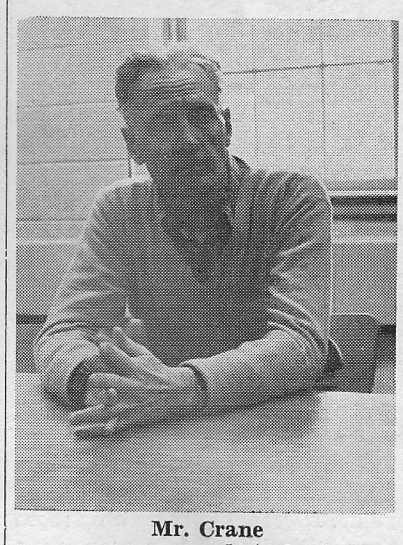
The total cost of the project is estimated at $175,000. This figure includes not only the necessary reconstruction of the existing buildings but the great supply of equipment that will furnish them.

The most important element of this program is the science building. Its completion will give the school four new laboratories and a mechanical drawing room. The existing facilities are highly inadequate: there are only two laboratories, one of which is little more than an ordinary classroom as far as the necessary equipment for experimentation is concerned. The four labs in the new building will include one for biology, two for chemistry students, and one for physics. Between the laboratories the science masters will have their own glass panel to look out over the laboratory unharmed by errors in experiments. Laboratory tables will be built against the walls, leaving the center of the rooms free for tablet arm chairs for classroom work, lectures, and demonstrations. All the equipment will be new and a good proportion of the funds for this has been raised through the 1959 calendar project.

The Barn, built in 1859, is unquestionably the most solid structure on the school property; constructed out of bricks, cement and steel beams, many of the walls are 18 inches thick. Once a beautiful building, the Barn has suffered from use, abuse, and a fire in the early fall of 1957. For the past decades it has been used primarily for storage. Last year, following the fire, much serious discussion was had to determine its future: the present plan holds the answer.

In the basement of the Barn there will be three visiting team locker rooms with showers and bath, and a coaches and officials' dressing room, also equipped with showers. Here, in the basement, the

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Mr. Crane — photo by Lohnes

Mr. Crane Discusses Foreign Affairs

On February 21, the "A" section of the American history class, in a special seminar with Mr. Crane, had an excellent opportunity to learn first hand about the Sudetenland Crisis in 1938. Mr. Crane, head of the Crane Foundation and an "expert" on the Near East, was at one time the private secretary to Thomas Masaryk (1850-1937, the "George Washington" of Czechoslovakia). His father was also in the diplomatic service as ambassador to China and Czechoslovakia. In the discussion, Mr. Crane, drawing from his personal experience in the crisis, discussed the background of the situation and brought out such points as the decision of Prime

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Skating Party With MacDuffie

For the last three years, one of the major events during the winter team has been a dinner and skating party with MacDuffie School. On the previous occasions the weather has hampered the skating, and this year was no different in that respect: sleet.

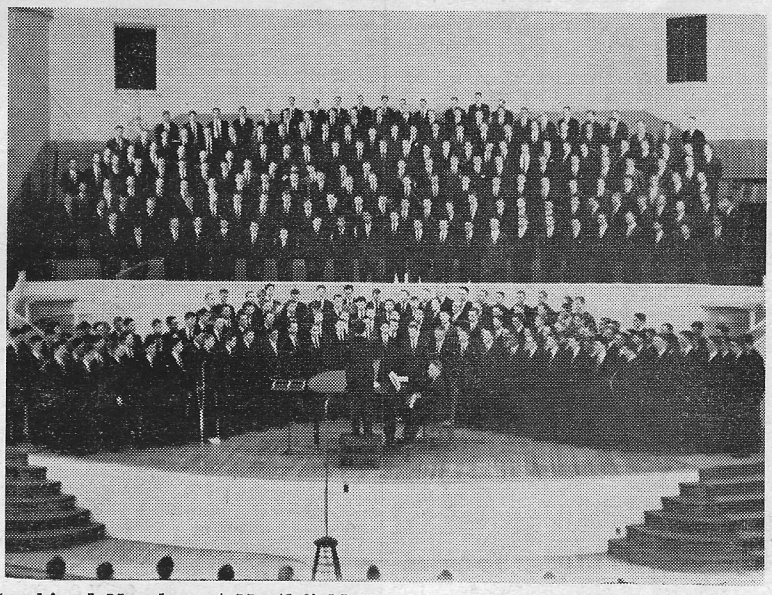
The girls arrived at five-o'-clock at Schermerhorn, where they met their dates and almost miraculously, it began to rain at exactly the same instant. The introduction process was carried out in record time so that there was much time to "kill" before dinner, which was scheduled for six-o'-clock. The girls had been asked by the dance committee to arrive at five-o'-clock. This was done in the expectation that they would be at least half an hour late. However, they pulled a fast one and came on time. This seemed to be the ultimate cut, for in our relationship with MacDuffie, we had never been on time to one of their affairs in our history. (This was due, of course, to technical difficulties ... of course). At any rate, this bit of deception left a void of nearly thirty minutes between introductions and dinner, so that the dance committee performed some unrehearsed dramas to take up the slack. This included tantrums, partial lapses into insanity, and suicide at the thought that the dance committee's perfectly laid plans had gone astray so early in the proceedings. The whole incident was not without its hu-

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Northfield Concert Best Ever

On Saturday, March 7, came the event for which the Lenox School Glee Club has been preparing since almost the beginning of the year: the eighth annual Preparatory Schools Glee Club Festival at Northfield School, in which Deerfield Academy, Kimball Union Academy, Mount Hermon School, Vermont Academy, and Williston Academy also took part.

This year it was the turn of the Lenox director to lead the combined clubs in the two opening numbers, and Mr. Ames did a superb job with the Old Dutch "Prayer of Thanksgiving," the traditional first number, and Mitiri Bortniansky's "Lo, A Voice to Heaven Sounding." With the full strength of six glee clubs, it was surprising how easily the words of these two works could be understood.



Combined Number at Northfield — photo by Lohnes

The first of the respective clubs to appear was that of Williston Academy, singing "Wait for the Wagon," which Lenox will remember from last year; the spiritual "Ride the Chariot," known to Lenox through the Barons; the traditional chanty "Shenandoah," which with its beautiful harmonies was Williston's outstanding offering; and the sprightly "The Sleigh," by Richard Kountz. The balance between the sections of this group was outstanding.

Next came Deerfield's deservedly well-known club, singing John Dowland's "Come Again, Sweet Love;" a chanty, "From Boston Harbor;" and the Negro spiritual "Standin' in de Need of Prayer," which featured a brilliant tenor solo by the president of the club, Robert Low. This club was tremendous in practically every respect — dynamics, tone, balance, everything.

Following Deerfield came the Kimball Union Glee Club, singing "The Last Words of David," by the contemporary American composer, Randall Thompason, with many strange and beautiful harmonies. The traditional melody "Gaudeasmus Igitur;" an "Ivy League Medley" of the songs of Harvard, Penn, Cornell, Dartmouth, Columbia, Princeton, Brown, and Yale; and, in an especially fine interpretation, the Negro spiritual "Soon-Ah Will be Done." Kimball Union's outstanding asset was its attention to dynamics; they could hold their own equally well at a whisper or at full strength.

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Pen And Scroll

LENOX SCHOOL
LENOX, MASSACHUSETTS

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Disciplinary Revision

By P. West '59

The Present Situation

The disciplinary structure of the school is based on the mark system and the integrity of masters and prefects. In the past three decades, the principles of the system have not changed. As a result, with the growth in the size of the school, this system has become an increasingly ponderous affair with much of the school on the work squad consistently. For the first time in the school's history, this squad has had to be divided into two sections, because the entire group has become too difficult to handle.

There are ten prefects and twenty-one masters in the school to administer discipline. Along with the assistance of the student council, Mr. Curry, and Mrs. Portass, there is a total of forty-two persons to cope with the disciplinary problems in the school. But even with this increasing number (in the basic ratio, there has been no change, however, in the size of the administration compared with the student body), the open disregard and disdain for authority continues at an undiminished rate. Why?

The Expanding School

With the growth of any community comes a more than proportionate increase in problems. In cities, questions of health, maintenance, and crime all have their part in the problems of government. To this list can be added "time", for it is the question of time which is all-important in communication and transportation. This list also applies without exception to this school. Certainly problems of maintenance, food, housing, and medical care, appear to grow with the size of the school. But what about transportation and communication? The problems of setting up a workable schedule which will fit the needs of the student body have increased. The movement of the school to and from sports practice such as squash or skiing, to and from games, concerts, and other special events, and to and from the main building and chapel, all have presented questions to the administration.

But the most important of all is communication — between student and student, between master and master, and between master and student. Connections between groups in the school are vital to the proper function of the school. Certainly the **Pen and Scroll** could not have been produced without a system of communication, for how else would it receive any news? But if there were a bad breakdown in these arteries of the school, the paper would become impossible to publish. This is essentially what is happening in the school as it grows, only on a smaller scale. As the membership increases, close contact with each individual becomes virtually impossible. This happens in all communities as their lines of communication become extended. There is little which can be done to improve the situation, for if one artery in this system does not function properly, there is nothing to replace it.

As close communication with each member decreases, each member becomes more and more independent of the administration. In doing so, the sense of community is lost, and with it a strong disciplinary system. Where it required perhaps two people to guide every ten, it now might take three because of looser connections between individuals. With this slack in control comes an increase in crime.

The Growing Indifference

There are other factors which lead to the breakdown of the disciplinary system. Among them is the growing indifference of members of the community toward the flaunting of rules. Where before there was a certain stigma connected with the work squad, today it is a joke. It has reached such a point that some members of the school, in order to get out of sports, or to gain a little extra time, actually get on the work squad deliberately. How then does the work squad serve as a deterrent or even as a punishment?

Indifference appears in other aspects of the school. There has been an increasing tendency among the members of the student body to act insubordinately toward masters, and even at times toward the headmaster. The response to their actions is often only a double red mark. Showing disrespect should be regarded as one of the worst things one can do. Yet a master will give a red mark for being late to study hall, or a prefect will give the same for a poorly done job. Is there any relation between giving a red mark for one thing and only a double red mark for something immeasurably worse? This sounds to me like the principle of diminishing returns where the worse a person gets, the less he has to make up for his actions. This would be all right if the mark system acted as a deterrent against the breaking of

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FACULTY COLUMN

By William Buchanan

Bull session: an informal gathering characterized by much talk.

—Dictionary of American Slang

Nothing in life is more precious than the conversation of friends.

—Mark Van Doren, in a question period following a lecture.

Every government degenerates when trusted to the rulers of the people alone. The people themselves, therefore, are its only safe depository. And to render even them safe, their minds must be improved to a certain degree.

—Thomas Jefferson, **Notes on Virginia**

Everyone gets involved in bull sessions from time to time. They are a relaxation and a release, but not always just that. Inevitably, given time, they touch on questions too puzzling not to challenge, too challenging to ignore, and too difficult to settle finally. Our gregarious natures force our private puzzlement and jest into some sort of public forum ("a man were better to talk to a statue or a picture than to suffer his thoughts to pass in smother" — Bacon's "Essay on Friendship"). And the subjects of these sessions are perhaps more constant and universal than we are aware.

What subjects, for instance, are suggested by reading the first book of Homer's **Iliad?** Justice human and divine. Pride and anger. The cause and practice of war, the meaning of courage. Love and jealousy. The nature of authority, and the criticism of those who wield it. Are not these topics typical of bull sessions? Much of the time the bull session is merely a swapping of stories which suggest these topics; sometimes there is a direct effort to define the nature of one of these ideas; and most of the time there is concern with judging right and wrong. In reading the **Iliad** — listening to the characters quarrel, watching them act, do we not seek to penetrate their personalities, analyze their motives and emotions — and judge them? For, humans living with humans, we cannot avoid being amateur psychologists any more than we can remain detached from the perpetual and impossible search for justice. The reading of great literature gives depth and perspective to the understanding of the little world of our own experience. Great literature, being concerned with human nature, is, like bull sessions, moral.

Now a totalitarian state decides questions of justice for, and not through, its citizens. But a democratic society is predicated on the assumption (not yet wholly proved) that the common man can recognize issues; can determine the principles involved; can find and evaluate alternatives; and so can make decisions. The process of defining terms, of formulating and criticizing propositions, of testing hypotheses, of detecting implicit assumptions — this process is dialectic (in the sense found in the Platonic dialogs — Hegel and Marx use the term in a related but more special sense). Ideally, a democracy is a dialectical society.

So a democratic state, assuming in an act of faith man's capacity for understanding, constructs a governmental machine by which he can exercise that capacity. What guarantee is there he will exercise it well, or at all? There is none. He must be instructed in its use. Education is, in part, the disciplining of a potentially political animal into a free responsible citizen.

Political wisdom is acquired through the practice of dialectic. It is neither a short nor a simple process. The student must begin by correcting those aspects of the bull session that make it finally unsatisfactory and wearisome. He must learn to listen to others with concern and not merely wait for them to finish. He must be concerned that he is understandable and understood, and not merely heard. He must be concerned that he really understands. He must be concerned. He must learn to detach the argument from the arguer, neither attacking the per-

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PROGRESS

By A. Thorp '59

The Goals of Lenox

The primary purpose of Lenox School, besides developing Christian character and strengthening one's appreciation of his existence, is academic. The educational curriculum of the school is geared to widen one's entire outlook on life and enable him to judge the merits of particular ideas through the use of his own faculties and experiences. Independence and stability of expression and evaluation are two of the ultimate goals that the faculty of Lenox try to achieve. Through success in this aspect a most adequate preparation for college is gained. But, since many boys do not choose to continue their formal education, readiness for college-level work is only one of the end results of success — it is not the ultimate goal itself. A training of the individual's mind sufficient to enable him to reason quickly and possess confidence in his own logically derived opinions is desired. At Lenox this desire is largely achieved.

The academic standards of the school are high, climbing with each year. The school has been able to become most selective in its choice of faculty members, although this group has been steadily growing to the present twenty. This increase in number and quality provides the student body with teachers of more varied experience, methods, and ideas. The men are individuals within a unit, each one independent in thought, conforming by necessity only in the language they speak and in their united efforts toward the same educational goal.

Importance of Faculty Interest

The educational worth of a school may in large part be arrived at through an observation of the faculty. Any ambitious student may gain much from a class purely through his own enthusiasm and intellectual curiosity. But in most instances, advice and frequent proddings are necessary to stimulate the less-interested student's thirst for knowledge. For this type of individual, far more prevalent than the "excited" student, schools and faculties exist. Therefore it is essential that the interest and enthusiasm of the faculty be exemplary — a visible guide. If teaching is nothing more than a livelihood to a man, then he is an unfortunate being, one worthy of much pity. For not only is he a poor teacher, lacking true loyalty to his subject, but his material gains are hardly worth the effort. Idealistically, the reason that most salaries for teachers are low is that the men are assumed to profit greatly from the joyous experience of developing little minds and expanding their own. At Lenox, operating under this

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HEADMASTER'S MESSAGE

This is the time in the school year when strange and mysterious inner forces start to effect changes in the lives of boys. The demands are the same as they were in the fall; the same masters are making the same demands; the same warnings are issued to those who do not meet the demands — suddenly, almost overnight and silently, you see non-workers go to work, day-dreamers come to reality, the disobedient become the children of the just. It is the annual miracle of the winter term which sees many boys starting to mature, go to work, succeed for the first time, and with it an almost complete change and new complexion in personality, so that boys do not look the same as they did in the fall.

What does it? There is no complete answer, for I have come to believe that there are spiritual forces at work within boys, and there is no measuring such forces, analyzing them, or separating them into component parts. However, I do believe there are some forces which help in this process of "coming to life" which we can know about and which we do use.

Many of us are "hard of hearing" because we are one-sided, and are concerned and filled with one particular aspect of life, and the need here is to repeat ourselves and act as a hammer until boys do hear what we are saying. At home we call this "nagging", and I think there should be a beatitude for the naggers (who nag for positive good). Parents come and sink down in my office chairs, and tell me that all they do at home is nag at Johnny, and they are weary of it, and Johnny asks just to be left alone. Let us not weary in well-doing, and Johnny must not be left alone, for if he is he will sink down to lower standards and lethargy, and in later life will wish that parents had continued their insistence and expectation for high standards of work. As I look back on my own life, the only things I am really sorry about are that I didn't listen to what parents said, or that they did not keep on saying them, and in weariness let me override them and remain "hard of hearing."

Being parents and schoolmasters is in part a task of hammering home fundamentals, and being willing to repeat oneself and to keep that hammering steady for years. You may have to say hundreds of times "Johnny don't talk with your mouth full of food." One day the chances are good that Johnny will hear, and then you can turn off that recording and shift to another.

Many of the miracles of life happen because we do not cease preaching the gospel. The mystery is why Johnny hears it when he does, why he has turned a deaf ear for so long, or why he can't be like Dick and catch on quickly — these are questions we will never answer, because life is often mysterious and inner forces are sometimes blocked for a long time.

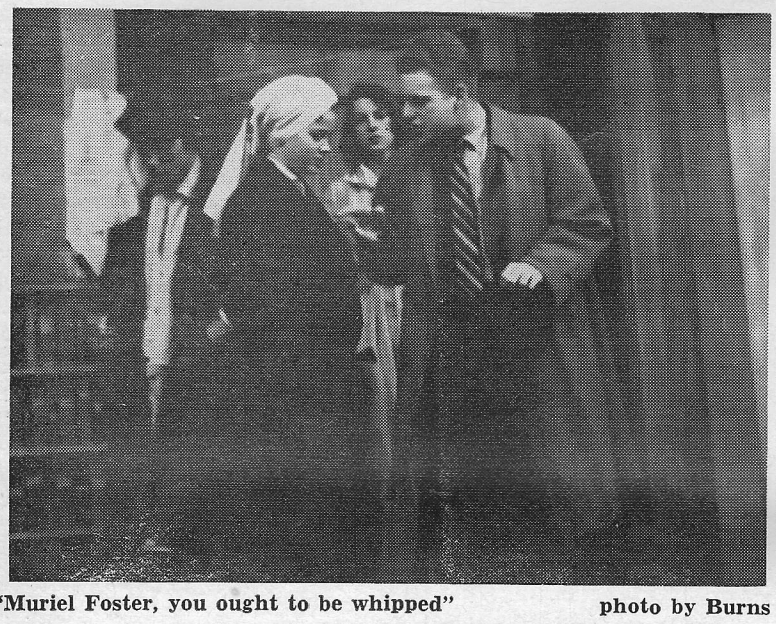
However, it works! We tell Johnny that he loses points because his papers are messy and are hard to read; he loses points because his work is not done on time, and to keep appointments and to meet deadlines is important for the well-being of society, and to insure that we do not penalize many for the lateness or neglect of a few; he loses points for he won't make the effort to take notes in class, or underline the important parts of a text-book. Johnny continues for weeks and months and perhaps years losing points for these things,

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TERM PLAY REVIEW

By A. Thorp '59

Lenox School's interpretation of Francis Swann's comedy, **Out of the Frying Pan,** was a side-splitting success if there ever was one. Hilarious from beginning to end, the dramatic production was without question the most entertaining event of the term. The audience would never have believed Mr. Wood, the director, if he had confessed that the rehearsal of the previous evening had been a very shaky attempt, and that two weeks prior to the presentation he had verbally considered forgetting about the entire thing. So great was the enthusiasm of the crowd, so genuine the school's sheer pleasure that the cast, composed mostly of people with little or no dramatic experience, was greeted with roaring applause at the end of the performance: five curtain calls!



"Muriel Foster, you ought to be whipped" **photo by Burns**

The play itself has little literary worth. It is a composition of ludicrous situations, typically human, but all too frequent blunders, monstrous understatements, and farcical confusion. In creating this impression, the cast was totally successful. Every performer fit neatly into his part, and the occasional imperfections that occurred in the staging were concealed by either the natural ease of the players or the loose, off-the-cuff manner that the plot necessitated. David Johns, "a natural ham," acted his part as George Bodell, "a large, lazy, completely good-natured young man," to perfection. Many of his frequent cracks brought the house down, and his appearance upon the stage, bath-bound, in red and white underpants, caused many a laugh-sore throat. He was also at his best when he confronted Muriel Foster (Kay Nicholas) with a proposal for a part in **Mostly Murder**. Not realizing that he still had a butcher knife in his hand, he persuasively asked, "Muriel, how would you like to be a corpse?" David's part was often so comical that he had trouble keeping a straight face, but he was otherwise faultless in his interpretation. Comments like "sabotage" and "blitzkrieg" (bringing an approving gleam to the eyes of Mr. Ramsbotham, his history teacher), expertly pronounced in the prescribed places, typified his part.

Peter Hansen, playing the part of the capable, responsible Norman Reese, was excellent, although not without faults. In several instances demanding genuine seriousness and gravity, he was rather weak, yet very well received because of the play itself. The idea that almost any interpretation would have been successful is erroneous, but the nature of Swann's creation did allow much unnoticed deviation from a more preferable, intended characterization. The scene in which Tony Dennison (Gary Schenck) and Norman pretend to "recapture" George, supposedly insane with a fixation for the collars of blue shirts, was superb. Of equal mirth and excellence was Peter Hansen's success in further obfuscating the two sincere, but dull-witted policemen (Lin Ehart and Jacobus Arnoldus) with a ridiculous tale about producer Kenny's (Cortland Van Rooten) guilt as a bossman of the underworld.

The Lenox stage had never seen such perfect casting as the presentation of a bewildered, uncomplaining landlady, Mrs. Garnet, played by June Hassenzahl, a resident of Stockbridge, Mass. Feigning complete gullibility, she presented a very pleasant obstacle to the progress of the six aspiring young theater stars that dwelled in one of her apartments. Flawless in her simple delight in their play

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Cosi Fan Tutti

Another step forward was made in the school's cultural development when on February 13th a group of six students witnessed the presentation of **Mozart's Cosi Fan Tutti** (Women are Like That) in the Pittsfield High School auditorium. The comic opera, performed by the Mozart Concert-Opera Group under the sponsorship of the Community Concert Association, was remarkable for its lack of elaborate scenery and costumes (the performers wore evening clothes), and for its use of a piano as the sole accompaniment.

The plot was concerned with two infatuated young army officers (Ferrando — David Lloyd, and Guglialono — Mac Morgan) who are convinced of the fidelity of their fiancees (Fiordiligi — Phyllis Curtain and her sister Dorabella — Jane Hobson). The cynical bachelor friend of the officers (Don Alfonso — James Pease) warns them that all women are fickle and, perceiving a chance to prove his point and make some money at the same time, bets them that the sisters would not remain faithful more than a day if their sweethearts should depart. The young men follow his instructions and pretend to leave on distant tours of duty, but return within the hour disguised as Albanian merchants. They feel sure of winning the wager, but Don Alfonso enlists the aid of the sisters' maid (Despina), who cajoles and coerces the sisters into accepting the advances of the new suitors (two birds in the hand are worth more than two off in the wars). The marriage ceremony is almost performed, but Despina had disguised herself as the notary and soon reveals the trick. Despite red faces and embarassing questions, it all turns out well in the end, including the bachelor's winning of his bet.

The acting and singing were extremely well done and were appreciated by the entire audience. The pianist and musical director Wolfgang (his real name) Schanger received a well deserved share of the applause.

Many of the singers have performed on television and abroad, as well as at Tanglewood Festivals right here in Lenox.

A Concerned Friend

By A. Thorp '59

Mr. David T. Dana, for many years a generous benefactor of Lenox School, is the Vice-Chairman of the Board of Trustees. A relative of the author of the famed **Two Years Before the Mast** and a direct descendant from a family of China-traders, his background is varied and interesting. After attending St. Paul's School, he went on to higher education at Princeton where he graduated in 1934, two years behind his original class because of sickness. At Princeton, Mr. Dana was the goalie of the freshman hockey team and at this post he came to be known as "the human sieve." According to Mr. Dana himself, this was "not far wrong" and years later, when the word got around Lenox, he was forced to quit helping coach the goalies at Lenox School.

Because anyone who played hockey at Princeton was forced to join the lacrosse squad, Mr. Dana found himself on that team in his sophomore year, and, although he has long since given up participation, his enthusiasm for the sport is still undampened.

Having lived in Lenox all his life, Mr. Dana has always watched the school with interest, forever eager to help and when the Board of Trustees asked him to join many years ago he gladly accepted, feeling that the school was important to the town and to the advancement of Christian education. As he reflects on his relationship to the community, one of the interesting things is that as the school has grown in size, it has become better known in New England. Also, a "wonderful thing is that the school has improved as it has grown. Often when expansion is rapid, the quality goes down. It is not true in this case." In regard to the immediate future, the need for a new chapel is getting urgent but it is secondary to the "necessity of constant general improvement" such as the new science buildings which will be a "very attractive and excellent addition."

Mr. Dana's office on the Executive Committee of the Board, which "entails no responsibility that I've been told of", is only one of several high positions he has achieved. Before his retirement three or four years ago, he was the purchasing agent and Assistant to the President of E. D. Jones and Sons in Pittsfield. Previous to that he had worked for the Pittsfield National Bank. Now the Treasurer of the Lenox Library, President of the Berkshire County Tuberculosis Association and Chairman of the local public school committee, Mr. Dana still leads a very busy life, sacrificing much time for the good of the community. As a matter of fact, his wife's only objection is that "he goes to too many board meetings."

Mr. Dana was married to Lydia Lovering in 1934. His twenty-one year old son, David III, is now a senior at Princeton, having attended Lenox for his freshman and sophomore years of high school. Mr. Dana's daughter Rosamond, now spending the winter in Florence, Italy, is twenty years of age.



Mr. Dana

Mr. Dana's greatest pastime is woodworking, at which he is an expert. Behind his home he has a marvelous shop, outfitted with all sorts of power and hand tools, old and new. He sells "very fancy" card tables ($55.00), which he used to make for private customers. Mrs. Dana has many outdoor interests, such as weeding and gardening. Her husband has no such desires — "he can't even recognize a dead branch from a live one." Says Mr. Dana jovially, "I leave all the hard work for her."

Very impressed with the recent improvements of the school on the whole, Mr. Dana feels that the alumni's interests should be aroused. In his experience, strong

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Minority Groups

The topic of William Stockdale's third lecture at Lenox School was "Meeting America's Many Peoples." Two years ago the writer-lecturer had spoken of the walk that he, with his wife and his enormous boxer, Tajmahal, had taken across the country. At the spring term athletic dinner in 1958, he had shown a film on sports, including the Canadian winter games. On February 21, 1959, he returned again to amuse and inform the members of the school. Humorous and rather informal, Mr. Stockdale held the individed attention of his audience while he narrated an excellent film about some of the more obscure minority groups that inhabit the United States.

The Amish people of Pennsylvania were the subject of the first part of the film. This group, a faction of the Mennonites, can be found only in the United States and Canada. Pacifists with very severe religious beliefs, they are opposed to the use of almost anything commercial. Radios, T.V., plumbing, automobiles, theaters, dancing, electricity, and rubber tires are all objects of their distastes. They find the soil and their own ingenuity to be all that they need. Refusing to "be corrupted" by any influences of modern civilization, the Amish would rather suffer imprisonment than force their children to experience any higher education, a theory which received unanimous approval from the audience.

Wonderful farmers, these people are completely self-sufficient. They live together, often several generations in one house, and are growing in numbers every year. It seems miraculous that more are not absorbed by the influence of surrounding society, but they remain happy in their totally isolated existence. Up at 4:00, work-

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Debut Of Octet

On the evening of February 28, between the first and second acts of the school play, the Barons opened their season before the assembled audience. Started last year as an octet formed of sixth formers, this year's group has followed their lead and the double quartet now has a recognized place in the school. Singing four part harmony, the eight young men, led by Mike Baumann, one of the second basses, sang four selections, three of which were totally unaccompanied: "Old Ark's A-Moverin' ", "Roll, Jordan, Roll," "Ride the Chariot" and "Tom Dooly," assisted by Dick Dow's guitar, were the repertoire for the evening. The group was very well received by both faculty and students.

In the near future the Barons hope to sing before the school and at various school functions. At present they are working on several other numbers which may become polished enough for presentation if time, patience, and Mr. Ames (the group's director) allow. These songs vary from Negro spirituals to the "popular" variety, and the members are getting as much enjoyment out of their rehearsals as they hope the audience will receiving from their performances.

MOTIVATION

On the evening of March 1, directly following supper, Dr. Hirshon, president of Hobart College, spoke to the student body on a subject of "high intellectual plane." The second college president to speak to the school since Mr. Curry arrived in 1947, he began his long introduction by stating that "I had heard of you, and now I see you." To him the Berkshires were "exasperatingly beguiling" and he had enjoyed traveling through them.

Verbally wondering what a college president should say in front of a secondary school student group, Dr. Hirshon was delighted that very few people who had heard Dr. Fundston, president of Trinity College, were still in the school and even fewer that remembered what he had said. He felt inadequate to "compute with the charmer." Still wondering about what he should speak, he said that he wouldn't speak about Hobart, because it is a "union rule" that college administrators say nothing about their particular institutions to prospective students. Any hint of excellence or the physical plant would, "be a slip of the tongue, of course."

Having decided on a topic by process of elimination, Dr. Hirshon said he was going to go "out of his field." Motivation was his choice. On the college level, the two sources of failure of the 48% that fail to complete their work for a degree are that they (a) "don't care enough about it"; and (b) "probably shouldn't have started" — their learning processes would proceed better if somewhere else. The most serious concern (the stated concern of Dr. Hirshon) is the former reason.

The great tragedy of both society and the individual is the "frequent lack of desire to do even a minimum of required work when the necessary mental ability is present." The effect of such indifference on the individual is fateful and important, but less than that on society. Failure in the case of the capable student is "immoral" — it becomes a "spiritual matter" much more than an academic question. The strength of the nation is dependent on the individual's contribution to society.

Many students at college lack a "balanced motive" — a median between intellectual capability and practicality. Frequent is the feeling that since one is admitted to college he has accomplished the ultimate goal. Admission in itself is the accomplishment and the motive for good work from there on is weakened because further work is anti-climactic. This conception

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SYSTEM OF STUDENT COURT

By R. Dow '59

On Friday evening February 13, the Student Council met in Clipston Grange to discuss one of the ever-recurring problems of the school. What made this meeting unique was not the date, neither was it the subject under discussion. A casual glance around the room would reveal that no master was present at the meeting. For the first time in the history of the school, the student Council was a free-wheeling body. This momentous advance sprang from a suggestion made at one of the regular meetings with the Headmaster that the Council could do much in handling the petty offenses which plagued the school each year. At the next meeting a conscientious but shaky plan was proposed and, after discussion and modifications, was sanctioned by Mr. Curry and immediately put into effect. Henceforth the council would meet alone every other week for purposes of discussion and the holding of a student court, and would on alternate weeks meet with the Headmaster and faculty observers.

A lack of experience on the part of the Council members was overcome in the first two meetings as the group's potential was realized. Under the new system, a trial and judgment by his peers is available to every student except for the most serious offenders. With the representatives (and therefore the whole student body) behind the punishment, it could be carried out in the spirit as well as the letter.

Al Thorp, senior prefect, was placed at the head of the body and also named "grand inquisitor" for the court. Dick Dow, prefect, was named secretary, as detailed minutes would be kept.

One of the great advantages of the system soon became apparent, for with no masters present, a clearer, more realistic picture of the school situation can be given by representatives who have hitherto remained silent. Problems can be discussed and solutions suggested without faculty intervention. Any matter which the Council feels is "too hot to handle" or beyond their control is immediately referred to the Headmaster for his attention. With each of these cases, however, goes a cross-section vote which illustrates the feelings of the Council on the various possible methods of punishment.

Any reform during its inchoate stages is apt to be the victim of numerous shortcomings, but the council members, willing to accept the sacrifice that accompanies the assumption of new responsibilities, are making admirable progress. They are, however, merely the representatives of the student body, and as such are powerless without the wholehearted backing of their constituents. The group will be only as good as the student body makes it through its recognition of the power of its representatives.

The overall success of this venture can be determined only through the penetrating eyes of time, but with willing participation and high standards, it can become one of the most useful and effective powers in the school.

We Take It For Granted

By K. Fletcher '59

Had you been a teen-ager in the early days of this country, you probably would not have gone to school. This does not mean that you would have been free to do as you pleased. Very likely you would have worked ten or twelve hours a day in a factory. Or, had you lived on a farm, you would have been in the fields from sunup to sundown.

There were some efforts to give young people an education even in colonial times. A few went to schools run by churches. Sons and daughters of wealthy parents often went to private schools in England, or had private tutors at home.

Many colonists did not think that even reading was worthwhile for everybody. Governor Berkeley of Virginia states in 1671 that he was happy "there are no free schools, for learning has brought disobedience and heresy into the world." Education for girls was especially frowned upon.

About 1642, the colonial legislators of Massachusetts ordered every town to see that the young were given some schooling. Emphasis, however, was mostly on the teaching of trades so that everyone would be trained to work.

Connecticut was a pioneer in making education general. It passed a law in 1813 requiring that all the thousands of children working factories be taught to read and write. Massachusetts adopted a similar law a short time later. A few schools were established and maintained by taxes. The first real steps providing for an education for the young were under way.

Slowly the idea of free, public education spread throughout the United States. The deluge of immigrants pouring into the nation's cities in the middle 1800's presented a problem in education that could be met only by public schools. Labor leaders fought for schools where the workingman's children might be educated. Their efforts, along with the work of others, laid the foundation for the great network of schools we have in our nation today.

The early schools taught little more than the 3r's: "reading, 'riting, and 'rithmetic." The classroom seats were uncomfortable, and the teachers were "cruelly" strict. As the schools have grown in number and size, the curriculum has been greatly expanded. For instance, high schools are now giving training in such lines as bookkeeping, typing, scientific farming, cooking, and printing to mention a few. Present-day schools also seek to develop an appreciation of music, drama, and other arts in the effort to enable young people to gain a higher sense of value toward life.

However, how many teen-agers have found this value? I know few. In the words of Francis Bacon, "If a man looks sharply and attentively, he shall find fortune." This explains why so few have found this value. The trend today seems to be to get as much done with the least effort and in some cases the least done with the least effort. Years ago, education was gained through hard work under often poor conditions. It was hard to come by, yet it was sought because value was found in it. Today the reverse is true: it is easy to come by but few find value in it. This can easily be explained by the general "I don't care" attitude found throughout the country. This situation must be corrected if we are to maintain the sacred principles of this democracy. This is where most of us find appreciation in the opportunities offered us at Lenox. If more people throughout the country could be given these opportunities and would accept them with full recognition of their values, society would become more purposeful, and the principles of this democracy would be strengthened and more significant.

Point And Counterpoint

By K. Hunter, B. Jones, G. Auchincloss '60

Winter

Beauty's gone from vale and hill,
And in the air is an icy chill.
The leaves are gaunt and nude because
There are no leaves where there used to was.

* * *

He who laughs last is slow to get the joke.

Have you noticed that both Washington's and Lincoln's birthdays fall on holidays?

The town of Lenox has made provisions in its budget for something new in this area — people.

It is rumored that Bob Clark is going to change his name to Joseph Preparatory.

"Cuddles Middleton" often seems to be embarrassed because he is so well read.

As Gotjen was sneaking down with the mail last week, he was attacked by Mr. Sawyer's fierce little watchdog, Suzie. "Call off your beagle, Sir," screamed John. "That's no beagle, it's a police dog," retorted Mr. Sawyer. "It's in the Secret Service."

There is a rumor going around school that we will have a new parking lot attendant named Rex Karrs.

At least no one can say the ski team got "snowed" this year.

Rustlers have been reported operating in and around the High Lawn Farm area. This was reported from a reliable source — farm authorities B. Ruggles and R. Akowchek. These desperados have even changed the silage on several occasions.

Why do two suspicious 5th formers have to use obviously ficticious names like Jones and John Smith? What is going on here???

Mr. Ramsbotham asked a bright pupil in his African history class where an elephant could be found. The boy responded that since an elephant was such a big animal, there was little chance of it getting lost.

We learned in history how Rome burned while Nero fiddled around, how our brave men defied the English King by dumping a shipload of tea overboard, and how the British soldiers all drowned trying to drink up Boston Harbor.

"We have met the enemy and we are theirs." J. P. Jones.

"Keep in mind the positive power of negative thinking."

TIME WOUNDS ALL HEELS!

It is understood in the Pentagon that Britain is negotiating a deal with Red China whereby it will trade Scotland for forty yen and a half barrel of soggy rice.

When Taft (the General) was in the last war, right in the thick of battle he started running back to safety. His alibi was that he was backing up to get a good running start to charge.

"If music be the food of love . . . Let's eat."

* * *

Application Blank
Lenox School
(in the Nadir of the Berkshires)

1. name (first) (last) (always)
2. Address: (city) (state)
3. Previous schooling (there is room on backside for applicants with more than average experience)
4. Have you ever been associated with any of the following?

—Communist Party
—Scout Troop 36
—Cranwell
—State Police Barracks, Lee, Mass.
—Scotland
—Lenox Fish and Game (Arthur J. Howland, Pres.)
—Metropolitan Opera
—Tom's Barber Shop (don't)

5. Do you have an I. Q. Why?
6. Besides desiring a good decent Christian education and having a zestful desire to learn, why do you wish to come to Lenox?
7. Will you mind muffins for breakfast every single solitary morning, every day, every term, all year?
8. Do you like to read? Can you read?
9. Will you get along all right with roommates who chew tobacco, snore, bite their fingernails, spit on the floor, whistle, change their socks once a term?
10. A. Please state former athletic experience.
    B. Do you excel in any of the following:

—football	—baseball
—hockey	—squash
—soccer	—hockey
—hockey	—hockey
—hockey	—YMCA basketball
—hockey	—hockey

    C. Can you work the snow blower?
    D. Complete in twenty-five words or less: I like hockey because . . .
11. How often do you go to church at home?
    How often do you think you will go here?
12. Do you know any good jokes?

If all answers obtained from this application blank meet with our approval, we will tell you on what rainy Saturday you may come up for a personal look at Lenox. If there are any questions regarding the school not found in the Lenox Calendar (which may be obtained by writing: Donations, Lenox Schools, Lenox, Mass., for $1.50) please don't hesitate to send us a very short letter.

(signed)
Dwight B. Klurg
(assistant to the mailbox)

New Buildings . . .

Continued from Page 1, Col. 2

heating plant will be located with one line running to the new science building and another to the Coop to provide hot water and heat to this dormitory unit. Also, a drying room and laundry will be located on this basement floor. This practical use of space is a far cry from the disuse into which it has fallen in the history of the school. In the old days, when the property was part of the Lanier estate, this part of the barn was used for mushroom beds!

On the main floor of the barn there will be two varsity team locker rooms and two for junior varsity teams. This floor will also be used for a lobby and an athletic store from which equipment will be issued. On the second and top floor of the building, there will be a pine-panelled "truck shop" equipped with a snack bar for sandwiches, milk shakes, etc. Maple tables and chairs will be put into this shop so that 150 boys may use the store at a time. The present candy store is much too small to satisfy its increasing number of habitual patrons and this new area will be an immeasurable improvement. Also a space for additional athletic equipment will be on this floor and the athletic director, Mr. E. A. Gleason, will occupy the office which used to be the superintendent's office on the estate. Looking at the plan as a whole, it will give the school five more classrooms (laboratories) which will be a blessing to the science department, relieving the present inadequacy. The project will enable the school to convert the present laboratories and candy store into additional classrooms and the transfer of the athletic store rooms will allow much need-

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Letter To The Editors

Dear Sirs:

Is lack of attendance at the 8:00 a.m. service Sunday such an earth-shaking sin as it is now made out to be? First, background. The service in question is the purely voluntary Communion service on Sunday morning before breakfast, which **should** exist for those who really want to attend. However, it is the habitual complaint of the officiating minister that too few people are attending. This complaint altogether overlooks the point of the service. It is valid, however, in that more should want to go.

For a service to have meaning, its participants must be gathered in sincerity. The essential aim is to have such a group, not an uninterested volume compelled to attend by constant complaint. Why should a service be attended by one who finds no significance in it? It should not, and that is the reason for its being voluntary.

Why not be thankful for those attending sincerely instead of complaining about those not even there? Why not look for the good in "two or three gathered together?"

David Roberts

Dear Editors:

Spirit and enthusiasm are at present greatly lacking in this school, especially on the athletic agenda. Did you notice that when we had that fabulous pep-en-upper pizza that the general tempo of conversation and morale was boosted to an ultra-high pitch in the dining room? There was certainly no lack of spirit that night. In chapel that same evening Mr. Curry had displayed rousing good humor while jesting with us and Mr. Kalisher, the victimized photographer: this also set the entire school in good humor. It seems that the school's spirit can be elevated, but it doesn't happen very often. What about it?

Bill Carleton

Ed. Note: Since there are no athletics at this time of the term, we find it difficult to agree with your point on the lack of athletic enthusiasm. Aside from this, enthusiasm during this winter has been better than most previous years. At present, we agree, it is slipping a little. Maybe a vacation — or a holiday — is the answer.

Dear Editors:

Since I teach English here, as well as advise the school paper, any attempt to tamper with Bill Carleton's editorial on the English department would have been contrued as self-defense. It was printed, exaggerations and fuzzy thinking untouched. It did provoke reaction from alumni in "leading colleges", from whom I would like to quote.

"Attacks are all right, and as an alumnus I am pleased that his case shows that the Lenox Schoolboy is really being worked, but we should not tolerate anyone who wants a reduction in English homework. Good grief, that man is mad. Throw him out; silence him at once."

Or this:

"... When I was going to Lenox I would have agreed with Carleton ... Now after coming here I realize that English was a very good course to have because it taught the fellows to be able to do some research on their own. College English is harder than Lenox English for we write a paper before every class and not just at the end of the week. Carleton seems to be in favor of easing the English homework to allow more time for other subjects. While this would make Lenox easy, it would not condition the fellows for the big jump

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Winter Term Athletic Season Ends

Basketball Has Winning Record

On Saturday, February 14, the varsity basketball team played Suffield here. The first quarter was the biggest for both teams, and made it evident that this one was going to be extremely close all the way; the score at the quarter was 18-16 in favor of Lenox. The sharp shooting continued into the second quarter, but better defensive play kept Lenox scoring in the quarter to 13 points, giving the Black and Gold a halftime lead of 31-27. The third quarter was the closest, with both evenly matched clubs playing at their best; Ted Friel put in an especially good performance, scoring 7 of his 9 points in this quarter. The score going into the fourth quarter was Lenox 42, Suffield 39 — but now Suffield began to use a fast break, and finding it successful once, used it again and again. In the last thirty seconds of play, Suffield, behind all the way, broke through to a two-point lead which won the game. The final score: Suffield 54, Lenox 52. High scorer for Lenox was Pete Reardon with 16. Ron Albert was close behind with 14.

On Wednesday the 18th, the varsity played Windsor Mountain here. The home club drove to a substantial first-quarter lead of 16-4, with Pete Reardon scoring ten points in the quarter; but Windsor Mountain turned right around and outscored Lenox 17-19 in the second quarter, so that at the half they trailed by only four points, 25-21. The third quarter saw Lenox regain a more comfortable lead, with the score at the quarter 38-29. The fourth quarter was a very even affair; Windsor Mountain, although outscored by just one point, was handicapped by its previous deficit, and so did not pose a serious threat. The final score was Lenox 53, Windsor Mountain 43. High scorer for Lenox was Pete Reardon with 20 points; Mike Bauman scored 12 and Ted Friel played another outstanding game with 10.

On Saturday the 21st, the varsity traveled to Salisbury. The opposition made what looked at the time a bad mistake in starting their second team; Lenox, aided by some of the finest shooting on record, drove to a first quarter lead of 18-9. This was enough for Salisbury; the first team came in in the second quarter, and was able to lessen the Lenox lead to five points, with the score at the half Lenox 30, Salisbury 25. Salisbury continued to whittle away at Lenox's lead during the third quarter, and by the end of the quarter Lenox led by a scant one point, 38-37. In scoring the fourth quarter duplicated the third — Salisbury again outscored Lenox 12-8, thereby overtaking the Black and Gold and winning the game by a heartbreaking three points. The final score: Salisbury 49, Lenox 46. High scorer was Captain-elect Ron Albert with 21 points; both he and Captain Pete Reardon ended the season with a 14-point-game average, and with this game the team ended it on a very satisfactory record of nine wins and seven losses.

J. V. Hockey Undefeated, 8-0

On Saturday, February 14, the J.V. hockey squad went to Hoosac School to play their varsity team. This team had been beaten by the Lenox Varsity at the beginning of the hockey season by a score of 4-1; thus, the J.V. expected a well fought game.

As the first period started, the Lenox J.V.s found that their expectations of a hard game were well founded. However, the first line discovered also that the triangle play could be used, and within the first five minutes Arnoldus scored. Then, with the second line in, Bob Brown scored with a well placed slap shot from the offensive blue line.

During the second period, play between the teams seemed well balanced, but Hoosac scored a goal with a sudden break, and Don Matthews scored with a solo drive to the goal. Aside from these quick plays, this period was very evenly fought.

However, the third period ended all hope for Hoosac. Twice again Don Matthews scored, giving him a "hat trick." The J.V.s had enough wind to out-play the Hoosac team, who did not seem to have the experience that the Lenox J.V.s had.

On Saturday, February 21, the J.V. hockey squad downed a much improved Forman varsity 4-3. With this victory the team became the only winter team to go totally undefeated in interscholastic competition, out-scoring the opposition 21-13.

The game was played at Lenox on the fair ice of the junior rink, the low boards of which hampered both teams to some degree. Dan Goff led the scoring for Lenox with a solo and he was followed

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Poor But Improved

In their final game of the season, February 14, the Lenox J.V. basketball team was crushed by an overpowering Suffield team. In the first quarter Suffield took an early lead of about ten points. As the game progressed, so did Suffield's margin, which ended in a twenty-nine point lead at the final whistle, winning 49-20. Although the score indicated a very weak Lenox team, the only real trouble was their inability to shoot from outside and the foul line. Most coaches find it quite successful to use a zone defense because of this fact which is true with most other J.V. teams. This game typified the success of this theory. The J.V. coach, Mr. Temple, and the varsity coach, Mr. Sawyer, agreed that this was the boys' best game. Although it is not much consolation, the team should be complimented for its superb spirit. This enthusiasm helped to balance the record which was an unimpressive and misleading two wins to eight losses.

Griswold Upset In V Hockey

After the regular season closed on February 21, the Thayer-Griswold competitions commenced. During the fall, Thayer had established a ten point lead.

Griswold had virtually the entire junior school hockey team with Walker, Rush, and Purdon on that side. Thayer was able to gather an opposition, but they were completely swamped, 4-0. Walker scored all four of the goals, two in the first period, and two in the third against Fletcher, who played an excellent game for Thayer. The defense was quite poor on both sides.

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Hockey Splits For Season, 7-7

On February 18th the varsity hockey squad played Albany Academy, the winning team in the Troy High School League. At game time the weather was misty and the ice poor. Because of these conditions, the pre-game warm up was omitted. The first period of the game was close. Neither team dominated the puck, and most of the shots were taken from mid-ice. Albany took six shots at our goal, while we had three at theirs. It was in the last minute of the first period that the first goal of the game was scored. It was tallied by Evans of Albany.

The second period saw Albany begin to dominate the puck, but the Lenox team was able to keep Albany in check while Captain Fred Wood scored Lenox's only goal. During this period Ryer of Lenox amassed eight saves while Keny of Albany again had only three shots taken at him.

The third period saw Albany control the puck most of the time. But constant pressure from the black and gold kept them to only two goals. The first of these came about as a result of a lapse in the Lenox defense. Albany's left wing skated in on the goal from the blue line, received a pass, and scored without even being molested.

The final goal of the game came two thirds of the way through the period when the captain and high scorer of the Albany squad dribbled from his own zone, through the Lenox defense, and then flipped the puck by Ryer.

On February 21, Lenox was host to the Westminister hockey squad for the last game of the season. Although it was known that West-

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Squash Record Close

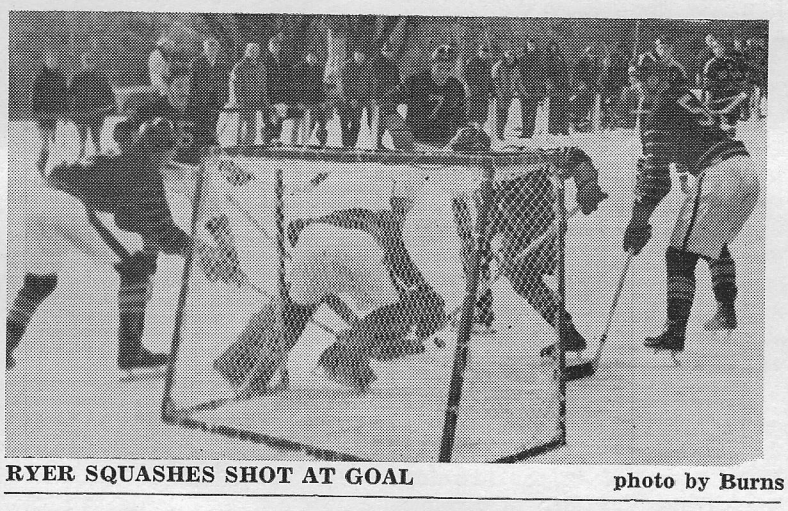
After losing their way about four times, the Lenox School squash team finally reached Trinity College in Hartford on February 18. There they suffered a third, but not ignoble, defeat at the hands of the Frosh team.

Captain Robin Ros, playing Trinity's first man, Coad, was soundly defeated 15-6, 15-5, 16-1. Although it was by far the worst defeat he had received all season, Robin felt he had played poorly only on a relative scale: the other man was good. Hubert Eaton lost his match against Francis 15-8, 15-5, 15-10. Trinity's Miness beat Tod Lloyd 12-15, 15-8, 15-3, 15-11. Tod was the only member of Lenox's squad to win a game, although Al Thorp's match against Brown was fairly close, losing 15-7, 15-10, 18-13.

The squash team played its final match of seven on February 21 against Williston's no. 3, 4, 5, 6 varsity men. Going to Easthampton with a record of 3 and 3, the squad left on the short end of a 4-3 season. Although the record is not excellent, it is a vast improvement over that of last year (1-3).

At Williston all four men were defeated. John Harper beat Robin Ros, 15-12, 15-8, 7-15, 15-11. Al Thorp, at number two position, suffered his loss to Frank Bolanda 15-8, 15-5, 18-6. In the third position, Tod Lloyd was beaten by Henry Hacker 15-11 in all three games. Hubert Eaton, captain-elect for '60, had a very close match with Chris Lowell 15-12, 18-16, 18-17.

Looking at the season, Ros won 3 of his 7 matches; Eaton, the only person to have a winning percentage, won 4 of his 7; Lloyd's record was 3-4 and Al Thorp won 2 out of 6. The total of individual matches won was 12 (15 were lost).



RYER SQUASHES SHOT AT GOAL photo by Burns

Hockey Ends, Basketball Begins

On Saturday, February 14, the Lenox Junior School hockey squad in its last game of the season was defeated by a greatly superior team from New Haven. The Pepsi-Cola team was the first real competition that the junior school had come up against all year. Throughout the season the Junior Schoolers had outclassed every team that they played. Even though the outstanding player of the game was Tom Walker of Lenox, the Pepsi-Cola team did not have too much trouble defeating the home team. This was due to the fact that all of the "Cola" team players were almost as good as our best player. As usual, Tom Walker led the home team in the scoring department with two goals. Rush and Purdon assisted twice and once respectively. The latter assist was a double one by the two players.

The defeat came hard for the Junior Schoolers, as they had had an undefeated season coming into this game. As was mentioned, before, though, the Lenox squad was not used to such stiff opposition as they came up against then.

On February 21 the Junior School made the trip to Williston. There, under the direction of their new coach, Mr. Bemis, they officially opened their basketball season by edging the Williston team 22-18. After doing so well in hockey the Junior Schoolers came into the game with less than a week's practice and won it.

During the hockey season Tom Walker sparked the Lenox team to its almost undefeated season, while compiling 20 some goals. He showed the same drive on the Williston court Saturday, leading the scoring with 12 points.

All in all the Junior Schoolers looked quite well, considering the short time that they had to organize a squad practice together. Mr. Bemis deserves credit for the quick organization. It seems that with a little more practice the team should develop into an effective unit.

Seasonal Look

According to the combined records of the school's seven winter athletic teams, this term has been a success. Out of 61 contests actually played, Lenox emerged victorious in thirty-three, one remaining a tie. While this represents no record-smashing number of wins, the fact is that less than half of the games were lost. And successful athletic seasons have been declared with a far less creditable record to show for the school's efforts.

Strangely enough the only varsity sport to have a winning season was basketball, boasting a record of 9-7. At least two of the seven defeats were very evenly fought games, the margin of failure in both cases being less than 3 points. Marked by a very equal distribution of scoring, good conditioning, excellent unity of play, poor foul shooting and occasional moments of costly wildness, the team was a bundle of qualities and deficiencies. It just happened that the weaknesses were far outweighed by the merits. Composed of many fourth and fifth formers, the team has a substantial foundation of experience for next year.

The varsity hockey team had an even season, splitting its fourteen games equally with the opposition. Many of the games were rather devastating defeats, yet Lenox was not without a great deal of its own high points. When one considers the point that this year was supposed to be one of "rebuilding", the hockey team's accomplishments become more pronounced. Maybe the record was not as good as one would expect from looking at previous teams; yet possibly the presence of many fourth and fifth formers was overlooked. This should be indicative of an excellent season next year. Not forgetting this year, the hockey team was sporadically affected by overconfidence, but scoring was evenly distributed and there was every indication that team play predominated.

Since the ski team actually had no season (no snow!), the squash team was the only varsity sport with a losing record. Failing to come through in four of the seven matches, the team still represented a vast improvement over teams of the past. For the first time squash became a sport of real recognition, and this position should thrive with two of the four lettermen returning next year. Foundations must be more deeply rooted; victories will follow.

If we decide not to count the humiliating game against the faculty, the J.V. hockey team had an undefeated season of eight contests. This superior showing should indicate the presence of abundant varsity potential. Also, because the athletic program has not expanded with the growth in enrollment, far more people who might previously have played varsity sports are finding themselves on the J.V. squads. Thus, although these players may not be of top ability, they are certainly more numerously expert than one might think. The title "J.V." now has an erroneous connotation, as the varsity hockey team learned in an occasional scrimmage.

The J.V. basketball team, winning only two games out of ten, tried hard to disprove the theory about the improvement of the J.V. teams. But even this team was not without real merit. Wildness and inaccuracy dominated much play, yet both Mr. Temple and Mr. Sawyer expressed satisfaction in the possibilities of future material and the general development of the team over the season.

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FOURTH-FIFTH FORM DEBATE

On February 26th, the fifth form played host to the fourth form in Thayer Hall for the second annual debate between these forms. For the second successive year, the fourth form won.

The topic of the evening was "Resolved: Kennedy would make a good President." The fifth form upheld the affirmative. Although the debate was one of the closest ever witnessed in the school, it was not one of the best from the standpoint of concrete arguments. Neither side developed its points thoroughly and both concerned themselves with general statements and old reliable pro and con arguments concerning a Catholic president. Any discussion of the topic is, of course, hypothetical and thus opinionated; it is primarily of these opinions that the debate consisted.

The fourth form excelled in presentation. Whereas the fifth form's presentation was weak and in one speaker barely audible. The fourth form was forceful and dynamic. The old adage "It is not what you say but how you say it" would certainly apply here. Although the first speaker for the negative hadn't much to say, the way in which he said it convinced the majority that he had some really relevant arguments.

Ted Friel and John Gable of the fourth form and Jim Ramsey of the fifth gave particularly good accounts for their sides. Bill Carleton of the fifth form got off a very good try at a rebuttal, but he seemed to be stunned by the speech of Gable, the last man for the negative.

All in all, the debate did provide an interesting and entertaining evening.

Mr. Dana . . .

Continued from Page 3, Col. 5

alumni backing has been indicative of a better, more secure institution and, in addition, "we (trustees) are not going to run it forever." As of now, only a limited number of the graduates participate fully in action which should be the concern of all. An increase in this respect would "help continue the already good standards of the school."

On the lighter side, portraying his sense of humor and warmth of disposition, Mr. Dana extends this bit of advice to all students: "Don't give Mr. Curry too many gray hairs, but don't let him relax either!"

J. V. Hockey . . .

Continued from Page 5, Col. 1

quickly by Clark. At the end of the first period Lenox led 2-1, but they were soon to have this whittled.

In the second quarter Matthews scored against the excellent Forman goalie on a quick breakaway from mid-ice. Later in that period Forman scored again, tying the score in the third quarter. In the last minute of play, Arnoldus took a pass from Matthews on the face-off and scored the final necessary goal of the game.

The team had shown signs of overconfidence, and according to some players, drive was lacking because it was the last game. However, they were able to overcome these feelings and now hold the position of the best J.V. hockey team in many years.

A Study In Characterization

By W. Carleton '60

The long-haired gentleman squeezed his automobile into a parking space, leaving it in front of one of those green enchained meters, deposited his spare nickel into the slot, and headed for the area from whence came all the noise. The clamoring enfiercened as he scurried past West House down the walk to the rink. Upon rounding the corner he perceived the cold, now hoarse-sounding mud turtles on the bench vainly warming their hands, the roaring spectators, and the predominant color of green uniforms contrasting the white of the ice. Just then he saw a player in black swoosh by, pepper off a shot at the cage, and score: "good", he muttered, for his policy was to cheer those he thought were the underdogs. Another black streaked past but missed his shot: "shame" was the utterance. The stranger now realized he was chilly, and so wheeled around and started back up the nicely-sanded walk, his weather-eye noticing the dark sky moving in from the north. He hoped the skiers could finish their meet before the new storm set in — nasty stuff, that deep snow on the slalom.

Noticing the door was a little difficult to open — must be the cold — he passed from the frigid athletic world into the comfortably heated gymnasium. After having carefully removed his headgear, he was at once aware of a change in the weather. Soon, however, he realized that this was only caused by the artificial situation set up by so many hot water showers operating at once. The score keeper turned the automatic wheel of numbers until the digits 78 were found: "hum ... black has a 63 point lead again today." Just then the action came near and after a slightly confusing scramble — it's a complicated game — a tall lad with glasses emerged and gently took a shot: "Nice boy, Dave" exalted the pleased onlooker. Having assured himself once more that black was going to retain their fat lead, he decided to head for the commons room to chew the fat for awhile.

On the way over to the building with the tower on top, he passed and complacently waved to some prospects being shown through the prized Coop: "Just think," he ruminated, "at this time a year ago — or was it eleven — I was one of those prospects." Still bathing in the glory of having been here so much longer than the newcomers, he entered the dingy and sparsely prepared commons room saying to his smoke-hidden colleagues, "It went down to eight last night and was — 4 before breakfast. I'm sure it's going to snow." At six-o'-clock exactly on the button he began dinner; he noticed his seat was still a bit damp from the dusting given it for Saturday inspection, but naturally didn't care. The meal was happily consumed and a two-bell smasher denoted no lecture this time, so he rose and left.

The exit of a grey jeep seen through the window was evidence of his disappearance.

Sanka Salutes

By L. Ehart '60

In Germany the masses gather to watch the exciting sport of soccer. In Australia crowds throng together to cheer the agility of tennis champions. In England Rugby draws the spirited multitudes together. In America thousands of fans crowd the huge baseball parks. Yes, all over the world men are attracted to exciting athletic exhibitions where they are inspired by fascinating tests of mental and muscular co-ordination. Yet who notices the faithful athlete of Lenox Stadium?

Despair not, trusty champions of the road! You, too, have a loyal observer — the wary prefect. He, like the helpful olympic coach, is there to oversee your training. His smiling countenance framed, like a picture, in the dining hall window is just the thing to incite you on to bigger and better achievements. His long-suffering patience serves as a wonderful incentive for you — the Lenox athletes.

The regularity of the training of olympic champions has nothing on the punctuality of Lenox trainees. From 7 to 7:05 in the morning these undaunted men of olympic obscurity run their laps around our Berkshire Arena. Theirs is the lot of struggle. But this struggle goes not unrewarded. Whereas, on the world scene, champions persevere for metal cups, felt pennants, paper certificates, cloth ribbons, and wordy eulogies, in Lenox the athlete's reward is much more useful and desirable: a stomachful of food.

In the fall when the Berkshire mountains undergo the alphabet of colors, in the winter when mother nature spreads a sheet of snow across the bed of the mountains, and in the spring when the recently barren womb of nature becomes prolific with blossoming buds, returning birds, cumulous clouds, and warm sun, the Lenox athletes maintain their "appointed rounds." Of such stuff men are made. The next time you see a ten page "spread" of a sports star in a magazine, or a 2-inch print across the face of the sports page of your local newspaper, think, friend, of the unpublicized, anonymous, gallant track-men at Lenox Stadium.

Skating Party . . .

Continued from Page 1, Col. 3

morous side, however, and provided a necessary bit of entertainment to fill in for the thoughtlessness of the weather and the bus driver.

The walk down from Schermerhorn to the dining room was a source of pleasure in itself. With the rain freezing on the sidewalks as it came down, it created the ideal situation where a girl could slip periodically and fall discreetly into the powerful arms of her escort.

The "work" involved in the walk down from Schermerhorn stimulated appetites of ravenous proportions in both the boys and the girls. As a result, there was very little talk at the table and the only noise was the clatter of silverware, the splashing and slipping of milk, and the wrinkling of napkins as they passed from lap to mouth and back again, after wiping some chicken gravy off a chin, smearing perfectly applied make-up.

The activities that followed dinner were varied in order to provide something for all. They included a movie in Thayer Hall, dancing at Schermerhorn, and skating on the hockey pond. The hearty ones went skating. The rain had created ideal conditions for something, but unfortunately not skating. The rink was covered with about one half an inch of heavy slush. There was some consolation in the fact that this condition was conducive to falling, which again played into the hands (and arms) of the boys.

The intellectual ones went to the movie at Thayer Hall where the intellectually stimulating **The Caine Mutiny** was playing. It was so popular in fact that it was held over by popular demand for an early Sunday morning showing.

The realistic and practical ones passed up both the worldly skating and the movie, traveling to Schermerhorn to enjoy "themselves" with the music of Earl McClenney and his potent three coming from one room, and music of Chuck Berry and his houserockers (or wreckers — I forgot which) coming from another. The competition from the recording medium was too much for Mr. McClenney and his ensemble, so they took a union break in protest, which lasted for the better part of the evening. Rising to the call for live entertainment was Dick Dow, who jumped at the chance to fill in for the band and perform some extortions upon his guitar. Everyone appreciated Dick's talents and clapped vigorously (they were all diplomats). He was even called back later in the evening for an encore by some misguided music lover.

Although the evening had its rough and difficult spots, caused by the weather, everyone seemed to have enjoyed themselves. This last bit of information came from the dance committee and not from an impartial participant. However, the organizers, critical of their own work, should have the ultimate say. In no small part the success of the evening, centered around the theme of Valentine's Day, was the result of much work by many people. Mrs. Portass and many faculty wives made the decorations at Schermerhorn, the name cards, and the dinner table decorations. The kitchen staff must also be lauded for its cooperation in satisfying sixty dinner guests and for keeping the refreshment table full at Schermerhorn. It is united enthusiasm such as this that makes such occasions successful, a fact too infrequently recognized by the school.



St. Paul's A Capella Choir

St. Paul's Choir To Perform Soon

On Thursday, April 2, 1959, at 8:00 p.m. in the Lenox School gymnasium, the A Capella choir of Saint Paul's College, Lawrenceville, Virginia, will perform for both the student body and the public. The choir is a rather young singing group, almost eight years old. Since its organization by its present director, Roland L. Allison, in the fall of 1951, it has earned an enviable reputation as a concert group and has toured extensively in that capacity, winning the plaudits of music critics wherever it has performed. This concert choir consists of 37 singers who are chosen from the Saint Paul's Choral Society after intensive quartet trials.

In 1952, during the General Convention of the Protestant Episcopal Church, the A Cappella Choir presented a sacred concert in the famous Trinity Church, Boston, Massachusetts, before a capacity crowd. This performance drew the praises of the music critic of **Forth** and prompted a glowing tribute in an editorial of **The Churchman.** Following this, there were numerous broadcasts, telecasts, and invitations to present concerts in major cities of the North, the East, and the South. These events seemed to mark the beginning of the Choir's ascent to its present heights.

Tickets $1.00 Each

The Choir's repertoire includes many of the greatest choral works written and many masterpieces of the great masters. These include works of all periods of musical history, such as: Handel's "Messiah," Brahm's "Schicksalslied," his "Liebeslieder Walzer," Benjamin Britten's "A Ceremony of Carols," R. Vaughan-Williams "Fantasian on Christmas Carols," Randall Thompson's "A Peaceable Kingdom," William Schuman's "A Free Song," selected works of Holst, Vivaldi, Gibbons, Palestrina, Mozart, Hayden, Beethoven, Byrd, Purcell, and many others. In its annual Christmas Concert in the College Auditorium on December 14, 1958, the choir presented the "Magnificat" of Johann Sebastian Bach and the fifth public performance of

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COMING EVENTS

Glee Club

Looking ahead, the Lenox School Glee Club will perform at MacDuffie School for Girls, Springfield, Massachusetts, on Saturday, April 11, 1959. The sixty members, under the direction of Mr. Ames, are planning to sing several numbers with the MacDuffie Club, while each group will render some separate selections.

On Saturday, April 25, the play faculty of Lenox School will stage the second annual Master Players' Production, "See How They Run," a farce in three acts by Philip King.

ALUMNI NEWS

The Class of 1949

Back in 1944, we were enough to drive our prefect, Bill Clifford, to drink by our strikes against his "reign of terror", but Mr. Gilmore, more or less, guided us through the year in such a fashion that West Cottage still stands. We all participated in junior football. Foust, Russo, and Morris had the audacity to try for varsity hockey, attempting to make our claim to fame immediately, but it was not long before we were persuaded that the junior team was in need of three good forwards. The spring brought out the green grass and just as green a midget baseball team, although some of us desired tennis. All in all, the year passed pleasantly and uneventfully, with us supplying the midget and junior teams with copious talent.

In 1945, we acquired Sandy Choate, Ed Day, Jack Dinwoodie, George Dyott, Bryan Jackson, Dave Nash, Jim Neff, Ned Ponier, Craig Skewes, "Obie" Smith, and Clive Tillotson. Our new den of iniquity was located in the WABC section of St. Martin's, and in West Cottage. That fall we all looked up to Sandy Choate because he won his minor letter on the varsity football team. We offered top-notch material to the junior squad also. That winter we were really proud because Ned Ponier sparked the hockey team, winning his major letter along with Dave Nash and Mike Foust. Sandy Choate was our lone candidate for varsity basketball. Ponier also received a letter for baseball in the spring and Sandy Choate was our only other varsity member for the form being awarded the class of 1934 cup and honorable mention for the Vanderbilt Scholarship Cup on Commencement Day.

In the fourth form, we added in 1946 such illustrious characters as Don Crippen, Rhodes Farnham, Oliver Foss, Bill Geer, Dick Halkyard, John Helfrich, George Ingalls, Dick Moore, Brooke Shaughnessy, Herby Smith, Logan Winne and Joel Whitcomb.

Athletically we were beginning to come more and more into form prominence on varsity squads. In football, we had Don Crippen, Ned Ponier, and Choate, Sandy winning a position at tackle and getting his letter. Bill Geer, Van Morris and Craig Skewes shared captaincy of an undefeated junior team, consisting of other fourth formers, John Helfrich, Shaughnessy, Whitcomb, Logan, Hodges, Dyott, Neff and Washburn. Our only representative for basketball was determined Sandy Choate who picked up a minor letter. We definitely maintained the hockey material, having Herb Smith and Bill Geer winning letters and Morris and Neff getting minor letters. Halfway through the season, Ned Ponier had to withdraw from school to go to Germany to live. In baseball that year we had only three candidates: Geer, Choate and Smith.

Weathering the storm without too much trouble, we were ready to take the next step—the fifth form. On graduation day, Geer and Choate shared the laurels. Geer took the Vanderbilt Athletic Cup and Choate took the Vanderbilt Scholarship Cup and the Bullard Science Prize.

The yearling of the form consisted of George Gregory, Jay Montgomery, Tom Moulton, Dick Myers, Dave Richardson and Jerry Wendt. We managed to make a few contributions to Lenox athletically and scholastically.

Our football candidates were lettermen Helfrich, Crippen, and Choate, and minor lettermen Morris, Geer, Logan, Gregory and Smith. We also had our share of participants on the initial soccer team. Joel Whitcomb was no less than the outstanding member of that squad. Other members of this team were Day, Ingalls, Washburn, Hodges, Moulton, Myers, and Skewes.

Basketball letters were given to Choate and Wendt. George Gregory and Richardson were the only other basketball members on that team from our form. Our form's contribution to the hockey team was the high scoring first five of Morris, Geer and Smith and spares Hodges, Whitcomb, Helfrich and Skewes. The hockey team put on a display which has not been seen for fourteen years at Lenox. Skiing came into the limelight after a long lapse of time and we had our share of outstanding competition to fill that post with Ed Day, Jay Montgomery, Fuzzy Myers and Crippen. In the spring Jerry Wendt was the only standout and letterman on the baseball team, pitching well all season. In tennis only Bill Geer could make the ranks to compete and he won his "L".

This year saw many matured young men, almost unbelievably changed in personality and outlook. As fifth formers we got our first taste of college requirements, when we went to Pittsfield to take the college board entrance exams. We realized that time was quickly passing and soon we would be the Senior class. With not too much left of the spring term, the class elections were held. The newly ordained prefects were: Van Morris (Senior), Sandy Choate, Herb Smith, Jay Montgomery, John Helfrich and Fuzzy Myers. Choate, Wendt, and Hodges upheld the honor of the form by Choate's taking the Harvard prize volume and the Bullard Science prize, Wendt's winning the Sturgis Reading Prize, and Hodges being awarded the History Prize. This happened on Commencement weekend. With final exams over, we departed for home to return again as the long-awaited senior classmen.

On a beautiful day in late September, the sixth form returned to the Berkshire hills to find thirteen new members in the persons of Tom Bosworth, Larry Harris and John Marshall (all veterans), Ben Brown, Dick Cooper, Al Ferris, Red McAlister, Bill Perkins, Bill Rudge, Gus Tollios, and Gregory Zilboorg, newcomers. Bob Jacocks and Barney Salmon were taking post-graduate courses. Frank Logan was the only missing member from the fifth form. Halfway through the year, Stan Wilson and Bob Ryan joined our ranks. The prefects soon had things running smoothly, and even did well waiting on various church conferences during the course of the year.

Although the football team had rather a tragic season, seven sixth formers deserve credit for giving their all for the Black and Gold. They were Captain Sandy Choate, Van Morris, Pete Hodges, Bill Geer, John Helfrich, Herb Smith, and George Gregory, all lettermen. Soccer regulars were Co-captains Whitcomb and Ingalls, Day, Skewes, Myers, Moulton and Tollios. Hockey was cut short of what it might have been, and the team with such standouts as Captain Morris, Geer, Smith, and Whitcomb was denied a season because of the weather.

The basketball team had the services of Captain Choate, Bosworth, Gregory, Cooper and Red McAlister. These boys were at the disadvantage of having no gymnasium to practice in and therefore did a plausible job in spite of a bad season. Also deserving praise during the winter season are Captain Ben Brown and his teammates on the ski squad; Jay Montgomery, Ed Day, and Myers, all of whom participated in some interscholastic competition on the snow clad slopes.

In the spring, a baseball team with such material as Tom Bosworth, Wendt, Ryan, Jacocks, Harris, Marshall and Brown fared well in their encounters. McAlister, Captain Geer, Skewes, Smith and Salmon excelled on a fine tennis team. The sixth form may well look back on the athletic teams which it has produced with great satisfaction, although the records have not been impressive, because it was the spirit and sportsmanship that made our teams worthy of upholding the tradition of Lenox School.

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NOTES

DO YOU REMEMBER

September 26, 1931 was Game Night at Lenox School! "The sixth form amused themselves as they wished in their new common room.

Mr. Clark entertained the fifth formers with some Ring Lardner short stories in his living room.

The fourth form was invited by Mrs. Monks to play games in the Clipston Grange library, while the third form spent the evening in the Headmaster's study."

Enrollment in September 1931 increased by six boys over 1930 for a total of 74.

TWENTY-FIVE YEARS AGO

Mr. Hinman Joins Faculty (printed March 1934) The School is very pleased to welcome into the faculty a new master, Mr. Roger Hinman.

Mr. Hinman lives in Andover, Mass. and attended Phillips Andover Academy. He then went to Harvard University and graduated in the class of 1933. For four summers he tutored at Long Lake Lodge in Maine. At Lenox Mr. Hinman is teaching special classes in Algebra, Latin and French.

Lenox defeats Williams Frosh 2-1 in Hockey — Jones, Rockwell, F. Reinheimer, Reese, Butler, Cleveland, Ziegler, Peabody, Pfaelzer, Hollins and Donald combined to win this close one.

TEN YEARS AGO

A poll of the class of '49 showed the following results:

Best Looking: Van Morris
Best Athlete: Tom Bosworth
Biggest Grind: Choate
Done Lenox for Most: Ingalls
Best Personality (tie): Tollios — Montgomery
Class Wit: Ingalls
Best Dressed: Jay Montgomery
Most Likely to Succeed: Choate
Done Most for Lenox: Choate
Most Popular: (tie) Tollios — Montgomery
Best Dancer: Salmon
Best Sport: Brown
First to be Married: Larry Harris
Last to be Married: Foss
Favorite Movie Actress: Ava Gardner
Favorite Girls' School: St. Agnes
Favorite Boys' School: Berkshire Industrial
Favorite Sport: Baseball

Captain Gregory's baseball team won eight of the last 10 games.

George Ingall's zoo has acquired an alligator, and a use found for that bathtub with a plugged-up drain.

The Headmaster declared a school holiday; by eleven o'clock it was raining.

Bobby Clem exhibited his excellent bird paintings at the Lenox Library.

Gramps Howland resurfaced the driveway right in the middle of the fishing season!

Mr. Curry announced that the year's toll in pantry breakage was just about what everyone expected —colossal.

For one short but glorious interval there was hot water for morning showers and shaves at St. Martin's but then the trouble was corrected.

ALUMNI ACTIVITIES

1947

Donald .Fraser — at the Veterans' Hospital, Westhaven, Connecticut, Ward 8, would be glad to hear from you.

1951

George H. Hepburn, Jr. — now married and living in Hawaii. George is a member of a Special Investigation Squadron.

1955

Lawrence Whitten — was married on January 31st to Miss Sharon Elizabeth Bennett. The wedding took place in the Cathedral Church of St. Luke in Orlando, Florida.

1958

Houston Stokes — off to a fine start at Cornell. A 94 in math—not bad!

H. A. Williams has been appointed assistant treasurer of the Union and New Haven Trust Co. Mr. Williams is also auditor.

Peck's Bad Boy Looks Back

Gentlemen: Enclosed please find my contribution to your fund. It seems very funny to me to be on your alumni list as I thought Lenox School would forget Paul Lennox as soon as the school year ended. If there ever was another like him, I am sure that the staff at Lenox School would give up its faith in the human race. I was on the "Black List" all but two weeks of the year. The first week and one other that was near the end of the year, and Mr. Monks asked me to make a special effort to show him I could do it. It was an effort but it was done.

I have seen Mr. Monks in Washington on several occasions in the past five years and he always calls me his prodigal son.

I look back on those days with many fond memories and wonder why people ever put up with me. I can remember the lickings in the Barn from the headmaster and the senior form taking me up to the trunk room for their version of the same.

I have since gone through the service (3 years) and agricultural school. I have been managing farms for the past seven years and I am moving to Parish, N. Y. in March to go into business for myself.

Thank you for "Lenox in Portrait".

Respectfully, Paul Lennox, '44
Mgr. Langmore Farm
RD 3, Troy, N. Y.

P. S. I have a son, 5 years old, and hope he will someday come to Lenox.

Alumni Hockey

On Saturday, February 14th, the varsity hockey team faced the alumni team on rather poor ice. It was the first time in three years that the game had been scheduled. The alumni produced a good team. Their Mutt and Jeff defense, the forms of Conragan and Piranian, was especially impressive.

Shannon scored the first goal for Lenox, unassisted in a victorious dash. Middleton, assisted by Stokes, tallied in the second period. In the final period, Shannon had another assisted goal, and Humason scored two minutes later on a penalty shot. Colton scored the first goal for the alumni. A minute later Wood, assisted by Bradley, tallied for the varsity, and Colton again hit the mark for the alumni to end the game.

The Old Guard staged a valiant try, but they were unable to overcome the conditioned varsity. The whole game was real fun and the team extends an invitation for a contest next year. Lots of luck!

The Alumni Team

Goal	Ray Ferguson '55
Lt. Defense	Dick Conragan '50
Rt. Defense	Alex Piranian '50
Center	Bruce Bennett '55
Lt. Wing	Eddie Thomas '54
Rt. Wing	Pinney Colton '55

Spares

Bob Kline '48, Don Methners '44, Dave Cabaniss '52, Bruce Woodger '53, Larry Ferguson '53, Dick Mitchell '52.

Motivation . . .

Continued from Page 3, Col. 5

of success is, of course, wrong; but it exists.

Administrators have mistakenly made motivation a concrete process. A series of accomplishments in various fields is necessary for a degree. Yet, because these elementary steps have no "dignity and validity of their own", but are mere means to the desired end, the student takes no pride in his daily progress. Thus motivation is dampened — the real goal being indiscernible.

The educational development of a person is strictly a matter of will. Motivation is "too practical to be practical", and a person's determination is therefore his guide. Capability can play no part unless a will is present, for what is ability without stimulus?

At this point in his speech, the warning bell for study hall resounded through the dining hall. Miraculously, as if this epochal interruption had reminded him of the time, Dr. Hirshon closed his talk by saying that "a college degree is not as important as a job well done for the job itself." The degree means nothing, but the will and faith exhibited and utilized in gaining it are all-significant.

New Buildings

Continued from Page 4, Col. 4

ed storage space in St. Martin's itself. The new field house will take a lot of pressure off the main building where plumbing and hot water situations are increditably poor. Every boy will be given a locker, and the concentration of all athletic equipment and dressing in one area equally distant from all athletic fields will prove much more satisfactory than the present scattered conditions.

Since the Barn is the last area the school has for storage, the project raises a serious question. It is expected, however, that during the summer a maintenance shed will be erected to the north of the science building with a new road going to it. This shed will house the school vehicles, and, hopefully, a number of masters' cars.

A brochure for this project will be published and fund raising will start immediately. This will be known as phase two of the consolidation fund now in the second of its three year program. In phase one the debt was cleared on the Rice Wing, and it is hoped that in this phase $175,000 will be raised to make possible this addition and to bring the science facilities to the standard where they should be. One of the secondary values of this project is to bring all this barn and shed area into proper condition and landscaping, so that the courtyard will be all brought up to a top condition of paint, maintenance, lawn, etc. At present it is a haven of logs, high grass, and junk.

The contractor began work in the basement of the field house on March 9, and as soon as the frost is out of the ground, work will start on the science building. The latter is the one to be finished first, as it is the most needed for space and equipment of anything in the school at the present time.

Mr. Crane . . .

Continued from Page 1, Col. 3

Minister Benes not to go to war alone against Germany.

After this discussion was concluded, members of the class remained to talk with Mr. Crane about the world situation. As a person of wide knowledge about the Near East and its problems, Mr. Crane expressed many interesting and firmly-based opinions:

On the Near East

The appearance of military dictatorships in the Near East is the result of a lack of foreign aid. All of the countries in the Near East need help to establish and maintain any form of democracy. The cold war has put a squeeze on this area, taking too much of its natural resources. The United States has been short-sighted in giving foreign aid. It has decreased the amounts spent and given. Dictatorships are becoming more frequent in the face of chaotic conditions.

However, up to the present time the Arab nations have received a great deal of American support which they view as Western colonialism. A solution has been offered in the form of an economic development pool in which these countries would gather their resources. Outside sources, such as United States oil companies and quite possibly Soviet Russia, could aid such a pool. Israel could supply technicians and thus develop the area as a unit. In five to fifteen years tensions would relax and Israel by contributing to the welfare of her neighbors would become part of a federation rather than an American outpost.

On China

China is building up a "development pool" something like that in the Near East. Communities and even whole provinces are getting together and are establishing a planned economic and social life which is becoming necessary in the modern world.

On Russia and War

Soviet Russia has no reason to desire war, because she is getting along well with what she is doing now. She is making headway toward her goals without resorting to a war, which would be unpopular among her people.

On The Berlin Crisis and Talks

The West should use the Berlin situation to start talking and re-establish former relationships and understanding with the communist countries. The more channels through which we are able to talk with this country, the more likely is it that we will be able to get out of the hysterics of the cold war and into a period of "give and take", enabling us to discuss more pressing problems, such as education, instead of spending our money for defense.

A summit conference is not necessary. Instead we should carry on talks at all levels. A great deal of preparation must go into a summit talk. Such things as the recognition of Communist China must be settled before a summit conference would produce any satisfactory results.

On India and Communism

If India can be successful in her five year plan, there is no need to fear that an extremist regime would appear in this country. If it breaks down, however, then a crisis with more communal riots will occur, and a dictatorial regime will have to establish peace. India is trying to work out their own problems in their own way and seem to be a very democratic country.

On Business Cartels In The European Community

The success of the European community would be more hopeful if it were more democratic. It now appears to be under the control of the business cartels with no political limitations or supervision. The economic unification has come before political unification due to the pressing military needs. If the countries started first as a political unit and then developed the economic aspect, the situation would be more natural and healthy. Also, unification would not end up as a tool of a few special interests.

The success of the future United States of Europe depends upon whether these cartels allow Europe to end up as a free area or under American control. The cartels can influence Europe behind the scenes since they are not limited by political supervision. And from an American viewpoint, they can be a means for the extension of our interests with Europe. The power of the cartels to do this may be seen in the oil interest of the Near East. The shak of Kuwait receives six hundred million dollars annually in royalties from the untaxable oil companies, $550 million to $565 million which he banks in London. It is enough to make or break the British balance of payments. If the shak withdrew one year's royalties from London, the British government would go bankrupt!

Northfield Concert . . .

Continued from Page 1, Col. 5

Now came Lenox. In the well-known "This is My Country," the balance between the four parts was particularly good; fine coordination was particularly evident in G. V. Lvovsky's "Hospodi Pomuloui" ("Have Mercy, O Lord"), an entire composition built on one phrase which is often used in the chanted service of the Russian Church — a somewhat weak ending went practically unnoticed; a moving interpretation was given of "You'll Never Walk Alone", from Rogers and Hammerstein's "Carousel"; and the Welsh tune "Laudamus" was Lenox at its fullest and finest.

Mount Hermon came on now, to

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Disciplinary . . .

Continued from Page 2, Col. 2

rules in the school. But where this system is so distorted, a person can only remain indifferent to the entire situation, since he is unable to keep his head above water unless he is almost perfect. Either a person receives no marks at all or he receives enough to get on the work squad. There is only a very small "middle class."

Sooner or later everyone is bound to slip. For this reason, there is a set number of marks which a person is allowed before he gets on the work squad. This is the way the system was set up several years ago. But instead of a person receiving one mark for being late to study hall, the standard is now changing to three marks. Yet the "margin of error" has not changed at all. As the result, one fifth of the school is on the work squad all of the time.

One of the most flagrant aspects which has broken down in the system is punishment for needless property damage. Windows and light bulbs are being broken along with much china, all without reason. But no punishments are inflicted on the offender. For example, a year or so ago, I was involved in breaking a window, costing over twenty dollars to replace, and because it was not accidental, I was told that I would have to pay for it. I received, however, no marks for breaking the window, not any bill to pay for it. How then does the school expect to demonstrate that this is wrong? Why should no punishment be incurred in this instance, while at the same time, some one else gets marked for being three seconds late to study hall?

A Suggested Solution

The most apparent question which now comes to mind is what can be done to repair the situation. In the last five or six years, the school has grown increasingly wealthier. Do not misunderstand me; the school is not rich. But the status of it has improved. With it has come the idea of leisure. Six hours on the work squad is not nearly as disastrous as it was five years ago. There is no accompanying stigma today. Quite the contrary there is a certain prestige that goes along with it. It is this prestige that must be broken before the system can become a deterrent once again.

The first step that should be taken is to tighten up on inflationary marking. This should relieve to some extent this present attitude of indifference toward the breaking of rules. It would also revive the value for the "margin of error." But at the same time, this margin should be decreased by one mark in all the forms except the sixth. This would make the fifth and sixth forms on an equal plane of responsibility where they should be.

The duties given to the work squad should be increased so as to be more painful to those who fall on it. They should not be allowed to get out of working before the end of the athletic period at four-thirty in the afternoon. If there is no work for them to do, their time should be occupied by running. No one on the squad should be allowed to go to sports, and anyone who appears at athletics from the squad should be thrown out and marked.

Above all else, the hours spent on the squad should cut into the free time of those on it. This will not only help to remove the prestige which goes with the squad, but also will limit the time during which they are able to destroy school property. Such jobs as noon dishes and dining hall on Saturday and Sunday should be turned over to this squad, as well as cleaning such things as the "grease pit" in the dish room or the potato peeler in the kitchen and burning the waste in the incinerator closet.

One step has already been taken to improve the disciplinary system. This is the sessions of the student council without faculty members present. They can be a big aid to the administration. But along with this, however, a court of appeals should be established. Made up of all the prefects, this body would be under the direction of the senior prefect, who would determine what cases should be presented. The court would have the power to overrule the actions of any single prefect or master; and in the case of a master, the ruling should have the approval of the headmaster before becoming effective. This would allow for a chance of appeal of a case which appeared unjust. But the reviewing of such cases must be severely limited, for it would encroach on the integrity of the school leaders.

Faculty Column . . .

Continued from Page 2, Col. 4

sonalities of others nor defending his own (truth, not prestige or effect, is in question). He must learn to face logical consequences and continually re-examine premises. He must be willing to accept provisionally the leadership of those who have lived longer with the basic problems (though he can learn little from a leader who is a tyrant). He must find a frame of reference common to those who participate in the discussion (this he will find in studying the cultural tradition he inherits).

Of course, man is not only a political animal. He is a building, loving, laughing, praying animal. There is much to learn, and discussion is not appropriate at all times to all subjects. In natural science, for instance, one must learn careful observation of the physical world around him. Mathematics, which can deal with pure thought from which all human element is eliminated, is a discipline requiring less discussion but great precision. But if in humanistic studies which deal with human nature in all its contradictory diversity, we (faculty) do not allow — nay, encourage — discussion, we shall not eliminate it, for if it does not occur in class it will occur elsewhere — and we shall have somehow failed. We should elevate and broaden the bull session rather than suppress it. For insofar as it is an exchange and examination of idea and judgment in a search for understanding, it reflects a dim yearning for the lost art of conversation and affords a distant glimpse of a dialectical society.

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Academic Progress . . .

Continued from Page 2, Col. 4

theory, the faculty salaries are quite low.

Necessity for Faculty Loyalty

Straying slightly from a strict evaluation of the school's academic success, I feel that the loyalty of the faculty to the school in general is just as important as their enthusiasm for teaching. Unity of educational purpose, especially in communities where teacher-student relations are as closely knit as they are at Lenox, can be attained only if there is unity of spirit. Opposition to school policy by the faculty, expressed in the presence of students, can sever these tender bonds and cause just resentment or at least confusion. Because the full educational success of Lenox rests on a sensitively balanced understanding between headmaster, faculty, and students, it is essential that such a situation be prevented. Constructive criticism? Yes. This is helpful and necessary. But derogatory feelings and a conspicuous lack of loyalty on the part of any master is very undesirable. Fortunately this problem, present in some boarding schools, is almost entirely absent at Lenox.

Intellectual Vigor versus Aptitude

Many of the boys that enter Lenox School do not possess the mentality to achieve excellence, try as they may. A church school, following in many cases a policy of "another chance," Lenox does not expect these boys to be outstanding. They are accepted not because of academic promise, but for their thirst to learn and understand. Compared with those of the boys who possess both initiative and talent, their accomplishments seem small, but in many instances improvements from their original conditions are astounding.

On the other hand, there are many individuals whose only excuses for failure are laziness and indifference. This tragic situation is found in all schools — Lenox is no special case. The standards of the institution do not cater to the level of these "do-nothings". Instead, these people of high aptitude and little intellectual energy often find themselves far behind those of less ability. This all goes to prove that I.Q. is only indicative of what a person **can** do — it is the final application of natural talent that counts.

Rising Standards of Selection

Fortunately, the majority of the students have both promise and drive. Slowly, because of the increased demands for entrance and the school's growth in enrollment, the admissions staff is becoming more selective. This will inevitably raise the percentage of those that reach the school's required academic standards. Thus more people will mark the success of the faculty, and the school will become more recognized in this respect. More and more of the mentally inactive will be dropped to make room for the enthusiastic, and unfortunately, most of those that just cannot "measure up" will be shoved aside by necessity.

General Academic Growth

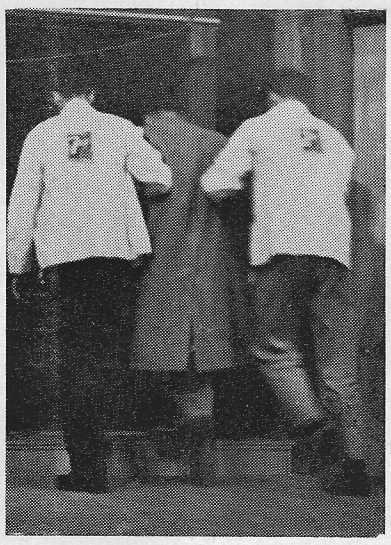
The obvious fact is that Lenox is growing in academic stature. In the past it has not been unsuccessful in its aims, as is proven by the positions of the alumni and the colleges they attend; but further steps toward perfection must be, have been, and still are being taken. Evidence of the more selective enrollment is the fact that this year's sixth form shattered all records on the Scholastic Aptitude Tests (the Achievement scores should prove interesting!). Additions to the physical plant of the school are also aiding the progress — the long overdue science laboratories are now planned reality. The near future should witness great strides in recognized productivity along academic lines: the foundations are laid; standards are established; goals are determined. Let's wait and see what happens.

Play . . .

Continued from Page 3, Col. 2

and her embarrassed inquires for overdue rent. June Hassenzahl acted a singularity magnificent role.

Jean Faxon, daughter of one of the school's mathematics teachers, portrayed the part of Dottie Coburn, cheerful and happy in her "Dumb Dora" outlook on life and its significance. It would be most insulting to say that Jean fit the part, but the fact is that she seemed very genuine, although she has had almost no dramatic experience.



He liked blue shirts
photo by Lohnes

Behind the riotous plot of the play there was one instance of seriousness which struggled to overcome the laughter of the audience: the concealed love-life of Tony Dennison (Gary Schenck) and Marge Benson (Sue Clark). These two characters actually married, were fearful of discovery, and except for an occasional beam by Gary, their secret romance seemed quite mature. Of course, farce overcame this in the end: Norman broke in on the couple and very unsubtly demanded if he really "wanted to run over her lines — huh?" The crowd roared — even the more sophisticated — and soon, because there seemed to be no decrease in laughter, those performing, led by Gary Schenck, joined in. Thus ended his mature romance.

The entire performance was a huge delight. All the way from the beginning to end, godparents to Gumbo Z'herbes, overflowing bathtubs to radiator peep-holes, it was a spectacle well worth two and a quarter hours. Mr. Wood, organizer-director-producer and all the other things that are involved in preparation for a success, lost much patience and sleep during the last weeks of rehearsals, but he viewed the final results "a new man." For years he has been directing dramatic at Lenox, but probably never was he more relieved as when the final curtain was drawn on **Out of the Frying Pan.** The work that he had put into the performance, along with the stage crew and the cast, was well worth the end result. If you didn't see it, you really missed something!

Minority Groups . . .

Continued from Page 3, Col. 2

ing in the fields until dark, these remarkable people experience "no dull moment", raising strawberries, tobacco, and many other products without the use of commercial fertilizers or machinery.

Because it is against their religion to pose for photographs, it was often difficult for Mr. Stockdale to get a good picture of them in their daily activities. He was, however, able to get several shots to prove his point that the people wear only solid colors, the most favored of which are blue and green representing the sky and nature respectively.

From the fertile farms of Pennsylvania, Mr. Stockdale took the school deep into the mountains of Kentucky, "as isolated as Alaska." Far from schools and doctors, these people also live a life of total removal from the normal activities of modern man. So far away that even the language differs, the Creek beds served as the only roads for the truck that took the Stockdales into the mountains. Living on the meager products they can squeeze from the soil, these Kentuckians often live in utter poverty, a mule being their most valuable possession.

Merriment is not absent in this area, however. There are "stills in the hills," and "for five dollars a gallon", said Mr. Stockdale, "they sold us all we wanted." Civilization is beginning to get a foothold in the mountains — the people "don't shoot each other anymore, but, waiting until their enemy is absent, burn the house down."

The Cherokee Indians of the Smokies were the next minority group to receive the attention of Mr. Stockdale's camera. Although they have no way to swear in their language, "they have a lot to swear about." They were once a very civilized people, boasting their own newspaper and high schools, but in 1849 they were relocated by the white men. Most were driven 1,000 miles at gun point to Oklahoma, but some escaped and fled to the hills. These days the Indians get their last laugh by "chiefing" (cheating curious souvenir seekers) sporting headdresses they never wore, standing in front of wigwams they never used, selling products made in Brooklyn.

In the Smokies, the Cherokees still continue the crafts of their ancestors: bead work, pottery, baskets colored with herb dye and dugout canoes. The people have their own alphabet and written language, and many of their small farms are in rather good repair.

The descendants of the original French in Louisiana were next. Speaking only French, these people live an insular life in the "Strange world of the Bayou", relying on fish, sugar cane, rice, peas, and corn for their very means of existence. The numerous streams are their only roads; boats their only means of communication and travel. Even the school bus is a rather leaky looking vessel.

Crossing the desert by car with wet diapers over their heads to protect them from the 113 degree sun, the Stockdales then journeyed to Los Angeles, California. There they reveal many of the peculiarities and tragedies of the Spanish-American groups. Their section of the city is actually a microcosm of Mexico itself: the short market streets sell all that one could ever buy in the neighboring country.

San Francisco with all its cable cars and flower stands was the last place to be visited by the lecturer. Chinatown, inhabited by a minority of 25,000, was the center of attention. There the audience learned that the unique multi-story architecture might not last because the new generations loathe it. Also, the close family tie is the reason that there is absolutely no juvenile delinquency among the Chinese people. Chinatown at night is quite a spectacle with all its neon signs and curious tourists. Appropriately, the final minute of the discussion of the Chinese and the film was devoted to jade jewelry and a "Chop Suey Sundae with ginger ice cream." Sounds delicious!

Headmaster's Message . . .

Continued from Page 2, Col. 5

and every report period we say the same thing. Suddenly Johnny hears it or reads it on a report for the first time and problems disappear and grades go up.

The same is true in thinking. Our system of education has (and will tend more so as the increasing population jams our schools) tended not to require Johnny to think. If you have to learn only facts and dates, pick out a multiple choice question, underline the right number, etc., you do not encourage thinking, the working over of facts and assembling them and evaluating them. So we stress reading and writing and discussion in order to get Johnny to think, to make some independent analysis of what he reads, etc. If you have not done this for the first twelve or fifteen years of your life, you won't be likely to turn around overnight and start doing it and coming up with good work. However, we keep talking about it, we underscore its importance, we make notations to this effect on papers which are handed back. Finally, one day (during a winter term usually) it works! Ideas are thought about and expressed, and the hand goes up for the first time in class, and questions which are penetrating and judging the facts are asked — this is a great day and this is the day when real education for Johnny becomes real and meaningful for him. Yes, we have nagged about it — we have repeated it, and we have talked about it, threatened, raved, suggested — we have used all the techniques we have known to vary the theme, but we have nagged when you come right down to it, and it has worked.

The same is true of the gospel of Christ. There is nothing mysterious about it — it is a simple gospel understood by fishermen and farmers. The problem is that we don't hear it for so long. We go to Church and the words float past our ears, and we just hope that Johnny's uncle or grandmother hears it and applies it to his or her life. Then after years of churchgoing, the same gospel suddenly starts ringing bells within us — we are hearing the "good news" about life for the first time, and we move in the light of what we hear and suddenly know what salvation is, and wonder where we have been all these years that we didn't hear this before! It works! When it does work the task of schoolmastering and preaching is well rewarded.

Letters To The Editor . . .

Continued from Page 4, Col. 5

to college where no one eases up at all. I would never have said this while at Lenox, but now see how the 'grind' at Lenox has helped me here."

Sincerely,
Wm. Buchanan

Class Of 1949 . . .

Continued from Page 7, Col. 3

Long years have some of us hoped for the day when we would be the center of attraction, and now that the end of that "last year" is here, we feel in our hearts our appreciation for a job well done in making us bigger and better men.

—Van Buren Morris

Ranking List

Form II	
deFerranti	86
Form III	
Allen	90
McCabe	82
Form IV	
Friel	81
Lynch	84
Tracy	84
Form V	
Ramsey	81
Shulman	81
Form VI	
Minifie	81
Schenck	80
Thorp A.	83
West	80

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Spring Sports --- 1959

Date	Team	Opponent	Place	Time
Mar 30	Sailing	"Private School Vacation Regatta"		
31		at Tufts Col YC	away	9:00 AM
Apr. 15	Baseball	Hoosac School	away	2:30 PM
	Tennis	Salisbury School	away	2:30 PM
Apr. 18	Baseball	Greer School	away	2:30 PM
	Tennis	Wooster School	away	2:30 PM
	(JV)	Williston Academy III	home	2:30 PM
	Lacrosse	Union Col. Freshmen	home	2:30 PM
	Sailing	"Nelson Bowl Regatta" (SSC)		
		away 12:00		
		Andover, AB Williams, Bel Hill, BC High, Exeter, Mamaroneck Marblehead High, Newton High, No. Quincy High, Northfield, Pomfret, Proctor, Ste Chretienne, Tabor, Williston, Lenox.		
Apr. 22	Baseball	Suffield Academy	home	2:00 PM
	(JV)	Berkshire Farm School	away	2:30 PM
	(Jr)	Suffield Academy	home	2:00 PM
	Tennis	Berkshire School	home	2:30 PM
	(JV)	Berkshire School	away	2:30 PM
Apr. 25	Baseball	Viewpoint School	away	2:30 PM
	(JV)	Berkshire School	home	2:30 PM
	Tennis	Darrow School	home	2:30 PM
	Lacrosse	Kingswood School	home	2:00 PM
	Sailing	Nichols Jun. College	away	1:15 PM
Apr. 27	Base (Jr)	Rumsey Hall School	away	2:30 PM
Apr. 29	Baseball	Williston Academy	away	2:30 PM
	(JV)	Williamstown High	away	3:00 PM
	(Jr)	Williston Academy	away	2:30 PM
	Tennis	Windsor Mount. School	home	2:30 PM
	Lacrosse	Marvelwood School	away	3:00 PM
May 2	Baseball	Wooster School	home	2:30 PM
	(JV)	Salisbury School	home	2:30 PM
	(Jr)	Eaglebrook School	home	2:00 PM
	Tennis	Millbrook Sch. (5-2)	away	2:30 PM
	(JV)	Marvelwood School V.	home	2:30 PM
	Sailing	Williston Academy	home	2:30 PM
May 6	Baseball	Watkinson School	away	3:00 PM
	(JV)	Lee High School	home	3:00 PM
	(Jr)	Indian Mount. Sch.	home	2:30 PM
	Tennis	N. Eng. Sch. of Theol.	away	2:30 PM
	(Jr)	Williston Academy	away	2:30 PM
May 9	Baseball	Avon Old Farms	away	2:00 PM
	(JV)	Forman School V.	away	2:30 PM
	(Jr)	Salisbury School	away	2:30 PM
	Tennis	Williston Acad. JV	home	2:30 PM
	(JV)	Williston Acad. III	away	2:30 PM
	Lacrosse	Mt. Hermon School JV	away	2:30 PM
	Sailing	Mamaroneck (NY) High		
		Marblehead (Mass) High	home	
			12:00	
May 13	Baseball	Salisbury School	home	2:30 PM
	(JV)	Hoosac School	home	3:00 PM
	(Jr)	Berkshire School III	away	2:30 PM
	Tennis	Windsor Mount. Sch.	away	2:30 PM
	Sailing	Williston Academy	away	2:30 PM
May 16	Baseball	Millbrook School	home	2:30 PM
	(JV)	Williston Academy	away	2:30 PM
	(Jr)	Forman School	away	2:30 PM
	Tennis	Watkinson School	home	2:30 PM
	(JV)	Forman School V.	away	2:30 PM
	(Jr)	Suffield Acad. (6-3)	away	2:00 PM
	Lacrosse	Darrow School	home	2:30 PM
	Sailing	Choate School		
		Pomfret School	home	2:00 PM
May 20	Baseball	Lenox High School	home	2:30 PM
	(JV)	Millbrook School	away	2:30 PM
	(Jr)	Berkshire School III	home	2:30 PM
	Tennis	Suffield Academy	home	2:00 PM
May 23	Baseball	Darrow School	home	2:30 PM
	(JV)	Darrow School	away	2:30 PM
	(Jr)	Williston Academy	home	2:30 PM
	Tennis	Darrow School	away	2:30 PM
	(Jr)	Williston Academy	home	2:30 PM
	Lacrosse	Williston Academy	away	2:30 PM
	Sailing	Nichols Jun. Col.	home	12:00
Jun. 15	Sailing	InterscholasticYacht Racing Assn.		
Jun. 17		Regatta at U. S. Coast Guard Academy		9:00 AM

NOTE: Baseball games are 7 innings
Tennis matches are 3 singles and 2 doubles unless otherwise noted.

COACHES:
Baseball — Riker Ramsbotham (V); Lloyd Temple (JV); David Southworth (Jr)
Tennis — George Faxon (V); Frank Baker (JV); Rev. Bernard Goode (Jr)
Sailing — Edward A. Gleason, Jr.; Richard D. Sawyer; Richard L. Rutledge
Lacrosse — Mortimor LaPointe; F. Brooks Butler

Sport's Records

J. V. BASKETBALL

Lenox	13	Berkshire	51
Lenox	35	Greer	17
Lenox	35	Watkinson	39
Lenox	20	Westminster	47
Lenox	39	Millbrook	60
Lenox	37	Windsor Mt.	38
Lenox	39	Hoosac	41
Lenox	23	Darrow	27
Lenox	20	Watkinson	25

SQUASH

Lenox	4	Millbrook	0
Lenox	0	Deerfield J. V.	4
Lenox	3	Brooks	1
Lenox	4	Millbrook	0
Lenox	1	Deerfield J. V.	2
Lenox	0	Trinity Freshmen	4
Lenox	0	Williston	4

J. V. HOCKEY

Lenox	2	Salisbury	1
Lenox	2	Berkshire	2
Lenox	3	Millbrook	2
Lenox	2	Forman	1
Lenox	2	Pittsfield	1
Lenox	3	Berkshire	2
Lenox	5	Hoosac	2
Lenox	4	Forman	3

JR. HOCKEY

Lenox	10	Salisbury	1
Lenox	7	Berkshire	3
Lenox	9	Indian Mt.	1
Lenox	7	Eaglebrook	0
Lenox	3	Berkshire	1
Lenox	7	Williston	0
Lenox	2	New Haven	4

VARSITY BASKETBALL

Lenox	50	Stockbridge	38
Lenox	32	Berkshire	51
Lenox	55	Greer	33
Lenox	71	Watkinson	47
Lenox	37	Deerfield J. V.	47
Lenox	49	Millbrook	36
Lenox	32	Cranwell (Round Robin)	42
Lenox	73	Stockbridge	53
Lenox	53	Hoosac	41
Lenox	51	Viewpoint	26
Lenox	41	Darrow	48
Lenox	46	Watkinson	42
Lenox	52	Suffield	54
Lenox	53	Windsor Mt.	43
Lenox	46	Salisbury	49

Northfield Concert . . .

Continued from Page 8, Col. 2

the long-drawn-out applause of a slightly partial audience, and turned in the best performance of the evening, singing Reginald Spofforth's "Hail! Smiling Morn"; The Chorus of Returning Pilgrims from Richard Wagner's "Tannhauser"; the Negro Spiritual, "There is a Balm in Gilead"; and the delightful "De Animals A-Comin' ", also a spiritual. This glee club was one case in which much quality could be found simply in volume.

The last club to perform was that of Vermont Academy, singing Persis' Cox' "The Phantom Duke"; the Robert Shaw arrangement of "Comin' Through the Rye"; and a medley from "Carousel". Much credit should be given this club in that, being the smallest group in the concert to begin with, it then had to leave eleven of its number behind on account of flu, and the general feeling was still that Vermont had never sung better.

Vermont's director, Mr. Tischler, remained on the podium to conduct the combined glee clubs in the closing performance of the evening, the "Gloria in Excelsis" from Mozart's Twelth Mass. It was a stirring performance, a magnificent ending to a memorable concert.

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Varsity Hockey . . .

Continued from Page 5, Col. 3

minister was strong on the ice, it was also known that they were weak in the goal; here lay Lenox's hope. As it turned out, however, Westminister's weak goal was no avail to the Lenox squad which took but twelve shots at their cage and most of these were weak. The only close shot of the day made by Lenox came about when captain Wood bounced a shot from mid-ice which missed the cage by an inch.

Throughout the game Ryer, the Lenox goalie, played exceptionally well. He amassed 46 saves, of which the most spectacular came when he alone stopped a two man Westminister break which managed to get by the Lenox defense. Ryer, in his last game as varsity goal-tender, turned in one of his best games of the season.

The final score of the game was 8-0. Without trying to make unnecessary excuses, it will suffice to say that Westminister just outplayed Lenox in general. On one of the squad's better days they could have taken Westminister, but this apparently was not one of those days.

Seasonal Look . . .

Continued from Page 5, Col. 5

The junior school hockey team had a superb season. They lost their last game to a powerful Pepsi-Cola team, but the defeats that they inflicted on six opponents were merciless: for the season, Lenox outscored the opposition 44 to 10. There is plenty of "young varsity blood" in this crew.

Junior School Basketball

On Wednesday, February 25, the Lenox Junior School hoopmen, playing their second game of the year, lost to the Windsor Mountain Jr. School team. Tom Walker, who played outstandingly in the Lenox team's first game, led the scoring again.

The Lenox squad, which has had only about a week's practice, was not playing as wide awake ball as they were in their first game last Saturday. After their first win over Williston, the players probably became a little too sure of themselves, especially after seeing the Windsor Mountain team practice. No matter what the reason was, however, the team was not playing as well.

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Thayer-Griswold . . .

Continued from Page 5, Col. 2

The varsity hockey game should have been the same, because Griswold again had all of the first twelve men except Ryer and Wood. However, overconfidence and sloppy playing allowed this to be a complete upset by Thayer.

To help win 4-1, Gottsegen scored a goal for Thayer in the first period. Early in the second period, a shot by Griswold's Humason bounced off the stick of Stokes, playing defense for Thayer, and got by Ryer who was screened. Arnoldus scored later for Thayer to make the score 2-1 at the end of the second period.

In the final period, Thayer's Arnoldus and Matthews both scored. Griswold was unable to stage any comeback; the regulars fell heavily, 4-1. The standings: Thayer-15, Griswold-2.

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Stokes checks Humason during Thayer-Griswold

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Choir . . .

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Daniel Pinkham's "Sinfonia Sacra." The list above should not be interpreted as an exhaustive listing of the choir's repertoire but should be regarded as representative of the types of works its members perform and the quality of devotion and diligence with which they approach their work.

Saint Paul's College, founded in 1888 by the Venerable James Solomon Russell, is a fully accredited Liberal Arts college, serving high-caliber students from more than a dozen states and foreign countries. Its operation under the auspices of the National Council of the Protestant Episcopal Church and its relatively small size enable the College to develop its students in a Christian environment and with a maximum of attention to each student's talents as well as his needs and problems. The destiny of Saint Paul's College, formerly Saint Paul's Polytechnic Institute, is shaped by its young and able President, Dr. Earl H. McClenney, who is the college's third President and who has so successfully guided it to its present high accreditation and its status among the colleges of the nation. Its faculty is well-trained and represents some of the finest colleges and universities of the world.

The Director of the Choir, Roland Allison, is a Summa Cum Laude graduate of North Carolina College at Durham, is a Harvard Glee Club Alumnus, has done graduate study at Harvard University and New York University, and is a former student of Madame Henrietta Conrad, formerly of Dresden Royal Opera, and Frank Schere, F.A.G.O.