The Pen and Scroll

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Reflections

In this year's first issue of **The Pen & Scroll** I wrote about changes in administration and their effect on the school in a poetic form with a humorous intent. I'd like to express the same events in prose and more seriously for the benefit of not only those relatively new to the school but those who lived here before the renaissance.

This is my fourth year here and therefore I've felt the impact of three out of the four regimes Lenox has experienced. In 1967 Lenox School was just what I wanted because I wanted a real prep. My initial intent was to get a 'better education', be part of the 'elites' that attended prep schools and to get away from public school. Lenox certainly fulfilled my dreams. I readily accepted and without question, haircuts, coats and ties, "sir", harder work, and mandatory sports and chapel. This is what I knew I was getting into and for the most part wanted it. I also felt my position in going to Lenox was unique and that Lenox was unique in itself. Time and experience taught me that although Lenox is what I felt I needed it really wasn't any different from numerous other preps scattered throughout New England and the country. By the time I was finishing up my Fourth Form year I lost the sense of uniqueness I had in myself and in Lenox. I began to feel the slight urge for change for I saw no immediate sign of any. My first two years here and Rev. Robert L. Curry's last two marked a period of blunt acceptance in my life and those who lived around me here. It began to work on all of us.

September 1969 was the biggest change of events that Lenox had seen in twenty-three years. Austin Montgomery took the position of Associate Headmaster and Mr. Curry traveled extensively searching for money that we desperately needed due to a stringent financial bind. We all remained relatively passive for about a month. Then Mr. Curry resigned. It was at a time when there were already too many mixed feelings without inviting many more. In the months that followed we all felt we were thriving. Hair became a little longer, days of chapel were cut in half, more important committees were being formed, it sure looked like we were thriving. It is hard to summarize the general feeling at this time in the school. Too many people were split on many issues the new Headmaster was proposing and carrying out. And the financial status was worsening more than most students knew. I couldn't help but feel that things were great. All of us were on the verge of seeing matters as they really were, but under another Headmaster.

Mr. Montgomery started the new Lenox. Many of the things he instituted opened doors to a more meaningful Lenox. Even though there were many that disagreed with his policies, we all must agree that he deserved a thanks from all of us here. About two days before school started this year I heard that David Blanchard would take the Headmaster position. I have to admit upon hearing the news I immediately envisioned a barber before me with a greedy smile on his face beckoning me to his scissors and chair. I felt uneasy about coming back. It wouldn't only be a step backwards but upon hearing two masters quit and that there was a pay decrease throughout the school, I felt it would be worse than before. We all found out differently from the very beginning. Lenox School now epitomizes what small, private education should be. I feel we are now unique. Under the conditions that this school has and is enduring it has made great strides in forming and maintaining a relevant, amiable and believe it or not diverse setting which is conducive to not only learning but developing.

Lenox's is a strange story, one I'm glad to have experienced.

wwr

Madeline

In January of 1965, Madeline Brown first came to Lenox, where she helped the school nurse, Blanche Schomberg in the infirmary. She enjoyed comforting the boys in her small but efficacious ways. Later, Madeline, as she was called by all the community, lent her hand in the school kitchen; She liked the students so much she decided to stay.

Before coming to Lenox School, Madeline studied at Bryn Mawr College, taught dancing and physical education at Berkshire Country Day School and ran a camp at Foxhollow School. The former Headmaster, Robert L. Curry asked her to be a housemother, but as she was then occupied with taking care of her father, she had no choice but to decline.

Her presence at school ended on the third of November when she suddenly died at her home in Stockbridge. Her leaving took some of the spirit of the school with her, but she left her spirit with us in return. Who will ever forget her laughter and unceasing cheerfulness. Perhaps not everyone knew Madeline, but those who did, share a tragic, humble loss. **lm**

Evolution and Revolution

Admissions

Applications at boarding schools have been declining for the last several years. There has been a lessening demand for secondary education at independent boarding schools which has resulted in a serious problem of enrollment. Specifically, Lenox has suffered a decrease in her enrollment from a high of 240 boys in 1967 to 130 in 1970. What are some of the reasons?

Today boys are increasingly making the decisions as to where they will go to school, and the freedom of the more liberal schools appeals to them more than the traditionally oriented and more conservative ones. Co-education certainly has an impact on the admissions situation and will undoubtedly continue to do so as more and more schools are adopting a co-educational program.

The spiraling cost of tuition at all levels of education is having a very definite effect on enrollment decline. In five years, Lenox has increased its tuition by $800, a figure that is not out of line in comparison, and as long as the economy remains healthy, people are willing to accept these increases albeit grudgingly. The condition of the market during the past two years has resulted in more cautious spending. The independent school is a luxury item and so is likely to be among the first things deleted from a tight budget. Also families are faced with the expense of having 2, 3 or even more children in school and-or college all at once, and this requires a considerable income to support.

Almost all independent schools are experiencing greater dissatisfaction among the student body with the somewhat cloistered life of the boarding school. Undoubtedly this has been going on to some degree always in all schools, but it is certainly more vocal today. And Parents are more receptive to their son's protestations now. We must therefore make increased efforts to listen to student complaints and gripes and to be more considerate of their more reasonable demands.

There has been a spate of unfortunate publicity in the press recently - this may quite possibly be the single most important reason for the decline in applications. Some of the objections raised by the press are strong and convincing ones; the drug problem; the inability to place graduates in quality colleges; the rigidity of current curricula. Unfortunately,

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An Insider's Views

A few brief thoughts after being here three months. Evidently I arrived at Lenox School at a particularly interesting moment. My first reaction was disappointment at the cancellation of the opening cocktail party. My second reaction was amazement at the manner in which the faculty allowed themselves to be manipulated by the trustees. I was assured, however, that what had occurred was actually an improvement over previous history and life went on. Now, three months later, I have all but forgotten about the trustees.

Indeed, many of the questions raised during the first week of school have been lost in the routine of teaching. The basic question, that of Identity, seems to have been submerged by the Routine. I am no stranger to identity crises, and sometimes forgetting that question in Routine is the best solution. Not, however, in the present case.

I have heard much talk of community and excitement. The crucial question of what makes Lenox different from other Prep Schools (why use the euphonism "independent." We are a prep school) and therefore gives us our raison d'etre has been asked rhetorically and rhetorically answered. We are a diverse community. That is our difference. We are experimenting in education. That is our difference. Is It?

I think that we have to admit we are a prep school. People send kids here to prep for college. People send kids here who flunk out or are kicked out elsewhere. People do not send kids here to grow, to live, and to experience. Yet kids grow, live, and experience in spite of this. Once we recognize the context in which we are working and the limitations imposed by this context, we can go on.

This context is: 1. We are a prep school; 2. kids here are basically like kids everywhere, possibly somewhat more anti-social here; 3. Many kids do not want to be here; 4. Lenox can not unilaterally change secondary education, and our function in society is to channel people into the Great Machine. As soon as we cease to perform this function, Lenox will cease to exist (no $$); 5. Our faculty seems to be concerned sincerely with our students as people not just as students. We must utilize what we have and not cry over that which we have no control. Also we must, if we are to be a community, do at Lenox School only those things which gain consensus. (No imposed teaching methods, etc. I might like to turn Lenox into a guerilla training camp, but unless that were the spirit of the community, I could not do it as it effects the whole community.)

I do not believe Lenox is now a community, diverse or otherwise. But given what we have, I believe we can change this and make secondary education here a meaningful experience. I think several things should be done, mostly aimed at changing things outside the classroom. Especially at a boarding school, the importance of the classroom is overrated.

First, we should drop "sir". "Sir" will never bring with it respect, and only creates a wall that must be broken down. The wall can be and is broken, but why should such an artificial wall exist? Likewise, dropping "sir" would not automatically bring faculty and students close, but would help. Dropping "sir" would be directed toward greater out-of-classroom interaction between people who happen to be faculty and people who happen to be students. Opportunities for evening contact, informal but at the beginning loosely organized should be open. Also the faculty should experience some things as a faculty unit. For all the talk of community I've seen no evidence of one within the faculty. To help achieve this, the workload should be significantly decreased so the faculty has physical time to spend with kids, other faculty, and still have a personal life.

Lenox also needs girls. Students here, unlike almost any other place I've ever been, view women as objects and not as whole individuals. I can imagine alumni in college and later notching their beds after each new experience and failing to build real relationships. Prep school is not the only factor in such immaturity, but our situation does foster it. And that is exactly the kind of immaturity which one might never grow out of.

A few things I might add. Let the students lock their rooms Communities do not happen. Trust does not happen. It takes effort to create a living organism out of a group of people. **jb**

Pen And Scroll

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Editorials

The fall term has sped by, and is rapidly coming to a close. I would like, now, to take some time to talk about that term, which has certainly been the most exciting in my time at Lenox, and probably the most important in the history of the school.

People who will not admit that education, in this country, is sick, are existing in a sad state of ignorance. For two years, here, I was a victim of this illness, and as time wore on, I became more and more dissatisfied. I found that most of my assignments were busy work, and that they were both meaningless and uninteresting. My classes, themselves, were boring, and I longed for them to be over during school days. My despair grew, and I dreaded the fact that I had to go through another year of this insignificant drudgery.

My hopes were slightly raised, when I learned of the new courses that were being introduced this year, such as sociology and Indian studies, but it was not until I read *The Open Classroom,* by Herbert Kohl, that I began to get excited. For the first time I saw that education could be a free and enjoyable experience.

Fortunately I have had this freedom in my courses, during the present year, and as a result I have also enjoyed myself tremendously while learning. I have seldom had day to day assignments, and most of the work I have done has been in certain areas of my courses, in which I, personally, am interested. I have read a great deal, and written down many of my reactions, both to books and classroom experiences. In this way I have been exploring in fields that are meaningful to me, and consequently have retained a large portion of my learning. This was not the case, in years past, when I had to memorize facts for tests, which I forgot a day later.

In classes I have experienced the same freedom. We are not tied down by any ridiculous schedule, but are probing into different areas as they come up. Thus, discussions are not forced about particular subjects, and instead are spontaneous, which make them more honest and significant learning events.

Anyone who is involved in the field of education should be made to read *The Open Classroom.* It contains the creative ideas that can save our decaying system of education, and the children who are "dying" with it. It made me realize, at any rate, that learning can be a wonderful experience, and has given me three months of it that are more important than my other eleven combined.

—m.p.g.

If Lenox follows its present path it will no longer remain a school. It will no longer be a school in the American Educational System . . . that corrosive and brain-washing, apathetic system that we've all been through. Lenox is still a white school, more or less, and whites begin to realize, if they already hadn't, how oppressive the Educational System really is. Blacks and Indians alike strive to be themselves but still work with the community. In our old schools we had the choice to remain ourselves or give up our identity to the system. Here at Lenox, one can perform both to satisfy himself or his brothers . . . but the good thing here is that an Indian, Black, Chicano, or Oriental can still be himself and teach the community some valuable things . . . he does this by being and remaining as he is, and the whites and our own assimilated brothers are (or should be) perceptive enough to realize this fact. And in a worthwhile community, those that perceive this difference, this reality . . . they can do wonderful things for brothers and sisters in all communities . . . this is what Lenox is heading toward.

—A.J.

To The Editor

We have all heard a lot of ". . this is your school's newspaper, it is supposed to reflect you, so write!" Those of us that are seniors and juniors and have been here a while heard a lot of these ardent desperate moves in order to throw together a paper for the past two years and we started to hear it again at the beginning of this year. After this year's first issue though it seems that the paper has represented the attitude here excellently. It's great to see the paper come without **"The Pen & Scroll Is Here"** type headlines of the past two years. When the situation gets that bad for a school newspaper the whole idea of trying to put one out should be forgotten. And if we are ever faced in the future with the past attitude to the **Pen & Scroll** we should forget trying to put one out, too. It appears that **The Pen & Scroll** this year has something to say and it comes out when it does have something to say. You're doing a good job.

wwr

To The Editor

As an alumnus of just over four years, I returned the week before Thanksgiving to quite a different school. As a visitor of four days my impression cannot do it justice. Because it would be impossible for me to accurately say where Lenox is now and realistically evaluate it, forgive me if I lapse into a few pipe dreams over where Lenox might go.

The most evident characteristic now found at Lenox is a new calibre of spirit. Different from the old "school spirit" that led football teams to undefeated seasons in the past, this spirit is more fundamental, more gutsy. It shows itself in some through new found energy. Others are sporting an extra measure of pride or courage. There is a willingness to experiment educationally and socially, and a general inquisitiveness that smacks of a school more interested in education that indoctrination.

Right now Lenox is steeped in confusion, and it seems, an ele ment of devisiveness in its faculty. Some masters and no doubt some parents and alumni, are disturbed by the experimentation and apparent permissiveness now found on campus. Among the faculty there even seems to be conflict over which experimental direction to take or in what areas regulations should be eased.

The nature of this conflict might well define the future of Lenox School. Lacking either an integrated faculty or the support of parents or alumni, the school cannot survive. But conflict is healthy - if it is supported by respect and integrity. Ideas, given freely, and received openly, provide the most basic tool by which Lenox can shape itself into a credit to its motto.

Rigidity must be founded on an unquestionable assurance of one's own present perfection. Lenox is not there. It can't even be sure it is headed in the right direction. Thus experimentation is essential, yes, but the product of that experimentation must never be taken out of perspective. It is not better just because it is new. It is just another alternative and must be subjected to even greater security than the most tired and traditional of ideas. In experimentation one must always be prepared to return to the old way if it proves (alas conservatism) to be better than the new way.

Get yourself together, Lenox. All your masters, students, parents, alumni, trustees, administrators, and friends. Listen a little more - respectfully. Talk a little more - honestly. Don't work against each other just to feed your own fantasies of the way the world should be. You don't know. And the only way you might ever find out, or even get close, is by realizing that the strangest people sometimes make sense.

Good luck!

Sincerely,
Thom Simpson '66

FREE PASSES

Hockey games are appreciated by many here in the school, and so to pay for an outside game seems somewhat absurd. Considering that many students have and will work in various areas of the Sports Center, and that the school owns much of this building, it would only be fair for students to possess a pass abling them to see outside games free of charge.

An Open Letter To My Colleagues

For three years I've taught at Lenox with one purpose in mind; that of exposing a student to enough of a foreign language so that he can complete the three years required for graduation, and give him a foundation in the language to get him through college French without becoming totally lost. In some cases, there has been a satisfactory degree of success, but looking back over the list of students I've sent on, I find that the successful language student is the one with the natural ability, the background, and the desire to learn. Desire is directly related to the need to learn. The failure is the student who is told that he needs "three of one or two of two" in order to get into college. This student picks the language that he believes he can get through with a minimum of effort and frustration, a student who has no use for, no interest in learning and no dream of ever using any foreign language. From my viewpoint, the failures far outnumber the successes.

I find that I have an albatross around my neck; a love of a language, its history, its literature, and the culture it represents, which I cannot communicate to deaf ears. As much as I would love to innovate, experiment, and explore, I find myself tied to a system that says I must force my language onto someone who could not care less, as well as the student who is eager to learn it. In doing so I find it far too easy to build up a barrier between a student and any future experimentation he might have in a foreign language. Having to work with the uninterested student, I find my work with the gifted and willing student impaired. Apathy is as contageous as enthusiasm.

The only feasible, practical means of learning a foreign language is through total, concentrated immersion, the way we have all learned to speak our native tongue. Forty minutes a day, five days a week, is not enough time to be involved with anything. When a student has to use a language to eat, put a roof over his head and as a means of communication with the people around him, he will learn the language with little trouble. However, to expect a student who has not been in this predicament to suddenly become an avid linguist is not only idealistic, but impractical. To eliminate the required language course would eliminate the barrier to learning a language as we are confined to teach it here at Lenox, and would open the course to the experimentation which is so necessary for instructing an interesting course in which an inquisitive student can learn.

However frustrated I am, I find myself far too conservative to change my tactics until the system to which I am responsible itself changes. Change the system? Yes, definitely! But until it is renovated, I cannot, in good conscience, pass a student who has not met the standards set up by the department. This would be unfair to the student and to his classmate who has proved capable of meeting the course requirements. I cannot take my class to a remote French province, give them five francs each and tell them to survive for two weeks, as some parents might get upset. Nor can I successfully teach the student who is constantly looking at his watch and waiting for the forty minute period to be over with. Until we can have a realistic approach to foreign language, I will continue under the Victorian system, frustrated and wild eyed until my department head wises up, or has me carried off in a straight-jacket. (babbling fluent French, of course).

Robert Houston

Thanksgiving

On Nov. 26, the United States, and areas of the world it has influenced, celebrated a day of Thanksgiving. They celebrated meaninglessly and mindlessly . . . a day to think of god (beside Easter and Christmas), a day to give thanks for a great nation and great ideals.

It is all a myth, a farce. Seeking freedom, these forebears of white culture accepted the Indian's friendliness and generosity only to kill and steal. The Indians showed an act of brotherhood and expected nothing but a reciprocal show of brotherhood . . . but received betrayal at the hands of these early whites. So, to the Native Americans, it is a day of Mourning . . . and it is the same to the blackman. He was brought to these same freedom-seeking communities in chains; torn from his homeland, never to truly feel their tradition again.

This year for the second time, American Indians "celebrated" their day of Mourning instead of thanksgiving at Plymouth. Last year we were only 50 strong, this year our numbers were 200-3000 and many more who weren't at the demonstration itself. We were also supported by many blacks and interested and informed whites, but it is the support of Indians all over the continent . . . on Alcatraz, reservations, cities, all over. Once it is realized that ALL are oppressed (Indian, Black, Spanish-American, and Whites alike), once this is realized, then we shall have our country back.

Imperialism, paternalism, myth-ridden, diseased, non-involvement, technological gods, mind-shattering competition vs. community endeavor, arrogance, prejudice, apathy, genocide . . . phrases, phrases! we can only mourn and prepare now . . . prepare for the change that is eminent, prepare for victory or death, then and only then can we give thanks.

A. Jacobs-AKWESASNE

Adios, John Barry

Awkwardly we sat at our desks . . .
So timid we didn't dare to breathe
She broke the silence and asked us . . .
Bratsk Station - Yevtushenko

Life is a cool tool, but learning, exploring, observing is pretty cool, too.

Wherever I turn I see people hating each other
It's almost as if there is a need to hate!
LET THERE BE PEACE!

Forgiving
Trust
Love
Understanding

Does a tree falling in the middle of the woods make a noise if no one hears it? ANS: Does someone's cry make a noise if no one hears it?
John Holt — "How Children Learn"

The way to get along in the world today is to teach and Not to learn.

You've never seen mass paranoia?
Try hitchhiking
Try living in any city today

Seneca: It is not because things are difficult that we do not dare to attempt them, But they are difficult because we do NOT dare to do so.

"The times are a'changin'" sings Bob Dylan. "Can't you see what we are doing is right," says a senior. And someone else adds "I dig learning in your class . . . *You can relax and relate at the same time.*"

I search for a measure—some yard stick—some method that will allow others to appreciate the great leaps of growth that have taken place. Growth, learning, educating, questioning—what should it be called? I feel *so very* strongly that while the methods are rough, the course is true.

The needs are so overwhelming. In reverse order of real importance: SAT scores; job future; grades; order; accurate course descriptions; categorized learning; educational institutions; psychological support; openness; trust; love.

So what do I guide the students toward? There needs to be a greater freeing of self for the betterment of others. Much of the fall has been spent toward this end. How well the goals are achieved varies with each individual. But someplace between the extremes of discipline (control) and permissiveness, there lies the middle ground of self-discipline. Without it we are lost. Its root ingredient is a respect, a trust, an empathy, a love for our fellow man. And without this, as Peter Marin says; "The rest of education is almost always rhetoric and nonsense."

To explore is to discover
To discover is to learn
To learn is to know
To know is to love

An education should be relating to other people and finding out about yourself.

Look in at yourself
Look out at the world.

Use your senses.
Open and dare to trust.

Putting your heart into your mind.

And Lot's wife, of course, was told not to look back where all those people and houses had been. But she DID look back and I love her for that because it was so HUMAN. "So she was turned to a pillar of salt" "So it goes."
Kurt Vonnegut Jr.

New morning.

Save me! 'I'm drowning in a sea of education.

An open mind through an open class room.

Bob Dylan: "40 years of schooling and they put you on the day shift.

You make your own education, friend, not the system.

What if they gave a course in English and nobody came?
I don't know what to do in this course.

Some men see things as they are and ask why.
Some men see things that never were and ask why not!

I came, I saw, I tried, I failed
—So try again, we all fail, that doesn't mean you give up
—Have a good cry, and start over.

We're on the road
Let's keep moving.

Education: How does it feel to be 20 years behind the times?
A. Huh!

The mind has no boundaries; except in school.

Thousands and thousands of years of learning,
Thousands and thousands of years of change.
We all learn how to learn,
We all learn how to change
Learning and changing is "Education"
If we kill and Bury "Education" we will no longer learn how to change
We will be dead.
But we need some kind of education
We need to educate ourselves to our BEST
How to educate ourselves is the question.

He's not a teacher.
And a teacher should not be a teacher
because when a teacher says he's a teacher
he is assuming too much, too much

This is a damn good course.
Why do people have to write about this class?
When they write they say mostly good things.
I know there are some bad things to come out

People who deny a student freedom to learn are slowly killing his love to explore . . . I almost died, but this year has saved me . . .

This must be the day that
all my dreams come true.

Ignorance is a cancer; it eats away at you. So run free through the wild fields of learning, run wild and drink the cool delights of it. NOW, while you've got the chance

This class won't end in three weeks, or in three months. It's the rest of your life.

I learned because I wanted to, not because I had to.
Thank you.

It saved me too!

Not me yet! It might.
I hope so, soon!

John Holt: "Birds fly, fish swim, and people learn and think."

I have finally been freed
More freedom to learn
I'm free, I'm free, I'm free

Let's go climb a tree.

This is really the first day of the rest of your life.

All of this: learning, teaching, trusting loving, opening ourselves; all of this is the ultimate IMMENSE JOURNEY, over a road traveled many times.

Castles made of sand slip into the sea eventually.

Legalize thinking!

Everything . . .
Everything must be based upon trust and love.

I feel I have learned, understood, grown more here in ten weeks than I ever have in any other "Class".

Keep the faith, Nol.
Can you dig it? John does.

Church School?

For too long a time we have taken this question for granted. While Canon Monks and Dr. Curry were Headmaster, we could easily see a professional "churchman" at the helm. Last fall when Mr. Montgomery became the school's first lay Headmaster, the professional "churchman" was no longer in control. As of January, 1970, all of the school's services, except Baccalaureate and an occasional hymn sing, were moved out of Trinity Church. Required Chapel was reduced from four to two days each week. Perhaps for these reasons, perhaps for others, one senior last May was prompted to say that Lenox was no longer a "Church" School.

As students, as faculty, as Administration, as trustees, all of us must critically answer the question, "Is Lenox a Church School?" If we say yes, what do we mean by a "Church School"? If we base our answer on relics from the past, if we neglect the challenge of living today, we may soon fall into Will Herberg's "cut flower" figure. Like cut flowers we shall thrive for a while in water. Without the roots of real faith, we shall quickly wither away.

As a teaching clergyman, I can see many elements of a Church School alive in Lenox today. First we are a real community of people who really care about each other, no matter where we come from, no matter how we look. Second, whether we like it or not, we live by our school motto - "Not to be served, but to serve." Third, we do meet regularly for Chapel. Fourth, there is one course of religion required for graduation of all new boys entering the school in Forms 3, 4, and 5. Fifth, each boy is asked to worship in the church or synagogue of his choice each weekend. In addition to these requirements, the "Services of the Church" are offered in chapel twice on Sunday, once on Wednesday evening - on a voluntary basis. All of these are outward forms - some of them forced upon us. What lies in back of these forms? Is it a habit? Is it an image we want to maintain? Or is it a genuine faith in God and in His Son? Fed by God's action in Christ genuine faith makes of our community something far deeper than strictly human interchange. Instead of "serving" we begin to "minister" to each other. In Chapel, in every phase of school life, we learn God's truth. As we offer our individual lives to God in Christ, as we offer the life of the community, God takes hold and directs us, strengthens us, and gives us life. Once this happens a true Church School becomes a missionary arm to the love of Christ, both to its own people, and to everyone that these people meet.

Is Lenox a true Church School? Please be very slow to answer this question. Be even slower to judge other people. Instead discuss this question openly and honestly - in terms of your own convictions. Above all pray on this question - then offer God your dreams and hopes for Lenox, also your fears. Ultimately, God is the one who will decide.

The Reverend Stephen H. Hackett
Chaplain

Library

The Merrill-Seamans Library, dedicated five years ago, now has 6,900 volumes, all catalogued in the Library of Congress classification system. 85 periodicals are received by the Library, weeklies, monthlies, and quarterlies, including leading news magazines and foreign publications. The most recent gift is the large book, **Norman Rockwell, Artist and Illustrator** given by the Friends of Lenox in memory of Miss Madeline Brown. This is a very handsome volume and of special interest to us as Mr. Rockwell, who lives in Stockbridge, has used former Lenox students and area personalities as models for his paintings. About 80 new books have been given to the library as memorials in the past year.

From time to time the library has art exhibits. The show for November was 20 paintings, some of the prize winners of the semi-annual Washington Square out-door art show in New York. These paintings, mostly in a traditional style, were sent to us through the Old Bergen Art Guild of Bayonne, New Jersey, who sponsor interesting traveling art exhibits. There will be two more shows from Old Bergen this year, in January and in May.

The library exhibits are changed every month and also will include photographs of Mr. Lucian Aigner, the Berkshire Prep Schools' Art Show and works by our students and faculty. **sk**

Cracks in the Crystal

The golden prisms that circle my
thought, tried to
cloud out my touch for love.

As I run along side a train and
see myself wave at me
it pulls me to question my day

At one time my destiny of travels
seems to be clear,
but as a droplet of water can disrupt a calm lake,
it takes to a new form and shape,
this time with
greater meaning than the one before.

I have felt the deadening clutch of
a fading love,
and the sharp sparkling love that
bubbles with
happiness, as it glides on a carpet
of silver.

Sometimes I feel as though I have
lost my feeling
for capturing love.

But I look again and see that it
is all around me
in my family, friends, work, in a
cold bottle of ginger
ale and carrots.

Yes, the heavy wooden door that
seems to stay locked
and the key I jump for I always
seem to miss. But
when I stand up right the door
opens with a wonderment
like that of an ancient fairytale.

I know that there are cracks in
the crystal of my flight
of exploration.

My wax wings shine in the sun,
and the cool breeze lifts
me above; then I see that
the cracks in the crystal have
to be there in order to hold all of
us high.

And at that moment I shake the
hand of Mr. Life...

Tuck Kamin

Courses

A branch of both sociology and biology, ecology, shows the relations between organisms and their environment. This environmental study seems a very relaxed one in structure. Headed by Mr. Scott Berry, the class meets on an average of about twice a week. These meetings have consisted of conversations, hikes, lab work, and even a chilly trip.

Sociology, guided by Nol Putnam, is the most revolutionary class on campus. Students write and read when they want to, and what they want to, and most keep a journal of their thoughts. In class there has been everything from sensitivity training to climbing trees, and many of the class' members wish to continue it on their free time in the winter term.

Who knows what Nol Putnam has to offer next? The previews read a seminar on American culture, Indian studies, and Black history. Whatever, these courses will probably combine a number of bull sessions that titilate the course, and sometimes serve as foundations. They will most assuredly be fun at any rate. We might learn how big the world is, or about the Blacks before slavery, or why the Indians buried Plymouth Rock this Thanksgiving Day.

Economic history is all over and done with. I look back on it as a pleasurable experience. We talked, dumped on each other, argued, and even learned economics. We read articles by famous historians, such as Cochran, Engerman, Alchian, Kessel, Barry... Many of us can read and understand now articles we feared because of "big words". The instructor's trained wit and untrained moustache provided the class with a percentage of humor which many times overwhelmed the economics. But they managed to pull through and eventually even sneak in the anti-bourgeois. John Barry said in September, "It is too bad that the football coach is generally equated with the average second-class history teacher." He wasn't.

Robert Zausner

Mid year

scum,
pond,
frogs.
frozen,
cold,
ice,
snow,
winter-
spring.
freedom,
warmth,
love,
sun,
time.
time,
explore,
think,
write,
read,
read,
freedom,
time,
time-
September.
end.
begin.

Funeral

He saw her (sitting in a pew).
Winked.
They fell in love,
and married.
So long together,

until an abyss was created from
their love.
Cried together,
even lied together.

But he died,
a quiet death.
He slept,
and still sleeps.

The cars came once again
to the church.
Shiny black.
Sleek black.

Flowers flocked in
forming their own congregation.
The grand diversity,
yellow, green, orange, red...

It was the grandest
funeral ever.
Chrome speckled the church,
as mercury spattered upon a floor.

One limousine driver
was laughing.
"I wonder where all
his money'll go?"

One usher
was chuckling.
"Did you go bowling
last night, Jack?"

One undertaker
was smiling.
"How much money,
how much?"

People flocked in
forming their own congregation.
One was chewing
"Juicy Fruit".

The wife was crying,
the only one.
She was sad,
the only one. (peut - etre)

The others were
laughing, talking.
"Oh, he used to be
a damned good poker player."

A long marriage
had died.
A good man
had departed.

And all the people could
do was laugh.
Yes, laugh.
Inside.

Read some stuff from a
holy book.
And act,
Sit and act reverent.

Pretend to be sad,
even mad.
Try to be sorry,
real sorry.

The funeral is over.
Completed.
The dead man is buried,
and goes hell knows where.

The people sit
in the church.
He sees her (sitting in a pew).
Winks.

R.L.Z.

To Be Real In School, Is To Be Revolutionary

A. C. OR *D. C.*

There has been some degree of confusion this year as to just what is the disciplinary system within the school.

Since its beginning, the Disciplinary Committee has had the responsibility of investigating rule infractions by non-Prefect members of the student body. Upon completing its investigation, the D.C. recommended to the headmaster what action it felt was necessary. The Headmaster could accept or reject.

In the course of last year (1969-70), the D.C. began to recommend no action in some cases. It was felt that in some cases no action was better than some of the non-constructive, restrictive, and meaningless punishments of the past. As a result of this new philosophy, some members of the student body gave the D.C. the name A.C.I.D. (Advisory Committee Involving Discipline), which was eventually shortened to Advisory Committee and then A.C. Some people thought the A.C. was (is) an advisory committee to which anyone could come and confess his sins without any fear of punishment. This is not correct and never was correct to the best of my knowledge.

The committee continues to have the responsibility of investigating rule infractions. This does not mean that every rule infraction is automatically given to the committee. Any member of the school committee should handle a rule infraction as he deems in the best interest of the individual and the school. Any individual may be turned in to the committee for a rule infraction or for "poor" attitude. The committee will meet with the individual and talk. Whether or not the committee is disciplinary or advisory depends upon the reason the person is there, and more importantly, depends upon the attitude the individual presents to the committee. Thus A.C. or D.C.? - that's up to you!

Finally, let me remind you that the disciplinary system of the school is not the responsibility of just the three masters and two students **who make up** the committee. Each member of the community has the responsibility to uphold the rules of the school and to take action where there are variations. Each individual must decide for himself what action he will take - but he should take the action and only call in the D.C. or A.C. when it is beyond his capability or when he feels there is need beyond what he can do as an individual. **J.H.P.**

Snow

white and wet
delicate and deadly
it freezes lakes and flowing rivers
muffles sound
and lets only the wind
whisper through its thickness
it bends great branches
breaks small bushes
blankets the hard earth
with soft cold
and sweeps across the plains, the
forests,
the once green meadows
it strikes as swiftly
as an eagle flies
and a moment later
is gone.

m.p.g.

COORDINATION

Among the many changes on the Lenox Campus this Fall is the presence of Miss Hall's girls and Cranwell boys in the Chemistry and Biology classes. At lunch time, three days a week, I drive a bus load of Lenox and Cranwell boys to Miss Hall's. Lenox students eat lunch there, then go to the "Module" classes in photography and the arts. Twice this fall, Lenox and Cranwell boys have gone to Foxhollow for Sunday afternoon play days.

This exchange between schools began on a small scale last year when Dr. Curry, Mr. Oakes of Miss Hall's, Miss Farrell of Foxhollow, and Father Benson of Cranwell agreed to work together. Since then Lenox and Foxhollow have each experienced at least one change in administration. Nevertheless, the idea of coordination has grown. Most of us saw this growth in the form of a big "bash" (Five-School) in the Sports Center in September of 1969. During the year, there were a few joint concerts and a joint lecture. In May, there was a joint date-dance with Foxhollow and Miss Hall's in the old Lenox School gymnasium.

All last year, and this Fall we have seen the "what" of coordination. The "how" and "why" often go on beyond the scenes. All last year, two student-faculty committees met and worked on ways for the schools to get together. In the Spring, the Science Department Heads met. In addition to these meetings, Headmasters of the schools concerned met frequently. Since Summer, they have met regularly. Out of all these meetings came the "what" and the "how" of initial coordination between schools.

The "why" of coordination is a different story. Why should schools coordinate with each other? Why not stay the way we are, perhaps even go co-educational? Many schools have chosen the co-educational path as an answer to their problems of enrollment and of independent school asceticism. Others have merged in a bid for greater efficiency and strength. Stoneleigh-Burnham is a prime example among girls' schools, Wilbraham-Monson among boys' schools.

Each of these answers, coeducation, merger, and coordination has a validity of its own. Each has its problems. Well done, coeducation involves a myriad of added facilities and programs, and a definite change in the "tone" of a school. Of the three choices, a merger between schools of the same kind is probably the easiest to accomplish.

Coordination seeks to gain the advantages and economies of joint school activities while retaining the identity of each individual school. Lenox remains Lenox, Cranwell remains Cranwell, Foxhollow remains Foxhollow, and Miss Hall's, Miss Hall's.

This year, because of the absence of Mr. Wood, Lenox is using Miss Hall's facilities for Drama. Because no one school can afford a full-time, "top-flight" Music teacher, the schools are thinking of pooling resources to hire such a person for all four schools. Other areas of effective economy and coordination might well be sharing of teachers in advanced language courses. Where one school has excellent facilities, there is no need for each of the other schools to spend money building duplicate facilities.

To work effectively, coordination needs organization, and a spirit of give and take. No school can act entirely like "the cat that walks by itself" (Kipling's Just So Stories). Each institution must be committed to coordination at every level; Trustees, Headmaster, Alumni, Faculty, Parent and Student Body.

Until recently, I felt I was in a bit of an awkward position. As of September first, I became a "half-time" Faculty Member at Lenox, and a "half-time" director of the inter-school programs. Mine is the job of seeing to it that these programs **work,** and of gaining closer coordination between the schools. When Mr. Montgomery, Mr. Oakes, and Father Benson hired half my time, I firmly believed that all three schools were committed to the idea of coordination. After Mr. Montgomery left, I discovered that Lenox's idea of coordination had come mainly from the headmaster's desk.

When he assumed the Headmaster's duties, Mr. Blanchard was not prepared to commit Lenox as deeply to coordination as had Mr. Montgomery. Instead, he wanted time to study and to think. On November 30th, Mr. Blanchard told me that he now feels that closer coordination is the answer for Lenox in the immediate future. Ultimately, Mr. Blanchard's feeling is subject to Board of Trustees ratification.

Because the schools in the present coordinate program are committed to maintaining mono-sexual enrollment, Lenox must weigh the long-term value of real coordination versus going co-educational. Darrow chose the latter course, and has reduced the "Five Schools" coordination to "Four".

As Lenox has not firmly decided upon its plans for the future, I entitled this article "Coordination between Schools?" Because some of our plans are still a big question mark, I would ask that as many people as possible - at as many levels as possible - honestly discuss the ideas of co-education, of coordination and of being "the cat that walked by itself".

Stephen H. Hackett

TO JUNIORS

The yearbook is something that every class should be faced with, and in order to put out a decent one, responsible and willing members of the class are needed. Don't look at the task as a burden because for obvious reasons you will be glad you had a yearbook once you leave here, and you'll feel it was well worth your time and effort. Mr. Lucian Aigner, the photographer, and a very integral part of the present Martin, and past ones, has suggested wisely that the present '71 Martin staff see that a '72 Martin staff be chosen early this year in order that they may gain a certain amount of experience, now, for next year's project. We ask you to start thinking, and decide to get involved in this. When we all return next month the '71 staff will, with interested members of the Fifth Form class, elect next year's staff. Think about this, over vacation. It is something you think you are not concerned with now, but you will be, so why wait?

—Editors of the '71 Martin

Fall Modules

The Fall Modules at Miss Hall's School have recently ended after a successful season. There were three choices offered: Art, Drama, and Photography, and in each Module an instructor headed the students' projects.

The Art Course directed by Mrs. Post, had the objective of teaching the student to be critical of art and to look for depth in their own paintings. The students first practiced drawing in black and white and they then proceeded to paint such subjects as a dancing class or a farm, which interested them. One Lenox Student, Chris Oakes, also experimented in the field of sculpture. This Module will be open again in the Winter term to all students who participated in the Fall Art Module.

The Drama Module, directed by Mrs. O'Connell, was fortunate in not only producing **Happenings from Peanuts,** but the student actors also learned about the theatre through their designing of a theatre and a workshop. In producing **Happenings From Peanuts,** the actors had to conceive the idea that they were ten year olds not teenagers and thus they had not only to act like children, but to think like them. The **Peanuts** other than being put on twice at Miss Hall's and Lenox, also was given at Berkshire Country Day School and the Senior Citizen's Club.

The Photography Module, headed by Mrs. Klein, started its classes with simple cameras, so that the students would be able to understand the basic rules of photography without making the learning complex. The photographers advanced to more complex subjects after they learned about the texture and lighting involved in photography, and they concentrated on both still life and action photography. One element of photography that was not forgotten, was the students education in the art of developing and enlarging photographs.

There will be a new variety of Modules offered in the Winter term at Miss Hall's, including the study of Jazz.

A Reaction To JOE

The movie JOE is different than almost any other current movie. Unlike a Fellini "screen show", it has a plot. It doesn't try to lose you, but captures you. The plot sparks off early in the film, and heads directly towards a very suitable climax. The simplicity makes it almost enjoyable. Maybe we are destined back to the good old "plot - theme" days.

JOE is also very real. It is about the common Budweiser guzzling, television watching, all-American misanthrope, who in the end goes out and kills a few people (for the hell of it). But, it is not just a sad story. It is about today. About our average JOE. About the man sitting in your seat.

R. L. Z.

Admissions . . .

Continued from Page 1

these articles in the press fail to make any distinction between the good schools and the bad, and so Lenox's image has suffered.

This has been a general discussion so far. What is Lenox in particular doing to counteract declining enrollments? There are several deficiencies which we are currently amending and several things which we are planning to do.

For the first time in the history of the school, we are going to have a catalogue. Several members of the faculty have been working during the fall with Lucian Aigner, a widely-known photographer and a loyal friend of Lenox, and with a staff man from Vincent-Curtis, a Boston educational consulting firm. The new catalogue will be delivered in January. This will be a large-format overview book depicting all facets of Lenox life and will be an invaluable aid in recruiting applicants.

Mr. Blanchard has been traveling consistently during the past few months to a large number of pre-secondary schools, meeting with headmasters and students. This is an area that has been completely neglected over the years and consequently Lenox is not known in the vital world of the pre-secondary schools, important feeders to our type of school. Responses to these visitations have been modest but heartening, and the personal reaction has been quite positive.

We have done some low key advertising this year which keeps our name in front of a limited number of prospects. As the financial picture improves, we shall expand our advertising and public relations exposure. Public relations is an activity about which the independent schools are becoming increasingly aware. Such action must be taken to counter the bad press such schools have been receiving, and to tell the boarding school story from a positive and educative point of view.

Lenox must rely on its growing alumni group, for without a loyal and supportive alumni, there can be no school. Lenox will apprize the alumni of developments at Lenox candidly and as frequently as possible. The alumni are asked to act as admissions people and to send names of prospective students. After all, the alumni are the ones who know their school and who care for their school and they should share actively in its growth and in its strengthening. We hope that alumni in key areas will be willing to host evening gatherings where the headmaster or some other representative of the school can meet and talk with prospective students and their families. A slide presentation of the school is being prepared for use at such meetings.

Similar meetings with past and present parents in representative areas are planned to extend Lenox's message to as many prospects as possible.

Finally, speaking candidly to the present students of Lenox School, we need your help in finding new students. Will you suggest candidates for Lenox? Will you talk with friends while you are at home? Will you talk with parents of potential students. After all, you know the school best; you are the best public relations people and salesmen Lenox has.

Lenox appeals to all of you - students, alumni, parents, friends of the school - to help us reach boys who might be interested in Lenox.

mmp.

Building and Grounds Committee

One of the committees that is looking into the future of Lenox School is the Building and Grounds Committee. The purpose of this group is to take a very close and penetrating look at our present plant. Are the buildings being used most advantageously? Are there some buildings that should be demolished, either because they are fire-traps or uneconomical to heat? Are there some that should be moved to other sites or possibly used for other than their present purposes? Are there enough class rooms? What about the kitchen facilities? What about rooms for art, music, etc.? Are the playing fields ideally located and drained? What if we become coeducational - dorms, athletic lockers, toilets, etc? Are we utilizing our resources most efficiently?

These and a hundred questions pop up. Then: Which improvement comes first? And: Can we afford it? No one has all the answers. If the whole problem is considered, people will differ depending upon what their ideal school is, whether they are willing to imagine unlimited funds available or are savings conscious, whether their main interest is in athletics, the arts of whatever. Someone, probably everyone, will have to compromise. But at least there must be some basic things that nearly all feel should be done, along with their relative importance and immediacy.

To this end, to find out what should be done first and how, an initial committee of five teachers, was set up. We were then fortunate enough to have Mr. Norman Day, an architect offer his time and advice. In addition six students (Two seniors, two juniors, one sophomore, and one freshman) joined the committee. They will bat the ball around and see what they can come up with.

Possibly one of the things that should be mentioned is that the committee will not confine itself to finding out what should be done first, how much it will cost, etc., but it will also try to find methods whereby at least some of the boys either in their Saturday morning activity or possibly at other times, can use their brains and brawn in helping to renovate or change any designated building.

If any parent, alumnus, or interested person has any suggestions to make, we will be more than glad to consider them. Just write a note to the Building and Grounds Committee. We do look forward to hearing from you.

Happy Christmas

The Time Has Come

September eighth to December seventeenth—that's exactly one hundred days. Any historians may wonder about the significance and meaning of that number. For me, there has been much of both. It is hard to say that I have "learned" this, or "know" that. Yet I feel far more secure with a few of the insights found this fall. They have not come easily, nor in order, and certainly not according to a convenient time plan. Like the sunrise and the tides they have come—inexorable, unrelenting and confusing.

Order is hard to find in this time pattern. Free spirits that we are, each of us is part of a timeless pattern—sets, large and small. Imprints of what we are and shall be were laid mysteriously in our ancestors ten thousand years ago. What can we say of these? Our existence is, we are part of it, immutable . . .

To see where we go, it is wise to search over the ground already covered. To find the sets established by society, school, family, intimates we must cast up on ourselves. The process is not easy, the results frustrating. Man does not usually test himself—does not deliberately question what he is, or where he is. This is the role of the philosopher.

Well, philosophers, the time has come to cast up on what has passed between and among us this fall.

Right/Write on, my friends

dmp

SPORTS SCHEDULE

VARSITY HOCKEY

Jan. 6 Union College	H
Jan. 9 Springfield Classical	H
Jan. 16 Chicopee	H
Jan. 20 Williston	A
Jan. 23 Berkshire	A
Jan. 27 Trinity-Pawling	A
Jan. 30 The Gunnery	H
Feb. 3 Wilbraham	H
Feb. 10 Mount Greylock	H
Feb. 13 Salisbury	H
Feb. 17 Albany Academy	H
Feb. 20 Taconic High School	H
Feb. 24 Mt. Hermon	A
Feb. 27 Longmeadow	H
March 6 Hotchkiss	A

VARSITY FENCING

Jan. 16 Harvard Freshmen	A
Jan. 23 St. John and Concord	H
Jan. 30 Ludlowe High School	A
Feb. 13 M.I.T. Freshmen	H
Feb. 20 Yale Freshmen	A
Feb. 27 R.P.I.	A

VARSITY BASKETBALL

Jan. 8 Windsor Mountain	H
Jan. 13 Salisbury	A
Jan. 16 Avon Old Farms	A
Jan. 20 Berkshire	A
Jan. 23 Darrow	H
Jan. 27 Wilbraham	H
Jan. 30 Wooster	H
Feb. 3 Marianapolis	A
Feb. 10 Windsor Mountain	A
Feb. 13 Watkinson	H
Feb. 17 Cranwell	A
Feb. 20 Millbrook	A
Feb. 24 Darrow	A
Feb. 27 Monson	A
March 3 Cranwell	H

There will be a Junior Varsity Basketball game one and one quarter hour before the above scheduled games.

SPORTS CENTER

Despite the dissention that has surrounded the H. George Wilde Sports Center, this building has become a major focal point for Lenox School life this winter, as well as for many schools and communities in the surrounding area. As of matter of fact, the major portion of the time that this Center is open, it is not used by the school. On the rink side, a partial list of activities should include the Woodlawn Figure Skating Club, The Berkshire Prep School League, and a youth hockey program that covers all ages, splitting them into Mites, Squirts, Pee Wees, and All Stars. There is also a "Duffers League" for adults who wish to play hockey and have fun even though great talent may be lacking. A major highlight is the Semi-Professional High Lawn Jersey's Team which plays games almost every Sunday in the afternoon. The rink also has times for Public Skating and "Shinny Hockey". The rink area is open from early morning until late night virtually every day of the week.

On the Basketball side, the school shares the court with Berkshire Christian College, and also hosts a tennis club when the courts are not in use. The upstairs section is presently being used by the Lenox School Fencing team and also for several social activities, such as dances and movies.

Mr. Edward Gleason, Athletic Director, and Mr. Scott Berry, Asst. Athletic Director have their hands full in trying to coordinate all the activity, but with the help of many members of the school as well as the surrounding towns things appear to be hectic, but in good hands.

A Second Wind

The last page of the last issue of 1970. Well, we at least have beaten last year's record. Box Score: 2 excellent issues (1st and 3rd), 1 mediocre issue (2nd). Not bad, I feel, but perhaps you would disagree with me. Where are the sports in this issue? We are in a transition between seasons for one, we have many things to say for another, there's so much else going on for a third.

I am exhausted, I am stimulated, I am threatened by forces within and without me. My dreams are many, their realizations are few. The spirit of this place and the directions are nebulous, there are few handles to grab on to. Hence the nebulous feeling of frustration, disillusionment, failure, success, joy, excitement, tumbling one atop another in rapid succession.

Everywhere in this issue you have found evidences of the strains and stresses that threaten to pull us apart—coordination, coeducation, religion, academic reform, new grading system, new class approach, rules, discipline, enrollment, plant improvement, priorities. Every one of us with any connection to the school is being affected by the tumult. We at the school are in the center, but the ripples fan out in all directions.

Thus, it is with a great feeling of relief that we break for the Christmas Vacation, and thus I offer up a prayer; O Divine Spirit, whose definition eludes many of us, grant us clarity of sight, firmness of step, order and reason in being. Renew in us strength to face another day, renew in us a spirit of love and concern for others. Guide us in the days of turmoil and decision ahead. Comfort us.

rdor

Saturday Program

The Saturday morning program this year is a complete change from previous years. It was felt that there would be many activities that boys would be interested in learning about, if there were only some free time available.

Thus all Saturday morning classes were eliminated and various activities were offered. These were suggested primarily by the students, with a few suggested by the faculty. The boys looked over the possibilities and selected the ones they wanted. In a few cases too many boys elected an activity which was restricted because of our limited facilities, e.g. auto mechanics, photography, woodworking, etc. These boys had to be content with there second choices.

The program seems to have been successful, with the majority of the students getting a lot out of it. There will always be a few who do not actively participate, but we are trying hard to get them, too, excited about something. If they would suggest we would try at least to satisfy them. Our hope is that everyone before the year is out, will be participating actively in the program.

The program continues to change and expand. We are offering "public speaking" and "College Board prep. for American History," next term, at the request of the boys. We are negotiating for the use of the woodworking shop at the Lenox High School to take care of more boys and offer better equipment. Finally we hope to remodel, with the help of one or two of the groups, the field house into an arts center.

For the interested alumni, the list of activities going on this term includes: ecology, woodworking, printing photography, band, chess, music, auto-mechanics, hockey coaching, mechanical drawing, slide rule, typewriting, remedial math, poetry seminar, art, and surveying.

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