
The Pen and Scroll

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LENOX, MASSACHUSETTS

June, 2009



Letter from the Editor:

Dear Friends, Faculty and fellow Alumni of the Lenox School for Boys,

We had a whopper of a snowstorm right after I last wrote to you: 12" on the ground before Thanksgiving. Nice.

The fun continued. In December we had a couple of days where the temperature was -14°F, and another foot or two of snow. In January, we had a record 50" of snow at our snug house – which, according to the heating bills was not so snug after all. (This summer we will be upgrading all the insulation and ventilation.) The theme continued, with periodic snow dumps through February and March. Only yesterday, April 22, we had a dusting. I think my vegetable garden will not get planted until after May 12.

I had no idea when I bought my 1996 Jeep three years ago that I would be using the 4WD to get out of my own driveway. I got to buy my first snow shovel since 1974, when I was living in Lenox. I got to buy my first snow blower, ever! I got a lot of great workouts shoveling snow when the snow blower's auger drive belt broke after the first 10 seconds of use (faulty manufacturing – and it's still not fixed: bad service!). Truly great fun – while our new friends up here on the north coast were moaning and whining about dastardly winter, we were all reveling in it. At last, four actual seasons, after 32 years of only three.

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This number of the Pen & Scroll has a number of well-told recollections and three documents that are vital for understanding the future direction of our Alumni Association. First is the *Quo Vadis* paper, written by a small subcommittee of the Board of Directors, that explains in plain language a variety of possible plans for the expansion and growth of the Association. Second, a very important Survey of

the Association membership: we urge you all to respond by the deadline. Finally, and not least important, is a paper discussing the disposition of the physical objects constituting the memorabilia of our school. **See pp 8 – 16 and please read it!**

As always, your grateful editor welcomes letters, news, and articles for future numbers of the Pen & Scroll by email or snail mail. The deadline for receiving copy for the Reunion issue is August 1, 2009.

Happy reading!

Sincerely,
Mark David Gottsegen, '67
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Letters to the Editor

To the Editor,

I don't know if this is fit for print, but I have two boys (young men) who refuse to believe that I used to live in a horse stall in high school. "Yeh and you used to walk to school for five miles uphill both ways" is usually the response that I get.

This is frustrating for me, as I have no way of proving it.

It is kind of weird when you think about it, but I wish somebody would email me to confirm that I'm not exaggerating my high school experience.

Thanks for all your work.
Scott Ingram '70 (I Think)

To the Editor, Classmates, Lenox Alumni, and Friends:

After being entrusted with the Curry Thank You plaque at last fall's reunion, I am happy to say it has finally been delivered.

Between being away at sea nearly four months out of the last six, a Maine winter, other commitments, and family, Dave Curry '65 and I finally met up March 31, 2009 for a brief visit.

Dave reports Mrs. Curry is doing well at age 92 and still operating under her own steam (a nautical term). According to Dave she holds many fond memories of Lenox and recalls students from 40 years ago!

I want to let those of you who made the award possible to know it has finally arrived.

Cyrus C. Lauriat '68

THE PRESIDENT'S MESSAGE

The Audacity of Audacity

There remains an enduring quality to LSAA that is, in my mind, best explained by a word that has come into the political lexicon of late, but frankly was always at the heart of The Lenox School experience: Audacity.

Lenox was a school that was brash enough to toss aside the notion of the boarding school experience of privilege and focus on the whole man, the character building, and the deeper meaning of our lives. Its mission included the audacity to compete with and prevail over much larger and well-heeled schools, both academically and athletically. In its day, Lenox represented boldness and intrepidity. Today, the LSAA stands in for that flinty defiance to accede to the conventional wisdom that a school that was closed so many years ago should simply cease its relevance. Let's call it our audacity of audacity.

OK, so here is your LSAA 2009 Reunion trivia question: What do the following songs and artists have in common? – "Aquarius", Fifth Dimension; "The Battle Of New Orleans", Johnny Horton; "Riders In The Sky", Vaughn Monroe Orchestra; "Over The Rainbow"; Judy Garland.

No clue?

Chagrin Falls OH 44023

How about these movies and these male actors? – "Gone with the Wind" & Robert Donat; "All the Kings Men" & Broderick Crawford; "Ben-Hur" & Charlton Heston; "Midnight Cowboy" & John Wayne;

They are, respectively, the top songs from the years 1969, 1959, 1949 and 1939; and the Oscar-winning picture and Best Actor winners from 1939, 1949, 1959 and 1969. Coincidentally, these are the same years as the Lenox classes that will be celebrating their 70th, 60th, 50th and 40th reunions at our annual LSAA reunion this October 16 -- 18, 2009, assuming we have a Friday venue again this year.

Isn't that an interesting interplay of art and life? Consider this: In 2009, we have by all accounts entered into uncharted and historical territory, political and financial. And the top song thus far? "Boom Boom Pow" by the Black Eyed Peas and "Poker Face" by Lady Ga Ga. The 2008 Oscar-winning picture was "Slumdog Millionaire". Go figure. More about this in another section of this Pen & Scroll, in the *Quo Vadis* documents.

The last letter I wrote here said I desired to have the Town of Lenox struggle with traffic control as a result of our having so many people returning. If we continue with the LSAA Audacity of Audacity, we may well build on last year's turnout and pull this off! Thank you all again for your sustained support of LSAA, and I'll look forward to seeing all of you in October for our reunion.

Bob Sansone LSAA President

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LENOX SCHOOL Scholarship Awards

The Pickett Scholarship Awards

Brian Majewski, Director of Publications for Miss Hall's School, writes:

The Lenox School Alumni Association has named Miss Hall's School seniors, Kristy Delgado and Joi Ward, as recipients of this year's Mansfield Pickett Scholarships.

The awards are named in memory of Mansfield E. (Pete) Pickett, who was a longtime teacher both at the former Lenox School and at

Miss Hall's School. The scholarships are given to two seniors who exhibit outstanding performance in academics and extracurricular activities; Paul Denzel, Charlie McGee, and Bob Sansone, all representatives of the Lenox School Alumni Association, recently presented them.

Both Kristy and Joi are four-year seniors at MHS. Kristy is School President for the 2008-2009 academic year, a Big Sister, and President of the Spanish Club. She is a member of the JV Softball team, the Latin Club, the MHS Diversity Forum, Hall's Is For Animals (HIFA), and Essence. Additionally, Kristy has participated in the Personal Authority and Leadership Source (PAaLS), part of the Girls' Leadership Project at Miss Hall's, and she represented the School in 2006 and 2007 at the NAIS Student Diversity Leadership Conference.

Joi is an Admission Ambassador, a Big Sister, a Proctor, and a member of Essence. An accomplished pianist, she has performed with MHS jazz and rock ensembles and also appeared in two productions with the MHS Theater Ensemble. Additionally, Joi served as Vice President of her class during her sophomore and junior years and has been a member of the JV lacrosse, soccer, and softball teams. She represented the School this year at the NAIS Student Diversity Leadership Conference in New Orleans.

Mr. Pickett taught Latin and English at Miss Hall's from 1973 – when the Lenox School closed – to 1992 and was beloved by students and faculty alike. He also served as MHS Director of Development from 1973 to 1975. The father of Tabitha Pickett Vahle '78, Mr. Pickett died in 1996. This is the sixth year the Lenox School alumni have honored Miss Hall's students with scholarships.



Charlie McGee, Kristy Delgado, Joi Ward, Bob Sansone, and Paul Denzel (in back) at the scholarship presentation.

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2009 Scholarships presented to two deserving students at Berkshire Country Day School By John Schneider '68

Friday, April 24th was one of those Lenox days that makes one grateful to see another spring. It was fitting that a contingent representative group of Lenox School alumni descended on the campus of Berkshire Country Day School in Lenox to award two scholarships to students of Berkshire Country Day School. The Alumni assisting in the presentation were Jim Fawcett, faculty; Paul Denzel, '67; Bob Sansone, '68 and President of LSAA; newlywed Charlie McGee, '71 and John Schneider, '68. Dr. James Jurny, the owner of Springlawn (let's make it easy and call it Schemerhorn) and the property known as Clipston Grange was also there to provide support.

BCDS was started on the campus of Lenox School and originally some of the younger Lenox School boys attended classes within the BCD organization. Eventually BCD moved off campus, around the corner and several miles down the street. This writer has a very vague memory of some work squad duty on what was then a new campus in 1965.

In addition to shared roots with Lenox School, BCD is also fortunate to have been the employer of one of our favorite Masters, Jim Fawcett. Jim is the Chair of the English Department at BCD and has been in that position for over 30 years. His wife Eugenie is the Chair the

Latin and Latin History Departments there. Many of us remember them both as fixtures of the Lenox School Community.

This year two students have been selected to receive the Lenox School Alumni Association scholarships. Both are leaders in the Ninth Grade at BCD. Both are positive in attitude, outlook, and action, and they are not hesitant to let the sun shine.

Claire Meyer has been an outstanding student from the time of her entry at BCD in Fifth Grade. She is definitely the academic frontrunner of the class. She is cheerful, has an archival mind, and “Googles” past mental references with ease and creative skill. She is an articulate, specific thinker who has a certain and fair sense of judgment. Claire is an obvious role model. She relishes after-school activity by being in the school theatrical productions. Her self-expression is “spot on,” whatever role she is placed in. This year she is captain of the theatre ensemble, marshalling the other participants with care.

Roya Daemi is a conscientious honors student who “worries” an idea until she gets it. Her writing is clear and forceful. Images abound. Along with this, she has an amazing math and science mind, paired with excellence in visionary art and creativity in the same. She was captain of the very successful girls’ soccer team and was “one of a kind,” according to her coach. Roya has been and is still active as a competitive swimmer with a team that practices at Simon’s Rock. She is clearly another role model, especially for the girls in the school.

Both of the recipients personify the Lenox School motto, “Not to be served, but to serve” and it shows in their actions. Jim Fawcett started by introducing the representatives of Lenox School and then John Schneider gave the assembled school students and teachers a short history of Lenox School and the importance of the school motto to us. Jim Fawcett presented the checks and Charlie McGee gave each of the recipients a Lenox School baseball hat (thanks to Ralph Herter ’68). Head of School Paul Lindenmaier thanked us and said it was great to hear the story. He is in his first year at BCD and understood the strong connection with the Lenox School.



Pictured are the Scholarship recipients Roya Daemi (left) and Claire Meyer (right), with Lenox School worthies, left to right, John Schneider, Charlie McGee, Bob Sansone, Jim Fawcett (FAC at Lenox, and now at BCDS), and Paul Denzel.

Photo by Maxine Carter-Lome, Director of Communications Development at Berkshire County Day School.

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RECOLLECTIONS, RECOVERY, &c.

Remembering Lenox

By Milo Dailey, '63

Greetings from Belle Fouché, SD.

I really shouldn't do this since I'm also working on a batch of stories for the newspaper I work for here at the geographical center of the U.S. and a “history/sci fi/spook/Freemasons” piece about Deadwood, S.D., due for a magazine publication.

Once upon a time a kid from the Northern Plains discovered that, regardless of choice, he would attend a boarding school “back east” for two years while his father attended grad school in Cambridge, Massachusetts. It was, to say the least, culture shock. It was a greater culture shock than finding myself in Seoul, Duesseldorf, or even Ciudad del Este in subsequent years.

I once thought I was the only kid who had to forgo his boots a few years. I was wrong. I met a Wyoming state senator, a rancher with a similar experience. He had similar tales of culture shock at a school Lenox played, as I recall, in soccer.

For the first time I looked through our Lenox email list and found some names that brought up instant memories... so I'll just hit a few, and a few visualizations those names brought into a now-gray head.

There's Jud Fisher who lived down the hall at Schermerhorn, just outside the "pipe smoking room," as I recall. I always wondered if that room had been placed so Brooks Butler might hear someone sneaking there for a late night or early morning smoke. Ah, to return to the days when smoking was not so politically incorrect that one might have dinner, a brandy and a smoke in a public accommodation.

Jeff Greiner... Remember being service staff at a dance or two during my sixth form year? I can't recall if you were one or two years behind me in school.

Matt Lawton... did you have the real thing ES335 or a clone? I can't remember. Mine's a clone – as is the fake ES175 jazz box made in the 1970s by Ibanez. Yup, I still play, although I didn't start until a month after graduation in '63.

Tim Noonan... did you ever get a job that let you hang out in the woods? I well recall a Sunday dinner at your parents' home in Pittsfield and your ... uhhhh ... contretemps with some guys in your Senior Wing room next to mine.

Nol Putnam... are you still so #@%#\$ accurate at the eraser toss? For what it's worth, I still can remember my German prepositions.

Lloyd Temple... you may not believe this, but you have my great respect that I was allowed a different German class rather than a different school. You may or may not remember why, but I do.

So many other names on the email list bring up images of youthful faces that now are almost certainly similar to my own 3-D topographical map.

The view across the valley from Bill Hungerford's Schermerhorn room's huge windows is something to remember even if the "mountains" are less spectacular in altitude than in their autumn colors.

Cars: Butler's 190SL and David Wood's T-Bird. The Rutledge family collie "Charlie." The spring smell of decaying leaves outside the Senior Wing. The English 7 final exam in '63: "Tell me everything you learned this year in English 7."

Battling math and loving history and lit as the culture shock wore off. Fencing IMs at Thayer. The Cuban Missile Crisis played on TV in the Senior Commons Room; I remember trying to decide whether to watch or play bridge. (I watched.)

Nasty nicknames for the "masters." The post office boxes that somehow have been visualized in dreams perhaps once per decade for heaven knows what reason. The sour smells of the dish room, the huge painting of St. Martin in the dining hall and the thick low altitude New England air itself.

Kids I see in high school now can't imagine that once there was a place where classes were six days a week, study halls seven; grades were posted every three weeks and sports were mandatory.

There are remembered faces that fail to connect to a name; names that fail to connect to a face. The selfishness of some of the gifted and the kindness of some who perhaps were more, perhaps less gifted.

Headmaster Bob Curry once suggested on a -10 degree day with snow outside that it got as bad in the Berkshires as "out west." I think he learned on his move to Minnesota that such temperatures are spring-like during many years on the northern plains.

I literally relived the stillness of the snow-covered paths between Schermerhorn and St. Martins as I watched 60 mph+ winds blow snow four- to ten-foot high drifts to block the doors in the newspaper office here in March. I love Jeeps. We just finished three weeks of three consecutive blizzards finishing out March and into April.

Remember the stink of the old leather and cotton football pads? Remember the chill of the outdoor hockey games? Remember the traditional architectural beauty of Trinity church where we trudged, in groups or separately, to chapel and Sunday services?

It's about a decade ago that my wife and I braved the incipient fall rains that closed entry to Boston Logan as we returned home.

The alumni reunion was our excuse for my first trip back to New England as one who had traveled the world on somebody else's journalism nickel. I never did get the alum "T" shirts I paid

for, by the way. But in ways I guess I didn't expect to. Print journalism for 44 years does indeed bring a degree of cynicism. [Consult your email list and write to Ed Miller. Ed.]

Bittersweet memories are always part of reflection on one's teen years. I walked across the stage for that diploma in '63 at 5-foot 7 inches tall and 132 pounds. Now I'm shrinking from 5-10 and weigh another 30 pounds.

My memories of Lenox are of that sweet and sour sort. I could continue writing little images to collect into a larger impression of two school years but the P&S certainly has limited space.

Absit omen.

["may there be no evil omen"; may no harm result. *Ed.*, for those who only read Hebrew.]

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News Since 1964

By David Nye

I have 45 years of news since I graduated in 1964 but no easy way to summarize it.

So, how about this:

David E. Nye, '68, still lives in Odense, Denmark (this is possibly a life sentence) and teaches and writes about American history. In late 2009 his latest book will appear with MIT Press – *Artificial Darkness*, a cultural history of electrical blackouts. The Lenox teacher who had the most influence on my eventual career choice was undoubtedly Nol Putnam.

* * *

Recollections of my Lenox School - Elm Court Experiences, 1953-1956

By Kent Hackmann, '55

My brother Robert and I entered Lenox School as day students in late 1952, following our father's death that October and our move from La Grange Park, Illinois, to Pittsfield. The half year as day students was the beginning of a close association with Lenox, Massachusetts, not only because we continued the following fall as borders and graduated in the Lenox School classes of 1955 and 1957, respectively, but because Lenox became the place of my summer work and residence. In the

summer of 1953, I worked at the school, which housed music students from Tanglewood, the summer residence of the Boston Symphony Orchestra. Stuart S. Tuller '53, supervised the crew. We managed the school dining room (dish washing, setting tables, serving platters of food, family style) and swept halls in the dorms. Voluntarily, I kept the school's two clay tennis courts free of weeds.

The Lenox School job set me on a particular trajectory. I did not fit in very well, then or later, with my school peers. One of them had an old car. I had an old heavyweight Schwinn bicycle. I took my cues from the music students. Their dedication to practice reinforced my own sense of discipline. The student bus from the school to the Berkshire Music Festival grounds and a pass to the venues were the keys to my exposure to serious music. Although I did not have any background in classical music, I found something elevating about opera scenes in a small shed on Monday night (Boris Goldovsky's commentary made sense, although for reasons I do not understand I did not investigate the plot in Mozart's *Don Giovanni*) and the Budapest String Quartet on another night. While I was having mountain top experiences, I was also missing out on a level of socialization with my peers that might have made a difference in my junior and senior at the school.

The summer of 1953 also brought me to Elm Court, the 106-room "cottage" built in the 1880s by William Douglas Sloane and Emily Vanderbilt. In 1946 it opened as a fashionable hotel and provided summer jobs for Lenox School folk. On weekends, Headmaster Robert Curry, in a white dinner jacket, greeted dinner guests. David Wood ran the office. Mr. Stanton Roberts, the school cook, became the hotel's head chef. I came into the operation through the back door, especially on weekends, when extra help was needed for washing dishes.

Over three successive summers, 1954, 1955, and 1956, I was in residence at Elm Court. The first year I washed dishes. Bruce Hammel ('54) and I did our job so well that guests remarked that the table ware, plates, and especially the glassware sparkled in ways not seen in previous seasons. Maintaining that standard was not easy, especially on weekends when the water in the dishwasher went from very hot to tepid and when the supply of linen towels for drying ran out. The

second year was a step up, or at least certainly out of the kitchen full time. I parked cars for guests who came for dinner. I carried bags for arriving guests. I had houseboy tasks, including running a vacuum over the carpets in some of the public rooms. I also filled the role of part-time assistant office manager. The experience in the front office had an unexpected benefit in the fall, when I started my freshman year at Yale. When the administrator who was assigning jobs to students – a requirement for scholarship recipients – saw my work experience at Elm Court on my résumé, I became the “bursary boy” to Murray Murdock, hockey coach and manager of student agencies. I worked for him in the latter capacity. That placement had valuable and rewarding benefits for me during my undergraduate years. In the summer of 1956, my last at Elm Court, I was houseboy, car parker, bellboy, and night watchman.

Most of the live-in staff – the waiters, cooks, dishwashers – occupied former maids’ rooms on the first floor in the wing north of the kitchen. Four of us from Lenox School lived on the third floor, same wing, in a room that once, according to lore, had housed the owner’s collection of exotic birds. I have already mentioned Bruce Hammil. The other two were Alf Andrew Heggoy (‘55), and Thornton (Tony) Creswell (‘55). Alf earned a Ph.D. at Duke and became a professor of history at the University of Georgia. Tony broke down a color line in Amherst College’s fraternity system, and practiced law after graduated from Vanderbilt.

The connection between Lenox School, the Berkshire Music Festival at Tanglewood, and Elm Court, I suggest, were an important chapter in the school’s history in the 1950s. In many ways that I did not fully appreciate at the time, the connection was important in my journey in life.

* * *

Tough Times

By Bill Olsson

Times are tough. People from all socio-economic strata feel the pinch. It is exceptionally hard for the middle class, accustomed to holding one or two jobs in the family. Room to spare. Monthly bills manageable. Cash reserves for

emergencies and lifestyle purchasing.

It is hard for the poor, but they have had a jump-start, having lived without the cushions earned by the middle class, or the waning luxuries of the rich. They are facing what had already been a crunch without experiencing much of a difference in their daily lives.

There is always a benefit in every opportunity. When the reserves run out, we begin to appreciate life, and that it is life itself that is grand but never are any of its attachments.

When the reserves run out, it is time to become more sympathetic to those around you, knowing that they, too, are feeling shaky. In times of dire need, we tend to band together. We find solutions and survive to enjoy yet another grand day of this miracle.

When Thoreau said, "As a man simplifies his life, so do the laws of the Universe become less complex," he tapped into a wisdom that can help all of us see. In simplicity of thought, we can now view the bigger picture without the interference of *perceived* difficulties. We see.

In all times, lavish or lean, we should cultivate a true enjoyment of our lives, our loves, our friends. When hard times fall, we already have, in reserve, the appreciation of this wonderful blessing. We have, therefore, everything we need. We have our lives. We have each other.

When the reserves run out, we are introduced to the beauty and simplicity of being, but we never need to wait for such circumstances. Place the true value of living in the forefront of your conscious mind, and you will easily weather the toughest storms when they arrive. You will see them disappear before your eyes, for you know the secret.

* * *

Recovery

By E.S. Van Winkle

Following almost two years of healing and recovery I learned today, March 23, 2009, from my oncologist here in Anna Maria FL, that the latest PET/CT scan shows no sign of the tonsil cancer that I was diagnosed with in December, 2006. It's great news, of course, and I can breathe easier knowing I have so far beat the 50% five-year survival rate of this dreadful disease. While there

are still three years to run in that metric, the doctor said that the preponderance of recurrences show up in the first two years – and so far I'm clean. Semi-annual scans for the next two years, and then one more in the fifth year should pretty much seal the deal.

The bad news, so as not to appear too smug, is that I am still unable to swallow solids and must continue to take all my nutrition through a tube in my chest. It makes travel somewhat tedious as I consume the equivalent of five cans of Alpo every day: Tough to bring a case of the stuff on the plane if I am to be away for five days.

Other than that, we return to our home in New Hampshire the last week in March to enjoy the New England Spring before heading for our farm in France for the summer on the Queen Mary 2, leaving Boston on July 4th. Accompanying us will be a stash of 54 cases of my nutrition, enough for a couple of summers after which I presumably will be eating again. It is tough to be in French bakeries, bistros, and restaurants without being able to eat. But Hey! It beats the alternative.

I'd love to hear from anyone--Write to ESRipVW@aol.com. Salut!

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Music Release

By Bobo Olson

William Gray "Bobo" Olsson, aka "Wild Bill Austin," '64, has at long last, released his first CD, "Give 'em Some Rock 'n Roll." on Local Scene Records, Big Bear Lake, CA. This is a potpourri of what we can expect from the aging composer/performer, with songs ranging from Heavy Metal and Rock and Roll, to Folk, Ballad, and Country & Western. 12 songs, 51 minutes.

His second CD, "Ballad of the Asian Cowgirl," ready for studio finishing, is a set of 15 Country songs. A 62-year-old rookie with hundreds of songs he has been sandbagging, is finally returning from Real Estate and Sales to his

Chagrin Falls OH 44023

labor of love, music. His mission is 100% altruistic: like all of us alumni, he has pursued his dream, "not to be served, but to serve." He offers songs of enlightenment, encouragement, worship, praise, humor, and just pure, old fashioned entertainment.

Go to

<<http://www.myspace.com/localscenerecords>> and you can hear the title song and see the signing blog but whatever you do, click on "Wooden Crosses," by Dan Stewart and listen all the way through. It is one of the finest Country songs I have ever heard, and it will inspire me to write, sing, and produce like that as I improve.

You can sample a few more at

<<http://www.myspace.com/wildbillaustin>> and please note these are still in a rough demo format. I hope all of you are well and have a wonderful year ahead.

LENOX SCHOOL *Quo Vadis*

QUO VADIS 101

WHAT IT IS, THE GAMEPLAN AND HOW YOU CAN HELP

By the *Quo Vadis* Working Group

1. Why Quo Vadis? In his Quo Vadis Article for the Pen & Scroll (Aug 08), the President saw it as his duty and responsibility to address the future of the LSAA and how to **focus its efforts to best manifest the mission, spirit and motto of the School**. He felt that in the past, the President had been primarily focused on the important task of ensuring that the annual Reunion went smoothly. His major point was that perhaps it is within the LSAA's ability to do more than it has to have a greater impact on the lives of recipients of LSAA assistance. This focus does not mean that the scholarships currently supported are inappropriate or must necessarily be discontinued, but perhaps simply that more can be done. Likewise, the camaraderie enjoyed at annual Reunions will in no way be lessened, regardless of what additional new approaches may be pursued.

2. What Is Quo Vadis? It's Not Just for The Next Generation. At the 2008 Reunion Business Meeting the President quickly characterized the *Quo Vadis* effort as primarily ensuring that the LSAA survives beyond our time

by involving current members' children. In fact, as stated in his Pen & Scroll article, much of his vision and associated initiatives and proposals involve better manifesting the School's mission, spirit and motto now.

What Are the Specific Current

Initiatives? The current initiatives include: 1.) Determining the LSAA's overall willingness to investigate and possibly pursue new initiatives; 2.) Supporting more meaningful and/or higher-impact scholarships and service-oriented projects; 3.) Remembering the School's/LSAA's existence and telling its story through a memorabilia display, commemorative plaques and markers at various locations and perhaps contributing to the upkeep and/or renovation of Lenox School Legacy Buildings; 4.) Ensuring that the LSAA extends beyond our time, not only through involving our children, but also through endowments funded by grants and in part by alumni gifts and estate donations; 5.) Manifesting service by its members through soliciting grants and donations for projects. And, 6.) Looking at the ultimate living legacy, a new Lenox School, in various significantly different and innovative configurations, to include an Arts-Themed Summer Camp. Thus, it's quite possible that the LSAA organization itself, though not surviving beyond our time, might still better manifest Lenox's motto over the next 10-15 years.

3. Where Will the Money Come From?

Any suggestions on LSAA's new directions or new scholarships and/or service-oriented projects that it could support are predicated on getting additional sources of income through public or private grants and fundraising donations, and possible estate donations and endowments. This will be the specific task of the Fundraising/Finance Committee, as authorized by the current LSAA By-Laws. Nothing new can be done with the existing LSAA assets and current dues, with the exception of the memorabilia display and perhaps some commemorative plaques and markers. We have no intent to raise the annual dues amount in order to fund any new initiatives.

4. Quo Vadis-Related Terminology. Just so we're all on the same sheet of music in the future, the overall effort is now referred to as the **Quo Vadis Project**. Within the overall **Quo Vadis Project**, based on the President's original Pen & Scroll article, there are currently seven major **Initiatives** or major categories that make up the

Project, e.g. Future Allocation of Resources and Resurrecting a New Lenox School. As subsets of these Initiatives, based again on the President's article and some alumni input, there are currently 29 separate **Proposals** that are either actions that manifest individual Initiatives or are decisions required to implement them. Over time, the number of Initiatives and Proposals may change, as new ideas are received. The "**Quo Vadis Project Current List of Initiatives and Proposals**" provides all Initiatives and Proposals and will be posted on the LSAA Website.

5. How Will We Accomplish the Quo Vadis Project?

Keeping Abreast of the Project and Providing Feedback. In order to fully address the issues involved in the Quo Vadis Project, I propose the following methodology.

First, increase awareness of the entire *Quo Vadis* Project by posting applicable reference documents on the LSAA Website and by providing updates in the Pen & Scroll. The "**LSAA Quo Vadis Some Additional Thoughts**" memorandum discussed at the 2008 Reunion was one alumnus' attempt to stimulate increased thinking on the matter and to put the President's vision into specific required actions.

Second, determine what the LSAA membership wants to do and the types of projects it might want to pursue. This will be accomplished by use of the "**Quo Vadis Project Feedback Survey**" that specifies each Initiative and associated Proposals and requests member feedback on each. This Survey will be disseminated by email and in this copy of the Pen & Scroll. Responses are requested within 30 days of receipt, but not later than July 17, 2009. Instructions and procedures for responding are provided in the Survey and the overall Survey results will be provided at the 2009 Reunion.

Developing the Specifics on Proposals and Determining Support. 1.) The *Quo Vadis* Working Group/Committee will determine those specific Proposals that are complex and require research and then determine the expenses and related tasks required to accomplish them. 2.) A summary of each Initiative and its associated Proposals that has been properly researched will be presented to the LSAA membership at the 2009

Reunion, in order to determine the membership's support for each. 3.) The LSAA leadership will then have a rank-ordered list of Proposals/projects it can pursue and an estimated cost for doing so. 4.) Leveraging some LSAA funds but primarily the LSAA's non-profit status, grants and fundraising donations will be solicited to obtain support for each specific project.

Memorabilia Display to be Highlighted Separately. As part of the *Quo Vadis* Project, we also hope to be able to do the necessary analysis to make a decision on the memorabilia display's final location. In the near-term, we plan to establish an initial display in a Lenox School Legacy Building. For the time being, we're highlighting the memorabilia display separately from the *Quo Vadis* Project (see related P&S Article).

6. What You Need to Do Now and How You Can Get Involved (All Referenced Documents Will Be Available on the LSAA Website).

Read and Respond. 1.) Increase your awareness of the entire *Quo Vadis* Project and all the specific Initiatives and Proposals by 1.1) Reading the "LSAA Quo Vadis Some Additional Thoughts" packet; 1.2) reading the "A Modest Suggestion Regarding Our Shared Past...and Future" (a proposal on an Arts-Themed Lenox School Summer Camp, and 1.3) reading the "Quo Vadis Project Current Initiatives and Proposals" memorandum. 2.) Let us know your thoughts on the Project by filling out the *Quo Vadis* Project Feedback Survey described above. It should take you less than two hours. If you feel you don't have the time, let us know your thoughts separately by email or letter.

Do You Have Memorabilia or Special Skills to Offer? 3.) After looking at the "Current List of Lenox School Memorabilia", let us know if you have any additional items that you'd be willing to donate to the collection. 4.) Let us know of any scholarship opportunities and/or service-oriented projects that you are aware of that meet the President's intent and may be worthy of LSAA support. 5.) And finally, let us know if you possess any of the unique technical skills and experiences that we need to fully investigate each Initiative and Proposal and are willing to provide

assistance. A list of these skills is provided in "Unique Required Skills To Support the Quo Vadis Project". They are also included in the *Quo Vadis* Feedback Survey. Responses to items 3, 4 and 5 may be made directly to Bob Sansone (rjsenergy@gmail.com or 69 Mount Sumner Drive, Bolton, CT 06043), (680) 916-1467. Responses to items 4 and 5 may also be made in the applicable sections of the *Quo Vadis* Feedback Survey. [Ed.: *Quo vadis* = Where are we going?, for those who are Latin-impaired]

Instructions for Completing the Survey

Required Responses. Thank you for taking some time to comment on the *Quo Vadis* Project. Incorporated into the statements below are all the current issues involving the future of the LSAA and related efforts gathered under the heading of *Quo Vadis*. Each is worded so that you can note your support or lack of support by affixing one of three separate ratings directly adjacent to or just below the statement: Strongly Agree (SA) (LSAA should support), Agree (A) (LSAA could support, investigate further) and Disagree (D) (LSAA should not support).

Don't Limit Responses. Please don't limit your response to only a rating. We would appreciate your also providing any rationale that you see fit for each of your ratings and encourage you to list any additional thoughts you have on each topic. In addition, you may have new ideas – that can be added anywhere – which could be the key to this entire effort. We recommend you type or write your responses directly on the Survey next to or just under the appropriate statement, and then return it.

Email vs Snail Mail. You may receive this Survey by email or in the June 2009 paper Pen & Scroll. For those emailing responses, don't worry about changing the format of the Survey when you type your information in. For those with paper Pen & Scroll copies of the Survey, if you run out of room adjacent to or under the applicable statement, simply add the applicable number on a separate page and continue it. You can also provide any separate new ideas there as well.

Response Suspense. We would like your responses as soon as possible: within 30 days after you receive your Survey, but not later than July 17, 2009. Email responses should be sent to Bob Sansone at rjsenergy@gmail.com. Handwritten

responses to the Pen & Scroll Survey should be sent to Bob Sansone at 69 Mount Sumner Drive, Bolton, CT 06043, (860) 916-1467.

Wrap Up. Your ratings will be collated with others to determine the level of support for each statement and your comments and new ideas incorporated into the various Initiatives and Proposals for further consideration. An overall summary of responses will be provided at the 2009 Reunion. You'll also note that we are looking for specific types of technical expertise and a willingness to help us further refine each Initiative and Proposal, so we'd greatly appreciate any possible support you can provide or identify. Finally, please remember that the cost of any new Initiative/Proposal undertaken by the LSAA, excluding the memorabilia display and commemorative plaques/markers, will be met through grants and new donations.

The Survey

LSAA's Willingness to Pursue New Initiatives.

Issue. The President wants the LSAA membership to address the future of the LSAA, as well as how to focus its efforts to best manifest the mission, spirit and motto of the School. Therefore, the LSAA must be willing to consider and possibly embrace change.

1. I agree with the LSAA's desire to investigate and possibly pursue new initiatives that may extend its legacy and better manifest the School's mission, spirit and motto. This may involve changes to its current operations and efforts, while not increasing annual LSAA dues.

Resurrecting a New Lenox School.

Issue. Obviously, resurrecting some type of "new Lenox School" would be the ultimate living legacy for the LSAA. This could be accomplished on various different scales, as reflected below, but not previously articulated. Any such effort would likely be expensive and complex to execute, but since there is continuing interest in it, the concept needs to be thoroughly investigated and the required research and analysis done to come up with an appropriate start-up and management concept, as well as a more accurate cost-estimate. These various Proposals will then be

presented to the LSAA membership for consideration.

2. The LSAA should be prepared to investigate and possibly undertake resurrecting a "new Lenox School," in one of several possible different forms.

Assuming that the necessary funds are obtained, indicate your support for each of the following Proposals concerning a new Lenox School/Arts-Themed Summer Camp, just like with any other item, and then rank order them from first to last (#'s 3-5).

3. The LSAA should invest in its educational heritage through a Summer Camp, stressing the arts, music, literature and other disciplines in which the Berkshires abound, perhaps oriented towards home-schooled students seeking social interaction. (Concept Paper located on LSAA Website)

4. The LSAA should initially pursue a "reduced-level" effort or approach, such as a small day school, with the potential of it growing into a larger boarding school over time.

5. The LSAA should pursue a "full-up" school effort composed of an entire campus with boarders, possibly involving the takeover of an existing school in financial difficulty.

6. The LSAA should be actively involved in the administration and/or oversight of any school or Summer Camp, versus handing the function over to others.

7. Do you have any experience with or expertise in the following preferably secondary school-related skills: daily operating expenses, to include personnel, supplies, utilities, maintenance and food costs; school administration; management of new school initiatives; and commercial real estate/building costs associated with academic infrastructure, or know anyone else who does and would you be willing to assist us?

Ensuring Service is Paramount in Awarding Scholarships.

Issue. Service is a great legacy and a message that should be spread to the widest possible audience; manifest in the actions of our alumni; and manifest in the LSAA's projects and allocation of funds. Granting scholarships is the

LSAA's current primary allocation of resources, yet according to the LSAA By-Laws, this act of giving forms the sole basis of service to youth. The need for scholarship recipients to manifest service in their actions is not adequately specified. Thus, the By-Laws are not aligned with the criteria currently being used by the Scholarship Committee.

8. The LSAA should ensure that a recipient's manifestation of the School's motto of service to their school, community and to others is the primary criteria, in addition to need, in the LSAA's current scholarship selection process.

9. The primacy of this service-related criterion should be accurately reflected in the LSAA By-Laws.

10. The LSAA should continue to support scholarships to Berkshire Country Day School even though it's no longer a secondary school.

11. The fact that Miss Halls is an all-girls school, should have no impact on the current LSAA scholarship support effort.

12. The LSAA should establish contact with the Episcopal Church in order to discuss the LSAA's pursuit of the Lenox School legacy and its commitment to service, in order to determine in what ways the Church may be able to assist and/or benefit LSAA's efforts.

13. Do you have any experience in or knowledge of relations with and/or operations of the Episcopal Church, especially its Western Massachusetts Diocese, or know anyone else who does and would you be willing to assist us?

Future Allocations of LSAA Resources.

Issue. Does the LSAA's current method of awarding scholarships keep the concept of service paramount and gets the most bang-for-the-buck; does it have the greatest possible impact on its recipients' lives; and is it therefore the optimum method of exemplifying the mission, spirit and motto of the School, as envisioned by its previous leaders? Though continuing scholarships in the near-term may be the order of the day, there may be other preferable options for the LSAA's allocation of resources, including scholarships to more needy/challenged groups of individuals, as well as support to service-oriented projects,

perhaps church-sponsored and involving sweat-equity, that more significantly impact the lives of needy youth. Choosing a new Initiative to support doesn't necessarily mean that existing scholarships must be discontinued.

Please indicate your support for each of the following proposals concerning LSAA support for scholarships, just like with any other item, and then rank order them from first to last (#'s 14-16).

14. The LSAA's scholarship focus should remain the same.

15. The LSAA's scholarship focus should shift to a more unique and/or needy category of recipients (e.g. American Indians or Episcopal African villagers as was done at Lenox in the 1960's).

16. The LSAA's scholarship focus should support both types of scholarships (existing and more unique/needy).

17. The LSAA should pursue support of a service-oriented project benefiting the needy, that doesn't directly involve LSAA members. (List the type of project if you have a preference).

Examples could include investing directly in improved healthcare, education and living conditions for a targeted group of needy individuals, nationally or internationally; funding the transportation of skilled volunteers to remote regions; sponsoring Esther Seykere's David Wood Memorial Academy; sponsoring food banks and "meals-on-wheels" programs.

18. The LSAA should solidify its relationship with Shakespeare & Company, as the *de facto* custodians of the old Lenox School campus, and support their service-oriented projects with the Massachusetts Department of Youth Services.

19. The LSAA should pursue projects that include the direct labor of LSAA members, similar to a "Habitat for Humanity" program, at a local or remote location.

20. The LSAA By-Laws should be amended to allow the LSAA to fund other major projects that embody the mission and spirit of Lenox School, in addition to scholarships, thus allowing the LSAA to pursue new directions, as desired. This does not commit the LSAA to any change.

21. Can you recommend any scholarships or service-oriented projects that are in keeping with the above parameters (#'s 15/17) and should be considered for LSAA support?

Recording Lenox's/LSAA's Existence for Posterity (Creating A Memorabilia Display and Upkeep/Renovation of Legacy Buildings).

Issue. Establishing a record of Lenox's/LSAA's existence and telling its story is a valid endeavor. Preserving and displaying the already accumulated memorabilia collection is one great way to do it. The key issue is where best to display it. Displaying it in a Lenox School Legacy Building (old School campus) may be the best option if the display is primarily for LSAA members. However, though it may be an attractive option in the near-term, it may not be the most prudent location in the long-term, due to the old campus' undetermined longevity; a possibly limited and not necessarily the most appropriate audience; and questions over security and upkeep. Locating the display at an already established collection/facility, or at a school (linked to Lenox School or the LSAA) or other facility where it could be adequately cared for, may eliminate the above problems, but separates the Display from the School's former campus.

Please indicate your support for each of the following proposals concerning the primary audience for the memorabilia display, just like with any other item, and then rank order them from first to last (#'s 22-24).

22. The memorabilia display's primary audience now and in the future should be LSAA members.

23. The memorabilia display's primary audience now and in the future should be the general public.

24. The memorabilia display's primary audience now and in the future should be targeted youth audiences.

Note: Items #25 and #26 should not normally be rated the same, unless you have no preference for which location is chosen.

25. The memorabilia display should be located in a Lenox School Legacy Building (old campus).

26. The memorabilia display should be located as part of an existing collection at another location/facility or another school, either in or outside the Lenox area.

Please indicate your support for each of the following Proposals concerning the location of the memorabilia display outside of a Lenox School Legacy Building, just like with any other item, and then rank order them from first to last (#'s 27-31).

27. With some organization related to historical preservation (Lenox/Berkshire/State historical society, museum or library).

28. At an Episcopal-related church or museum with similar collections, probably a major church, rather than Trinity Church in Lenox.

29. At a well established school, with some type of linkage to Lenox (e.g. Episcopal Church and Lenox School Founder/Headmaster affiliation (St. Marks School, Southborough, MA); shared the same campus (Berkshire Country Day); has the same motto; or one with whom the LSAA has a current scholarship relationship (e.g. Miss Halls).

30. At an area college or university with similar historical collections (e.g. UMass, Amherst, Williams or a local community college).

31. Do you have any other suggestions for a suitable location?

32. Lenox School Pen and Scrolls, Yearbooks and select documents of historical significance should be electronically archived in order to contribute to the School's enduring legacy and for the use of future generations. (This would be a follow-on and separate task from creating the memorabilia display).

33. The LSAA should contribute funds for the upkeep and/or renovation of existing Lenox School Legacy Buildings in order to ensure that a portion of the Lenox School campus survives and will be remembered.

34. Do you have any experience in or knowledge of museum curator duties and/or experience in artifact display, handling and

storage, as well as knowledge of collections/locations that could be possible candidates to house the display, or know anyone else who does and would you be willing to assist us?

Commemorating Lenox's/LSAA's Existence and Telling Its Story (Plaques/Markers/Monuments).

Issue. This can be done by placing plaques/markers, monuments, stained glass windows, etc. both on or near the old campus to: commemorate the School's existence by stressing its history and highlighting some of its distinguished alumni; and at other locations with perhaps more appropriate audiences, to more effectively spread its message. The considerations surrounding any such decisions would seem to include its appropriateness (does it present a fitting image?); its location (will the right audience view it?); an LSAA-developed and approved narrative/message; its longevity and upkeep; and obtaining the required approval to emplace it.

Placing Historical Plaques On Lenox School Legacy Buildings.

35. Commemorative plaques, indicating the building's Lenox School history should be affixed to Lenox School Legacy Buildings.

Placing an Historical Marker/Markers On or Near the Old Campus.

36. Historical marker/markers commemorating Lenox's/LSAA's existence, perhaps including a map of the old campus, should be placed on or near the old campus.

Please indicate your support for the following various types of markers/monuments, just like with any other item, and then rank order them from first to last (#'s 37-41).

37. An LSAA-procured marker/plaque, similar to a State Historical Marker.

38. A Massachusetts State Historical Marker or other any other type of municipal or historical society marker, if eligible/possible.

39. Some type of memorial monument, like a Civil War or WWI/WWII memorial typical to small town squares.

40. Some type of plaque embedded in a permanent structure (e.g. large rock, wooden gate, etc.).

41. Any other types that you suggest?

Please indicate your support for the preferred location of the various types of historical markers/monuments on or near the old campus, just like with any other item, and then rank order them from first to last (#'s 42-46).

42. Outside the driveway entrance off Kemble Street to the Seaman Library and St Martins.

43. At the intersection near Trinity Church.

44. Near the old skating rink/basketball courts (H. George Wilde Sports Center).

45. On the circle in front of St Martins.

46. Any other suitable locations that you suggest?

47. Do you have any experience in or knowledge on obtaining Massachusetts State Historical Markers or any other type of municipal or historical society marker, or know anyone else who does and would you be willing to assist us?

Placing a Commemorative Marker at a Location Other than Near the Old Campus.

48. The LSAA should place a commemorative marker remembering Lenox's/LSAA's existence and telling its story/message at locations other than near the old campus.

Please indicate your support for the preferred type of marker, spreading the School's message, located somewhere other than near the old campus, just like with any other item, and then rank order them from first to last (#'s 49-52).

49. A plaque.

50. A monument.

51. A stained-glass window.
52. Any other types that you suggest?

Please indicate your support for the preferred location/locations for a marker, spreading the School's message, other than near the old campus, just like any other item, and then rank order them from first to last (#'s 53-56).

53. At Episcopal churches (e.g. Trinity Church in Lenox; A church or headquarters associated with the Archdiocese of Massachusetts and/or Western Massachusetts; one of the several large Episcopal churches in Boston (e.g. Trinity at Copley Square); the National Cathedral in Washington D.C.).

54. At a school or schools. The most appropriate linkage would be at some Episcopal-related school still in existence or at a school receiving an LSAA scholarship. (e. g. St Marks in Southborough, MA has Episcopal ties: Rev. Thayer one of the Lenox School Founders was its Headmaster and Rev. Monks, Lenox's first Headmaster was also a graduate. There are several other Episcopal schools in the New England area, as well).

55. At a local historical society and/or tourist information display (though not as "noble" as a church or school these may offer large audience venues with the obvious geographical linkage).

56. Any other locations that you suggest?

Extending Our Purpose Beyond Our Time and Establishing a Longer and Stronger Legacy.

Issue. There is now only one way to continue the LSAA beyond our time and that is by enlisting our children to join and continue the organization. To accomplish this, children must be inspired by a worthy and passionate cause and be allowed an increased role in the LSAA now. A second possible method in the future would be to grant membership to alumni of a new Lenox School or Summer Camp. The School's legacy and ours may also live on longer through the lives of scholarship and service-oriented project recipients, as well as those future scholarships and projects supported by LSAA endowments and estate donations.

57. The LSAA should continue, as an organization, beyond the alumni's' time.

58. Alumni children, faculty family members and others who have an ongoing interest in Lenox School should be eligible for LSAA voting member status, and granted it, based on the President's recommendation, their contributions to the LSAA and the approval of the LSAA membership.

59. The LSAA should extend membership to past and future recipients of LSAA scholarships.

60. The LSAA should extend membership to future alumni of a new Lenox School or Summer Camp.

61. The LSAA should determine the feasibility of establishing scholarship endowments at selected schools, rather than awarding annual scholarships.

62. The LSAA should initiate a campaign seeking estate donations from LSAA members, as another source of income to accomplish LSAA projects.

63. The LSAA should establish an LSAA endowment.

64. Do you have financial expertise in estate bequests/donations and/or endowment programs, to include scholarship endowments, or know anyone else who does and would you be willing to assist us?

Manifesting Members' Service By Seeking Grants and Donations from Philanthropic Entities and Individuals.

Issue. This initiative consists of leveraging the LSAA's 501c non-profit status and manifesting LSAA members' service by seeking grants and donations from philanthropic entities and other donors, to support desired LSAA projects. Inherent in this effort is developing a Lenox/LSAA narrative story and Mission Statement, suitable for incorporating into grant requests and being modified for use on appropriate plaques and markers. Some type of slide show presentation will likely be required to pitch LSAA's grant requests to philanthropic organizations. Additionally, this presentation could also be given to interested civic,

church or other organizations that may contain potential LSAA project donors.

65. LSAA members should manifest service by seeking grants from philanthropic organizations.

66. LSAA members should manifest service by seeking non-grant donations by canvassing appropriate civic, church and other organizations.

67. Do you have any expertise in grant-writing or non-profit organization and philanthropic fundraising, or know anyone else who does and would you be willing to assist us?

WORK ON THE INITIAL MEMORABILIA DISPLAY EFFORT IS PROGRESSING

Quo Vadis Working Group

Initial Goal Is A Display In A Legacy

Building. In accordance with the LSAA President's desire and past promises to get a Memorabilia display in place in the near-term, work is progressing on establishing the initial Memorabilia display in a Lenox School Legacy Building on the School's old campus. Placing the display in a Legacy Building is the only feasible alternative to quickly make the display a reality, get it out of the closets and attics where it currently resides and still maintain some link to the School. Though the Memorabilia display is part of the *Quo Vadis* Project, we are addressing it separately because we are pressing ahead to get it in place quickly, as compared to many other *Quo Vadis* Initiatives that will take much longer to implement. The *Quo Vadis* Feedback Survey still addresses your preferences as to the display's final location, which includes Legacy Buildings, as well as remote locations such as schools and other collections/museums/libraries. Eventually, the display will be located where the membership selects. [*Editor's note:* Considering the preservation of these historic archives, the display must be located in a space that has controlled illumination, heating, ventilation, and air conditioning.]

Current Status. Discussions have been underway to locate the display and store the remainder of the collection in a Legacy Building that's part of either Dr. Journey's Springlawn estate

or Shakespeare & Company. The purpose of the display will be to provide a history and description of the Lenox School by highlighting its mission, spirit and uniqueness, while conveying a feeling for the student experience throughout the years, all as a means of contributing to the School's enduring legacy. We have developed an initial theme, concept and layout for the display from which to work and have tentatively identified a percentage of the items to display based upon their historical significance and ability to tell the School's story.

What the Display Might Look Like. The layout envisions a sectioned display, combining the Memorabilia and the Lenox School Hall of Fame. Display cases containing collection items arranged with thematic storyboards and appropriate captions will be on the lower level, while the upper level will contain descriptive wall signs, enlarged pictures of Founders, Headmasters, campus life and perhaps an enlarged campus map with historical descriptions and pictures of the School's buildings and facilities at its zenith, and today. In addition, it's possible that an audiovisual presentation, displayed on a centrally located screen, will synchronize the Lenox School story and experience with the items on display.

2009 Reunion/Your Feedback. We anticipate that a display concept or actual portions of the display will be available for viewing at the 2009 Reunion. If you have any additions or questions in regard to this initial Memorabilia display effort, please contact Bob Sansone at rjsenergy@gmail.com, 69 Mount Sumner Drive, Bolton, CT 06043, (680) 916-1467.

LENOX SCHOOL TRIVIA QUESTION

An update: No guesses yet.

Alan Thielker, a paintings conservator at the Metropolitan Museum of Art in New York City, taught art at Lenox School in the 1960s. He was also an illustrator and a painter. He decorated the shields above the Gothic arches in Trinity Church in Lenox. For the prize, answer these questions: How many shields? Painted on what kind of support. What kind of ground? What kind of paint? What other techniques did Alan use on these shields.

Only those who can answer ALL of the questions will be eligible for the prize.

And good luck!

Other LSAA BUSINESS

CLASS of 1969 – 40TH REUNION

October 16, 2009 through October 18, 2009 will be the **40th reunion of the Class of 1969**. It will be the first time this class has been at the same place since our graduation party in New York City in June, 1969. For those who have not returned to Lenox for reunions or any of the alumni meetings, you'll see that most of the school buildings, teachers and fellow students from the 1960's are still standing. Also there will be a run (walk) around the "square" on the 16th at 9:30 AM. Be there!

Patrick C. Gable
1969 Class Secretary

More Arcana

For a prize of one greasy grinder from Maria's Sub Shop in Pittsfield, identify these miscreants:



Allen Sloane says, "I believe that this postcard is from the 1960s. Does anyone recognize any of the cars and who owned them?"

In Memoriam

No notices received as of April 27, 2009

SAVE THE DATES:**Reunion Weekend****October 16, 17, 18, 2009**

Lunch will be at 12:30 Saturday, October 17, at The Gateways

Class of 1939, 70th Reunion**Class of 1949, 60th Reunion****Class of 1959, 50th Reunion****Class of 1969, 40th Reunion****Be there, or be square.**

The next number will be published *August* 2009

SEND YOUR NEWS TODAY!

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