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## Letter from the Editor

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Dear Fellow Alumni and Friends of Lenox School,

We're a day late and a dollar short. We apologize for the late publication of this issue. The LSAA Board has been grappling with issues around scheduling and resolving the many uncertainties of our fall meeting. Blame it on covid. Some of those issues are still foggy, so watch for our August issue— it should defog most of the unknowns and also include our response form, weekend agenda, and details around lodging.

Please mark your calendar for the weekend of October 22-23 **LSAA 2021 Reunion**. Note that this is one week later than our usual reunion weekend, largely because of scheduling difficulties at the Lenox Club and our other venues. While we realize that we may arrive in Lenox just as the fall colors are leaving – and it might be too chilly for golf – at least we're meeting and celebrating the 50th anniversaries for the classes of 1970 and 1971. And, with just a bit of luck, the coronavirus vaccines will continue to show effectiveness and we will all be protected.

And speaking of covid precautions... the LSAA Board is urging every member to be vaccinated. The Board is still exploring what requirements must be in place, if any, for attending this year's reunion. Age is a significant risk factor – we must be as careful as possible. Please also remember that our hosts and venues will likely have their own covid requirements that we must respect, such as masks, social distancing, hand sanitizer and maybe even proof of vaccination and/or a recent covid test shown negative. As the Boy Scouts say, "Be Prepared" (Tom Lehrer notwithstanding).

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"...and a dollar short." Because we canceled last year's reunion and therefore missed the usual donations, LSAA's pockets are a bit shallow this year. Please consider adding a little extra with this year's check to cover last year's deficit. And, of course, we always welcome gifts to the LSAA Legacy Fund that we started in 2019 to ensure that our commitment to scholarships continues once we are truly retired.

We've witnessed and been through a lot nationally and internationally in the last year – too much to untangle and undoubtedly too controversial and emotional to bring up here... so I won't bore you with my opinions and views. Let's all look forward. The light at the end of the tunnel is not an oncoming train.

'Nuff said. Wishing all excellent health, abundant safety, and good cheer. Get vaccinated, please! More in the next P&S. Please enjoy spring and the advent of summer.

Don Foster '63



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## The President's Message

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### New Date for 2021 Reunion

### October 22 and 23 - Be there!

**Classes of 1970 and 1971 storm back for their 50th Legacy Commemoration (not to mention the classes of '65/'66, '60/'61, '55/'56', '50/'51, '45/'46 .... and all other classes in between, along with staff, faculty, family and friends!!)**

**“Delayed” is preferable to “Never”**

*Danish Proverb*

As with everything, there’s a bit of a back-story as to why we had to delay this year’s reunion one week further into October rather than our usual slot of one week after the Columbus Day weekend.

After postponing the 2020 Lenox School Reunion until 2021, the Lenox Club had slotted a wedding October 16th.

We looked at engaging other venues for our traditional dinner, but frankly found that the cost and other factors would likely be prohibitive. We even looked at engaging with S&Co to use one of their large spaces to have a caterer come in and hold the dinner right there. However, finding a suitable caterer still in business that could hold a sit down dinner (with S&Co having no kitchen to use) also became a triumph of hope over reason.

Thus, we chose to accept holding the reunion one week later than usual. Our apologies for any scheduling/booking problems that this change may have created, but as you can see, there really was no other choice but to move the date. Heck after a year’s delay, what’s one more week?

**“One day you’ll tell your story of how you’ve overcome whatever you went through. And your story will become part of someone’s survival guide.”**

*Unattributed*

All Lenox alums should be of an age that we have received or are about to receive the vaccine. Terrific! The days of reaching for whatever that sketchy looking thing is in the fridge for dinner, rather than chancing a trip to a grocery store, are ending. Anxiety over toilet paper - canceled.

Thanks to this insidious virus, we have had to endure some grotesque hybrid form of suspended social animation/hibernation, and not without withering and heart wrenching losses. We have lost cherished members, friends and family while having been relegated to connecting only virtually, starved of the physical. As survivors, we shall remember those we lost. But as survivors, we’re also hopefully stronger for the gauntlet we went through.

One feels the shift back to something better. As the country emerges from this *annus horribilis*, it is clear that there exists a significant pent up desire and demand to start emulating the more normal times of the past. This reunion represents just that. It not only brings together the last two classes to matriculate from Lenox School, it also heralds

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our ability to survive and carry on. So now, we shall meet again!

**“We will be known forever by the tracks we leave”**

*Native American Proverb*

The tracks we will leave to posterity regarding Lenox School, its legacy and history will be found largely through the Lenox School Website project. The Lenox Website project has been marching forward and I am pleased to report that through the efforts of Randy Harris and the consent of the LSAA board, we have engaged Keith Simpson ’70 to start the digitization process of Pen & Scrolls as well as the remaining year books that have not already been done.

Once the Pen & Scrolls and yearbooks are completed, we’ll move on to digitizing the balance of what represents the school over the years: the Lenox School Story video, images of the school memorabilia, important documents, white papers, etc.

This will be a giant accomplishment as the website when finished will carry the unique story of a most unique school, its history, the story of the founders, the faculty, and of course, the story of all of you.

**“Do not save what is left after spending, but spend what is left after saving”**

*Warren Buffett*

As you’ll see in the Treasurer’s Report, missing a reunion has put a bit of a strain on our operating expenses, but I am very proud to say that we have managed to remain true to our motto of service and maintained our donations and scholarships throughout this past challenging year. We also are continuing our engagement with the Berkshire Taconic Community Foundation to raise the funds that will support the website and donations/scholarships to all live on into the future. We’ll have a detailed report regarding this at the reunion, along with what I believe will be a very exciting related announcement.

**“Sometimes you have to accept the fact that certain things will never go back to how they used to be”**

*Unattributed*

Well, if there is anything that more glaringly reinforces this quote, it surely must be the fact that the Cork & Hearth restaurant is converting from our yearly Friday night après golf tournament dinner spot to a recreational marijuana store. In unrelated news, the future orders for Cheetos, Doritos, Oreos, Pop Tarts, potato chips, and brownies in the Berkshires appear to be increasing.

Nevertheless, this compels us to seek a new Friday night spot for our post golf get together (although for those of you who look to the Roman, Greek or Norse gods - we're going to have to appeal to Odin to take a break so that Aestas might produce an "Indian Summer" this late in October for golf). But hey, it's the Berkshires, so the chances for snow, rain or warm sunny days are all possible!

And in other more close-to-the-heart, relevant "things never being what they used to be" news - Monks Hall and the Coop were razed at the end of December and the beginning of January in order to make way for S&Co outdoor performance venues. Both were in fairly advanced disrepair, and their removal doubled the square footage per acre available for outdoor performances that S&Co desired to use.

The removal allowed S&Co to successfully appeal to the town for use of the newly liberated space for these types of performances (which Town ordinances would otherwise not have allowed). In fact, the LSAA assisted S&Co by providing them with a Letter of Support for the project along with historical information on each building that was used in the Town-approval process. An article about the buildings and another on how they were a manifestation of The Reverend Monks' 'Element of Unostentatious Surroundings', a key principle of the Lenox School experience, are provided in this edition.

Stay tuned - in the Reunion Pen & Scroll following this one, we'll need a good count from the reunion response form this year to give not only to the caterer for the luncheon at S&CO and dinner at the Lenox Club Saturday October 23rd, but also to whichever establishment is lucky enough to have us descend upon them for the evening of Friday the October 22nd after golf (or skiing or whatever the Berkshires serves up that day).

Speaking of which, did I mention that the new date for the 2021 Lenox School Reunion is October 23rd?

October 23, 2021 - Save the Date!  
Be there or ... (you know the rest)....

Bob Sansone '68



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Lenox, Massachusetts 01240

## Treasurer's Report

First, greetings to all! We've almost made it through another winter!

As of March 20, 2021, our LSAA accounts consist of the following:

Savings:	\$ 8,244.80
Checking:	11,596.93
Total:	\$19,841.73

Both accounts are held at the Community Bank in Northfield, Vermont. Ed Miller, Bob Sansone, and Assistant Treasurer Allen Jenkins are the authorized signatories.

The cancellation of our 2020 Reunion resulted in reduced donations to the LSAA during the calendar year, resulting in a little lower treasury balance at present than we had anticipated. That said, we expect the normal expenditures this spring for the publication of our next Pen and Scroll, scholarships to be awarded at Miss Hall's School (the Pickett Awards), as well as a new award (or awards) as recommended by Mr. Fawcett. If you would like to contribute to our LSAA operating fund, please send a check (tax-deductible) payable to the LSAA, to the attention of:

Edward A. Miller, Jr.  
6130 N. Via del Tecaco  
Tucson AZ 85718

Thanks to all of you who have contributed recently... it all helps!

As most of you know, we established an LSAA legacy fund with the Berkshire Taconic Community Foundation of Sheffield, Massachusetts in October 2019. Our initial contribution was a \$30,000 deposit, which has benefited by investment growth and donations by generous Lenox School alumni. We will present a full report on the status and growth of the Foundation fund at our Annual Meeting in October.

I hope to see you all this fall! It's been too long since we've seen one another. Don't miss Reunion 2021! In the meantime, stay well!

Respectfully submitted,  
Edward A. Miller, Jr. '66, LSAA Treasurer  
3/20/2021

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## Letters to the Editor

Bruce Beardsley '60 writes...

Some time back I had asked you if the alumni log could find Earl McClenney ('59) out there somewhere, and the answer was in the negative. I'm writing now to tell you, sadly, that recently typing in his name brought me to the Richmond (VA) Free Press, with the announcement that Earl had passed away just this past August 20. Gone at age 79. Lenox does get a mention in the writeup, with the fact that he and his tenor sax had started the school's first-ever jazz/dance combo. I knew that -- I was the pianist, having just discovered jazz: we were Earl on sax, Ron Albert on drums, Pete Reardon on bass, and me. "Night Train" became a sort of theme song for us -- we rhythm guys would start the verse, and then Earl would stride out playing the chorus and the clapping would start. But there was -- is -- far more to know.

Earl, only a year older than I, became very quickly a mentor for me. I was already blessed with a father who was color-blind in terms of race -- "Will this person be a good influence on my son" was his only concern. And it took Earl about 5 minutes to qualify. He had tolerance, common sense, an overall outlook well beyond his (our) years. Quick humor, too. One night a bunch of us were underway north out of Lenox (I forget why) in the school's rather tired old bus, and halfway up the hill out of town the bus momentarily decided it might like to go into reverse. Earl instantly started singing "Nearer my God to Thee." Turned out his dad was president of St. Paul's College in Lawrenceville, VA (now closed). Once a year their chorus would come up to Lenox and blow the roof off with the likes of "In that great gettin'-up morning." Yet another bit of education...

Time goes by. Earl went on to college and roomed with Jesse Jackson. He earned degrees culminating with a doctorate. He got published. He taught at Virginia State University and was Chair of Public Administration there for 22 years. The last time we were in touch (2007) he was working as Senior Advisor on Urban Policy to the Governor of Virginia. That would be, at the time, Tim Kaine. Remember him -- Mrs. Clinton's Vice Presidential running mate?

One of Lenox School's finest. May he rest in well-earned peace.

Bruce Beardsley '60

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Lenox, Massachusetts 01240

Doug Hardy '62 writes...

Dear Bishop Muto,

Mayumi and I hope that I have been able to attach our Christmas Card to this email. It has been more than a year since we last met in person. Our very best wishes to you and your family on this special Day. We are in Japan now and hope that we can meet up with you and, perhaps, Ms. Hata either in Tokyo or at KEEP early in 2021.

If my arithmetic is correct, it was 58 years ago this summer when you, as a young priest, blessed our Lenox Altar at KEEP accompanied by Masters Wood and Blanchard. The Lenox School Alumni, especially those who were at KEEP in the summer of 1962 join me in continuing to thank you and Paul Rusch for your life time influence on many of us. You are in our prayers.

In Christ, Doug/Mayumi and the Japan Lenox School KEEP group.

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Midori & Gerry Curtis write...

Dear Doug & Mayumi-san, Bishop Muto, and all,

Merry Christmas to you all.

How wonderful to see this U.S.-Japan, chain through KEEP! I hope you all had a peaceful holidays.

We have been staying at the cabin in Monterey since March. We came back for just a couple of times for a few days each to New York in this pandemic period. Gerry and I now are in NYC though to celebrate Christmas holidays, because it snowed a lot in Monterey area and our daughter and her family (almost 3 year old and 1 year old grand-daughters) wanted to have the three year old ski at the nearby ski resort Butternut Basin. Lenox Students might know this place?

I am sorry about your father, Mayumi-san.

We enjoyed your Christmas Greeting letters a lot. Between both of you, you have a big family! Lots of fun!

It will be so wonderful if we all can get together in KEEP this coming year! Hata-san was planning to give me an exhibition this year, but it was postponed naturally -- It will be fabulous if we can do the same time when Lenox students can come!

I hope it will be a brighter, safer and a Happy Year, 2021 for you all and your families!

Bob, Let me add two other improbables, The Reverend Liz Goodman and the writer Mary Kate to this mail.

Also, let me add Jim Kayano, who grew up in KEEP, knows Bishop Muto and Paul Rusch very well, and now lives in Seattle, WA. Jim Kayano and I visited KEEP last summer which was very nice.

I can't be happier to know this wonderful KEEP chain is still going on!

Bishop Muto, hope we can get together at KEEP in the New Year!

With very warm wishes,  
Midori & Gerry Curtis

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John Powlovich '63 writes:

I have many memories of my years at Lenox, beginning with WABC, Nan Portass, Mr. Buchanan, Mr. Hinman, Dick Dow, Fargo Rousseau, my roommates Clyde Wisner, John Parker, John Warren, and Buddy Jastrum. Those were very special times!

Enclosed is a photo of the Annex (unquestionably the coldest bedroom I ever inhabited!).

Many thanks for keeping Lenox memories alive for those of us who go back to 1959.

Very best regards to all.



The photo is labeled:  
"John's Dorm -- 1960 (The Old Stables)"

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## Other News

*An interview with a Miss Hall's Pickett Scholar, conducted by MHS student Sam Kangethe '22 with assistance from Liz Kulze, English Language Teacher & Student Communications Coordinator at Miss Hall's.*

### Forging Her Own Path through the Pandemic

Former School President, Ayla Wallace '20, reflects on her senior year, the lessons she learned, and life after Miss Hall's School.



Ayla Wallace '20

No high school senior expects her long-anticipated graduation festivities and college plans to be interrupted by a global pandemic and a nationwide reckoning with racial injustice. As Ayla Wallace '20, former School President and Pickett Scholar, shared in a recent conversation, however, this challenging period also offered unexpected blessings, including time for deep reflection and opportunities to affect change.

Ayla recently sat down with Sam Kangethe '22, a Horizons intern in the Miss Hall's School Marketing and Communications Office. She also reflected on how her time at Miss Hall's helped to prepare her to make the most of her post-graduate experience, such as having the courage to forge her own path, understanding the value of community, and focusing on what she can control, such as using her voice and standing up for issues that matter.



Sam Kangethe '22

Below are highlights from Sam and Ayla's conversation.

#### On how the rise of COVID-19 and the social justice issues of 2020 impacted her senior year:

*The start of senior year was an amazing time in my life and my career at Miss Hall's. It's something that we all look forward to, so I'm really grateful that we got to have a little bit of that normalcy, but when COVID hit, I think we were all in shock, not knowing what was going to happen.*

*We learned a lot about the world and each other. We learned how to look at each other as humans. It was a great opportunity to re-frame, to think about how we want to move forward as people. When you're a senior, all you're thinking about is college and your Commencement dress and flowers, and all of that is fun and fine to be thinking about. But for my class, we were forced to think about broader issues, obviously, with the death of George Floyd and the state of the country, not only physical health-wise, but mental health-wise. During the time of isolation, I really appreciated having my classmates and being able to create spaces where we could have conversations about these issues and be vulnerable.*

*That was also the first time that I saw young people at the forefront of these movements for change. It was amazing to hear and see young people say, "Okay, we're not going to allow this. This is not going to be our future. This is not going to be our children's future. Enough is enough." It was people my age — and your age — that led this charge and are still leading it, and it's sad that it had to take all of this for it to happen, but I'm really grateful and inspired by the work that young people have been doing during the last nine to twelve months.*

### **On how the pandemic shaped her post-MHS plans and forced her to forge her own path:**

*I was originally planning on deferring college for a year, then I decided to take a gap year. I feel like there's this mentality that after high school, especially if you're at a prep school, an all-girls prep school like Miss Hall's, that it's time to move on to the next big thing, but that's not always the case. You can create your own path, because not everyone is the same, not everyone has the same goals, and not everyone has the same perspective on how they want their life to go chronologically. Taking a gap-year was what I thought was best for me to navigate this next year, because a lot of us didn't know what was going to happen. I really wanted to be able to have control over what I was doing.*

### **On the work she's doing now:**

*I am a Massachusetts Promise Fellow with AmeriCorps, serving at Enroot in Boston. We do after-school programming for immigrant students, working with a lot of students who are learning English, and we practice life skills and help them prepare for college. We also help if they want to go straight into the workforce, and we talk about social issues.*

*I really love working with young people. I felt like my support system at Miss Hall's was really strong, and it's what got me through a lot of tough times in my life, so I wanted to be that for other young people. I also had previously interned at the Berkshire Immigrant Center during my junior year for Horizons, and that was a space that I really, really loved. It exposed me to the whole world of immigration, and it was something that I knew I wanted to do outside of school. When I got this opportunity to do two things I love, which are working with young people and working in immigration, in service, I had to hop on it.*

### **On what receiving a Pickett Scholarship has meant to her:**

*My Big Sister my freshman year at Miss Hall's was Jayme McGuigan '18. She became School President, and she received the Pickett Scholarship (in 2018). Someone else I looked up to was Nikky "Cely" Abreu '19. She was also School President, and she also received the Pickett Scholarship (also in 2018). People I really looked up to during my time at Miss Hall's received this award, people who I was in awe of and really respected. For me to receive this award, it was a cool moment because I remember thinking, "I want to be as awesome as Jayme is. I want to be as awesome as Cely is." When I received the award, I was like, "Okay, you can be as awesome as you are." It was a really special moment, and I'm grateful I had that opportunity.*

*I really respected the character of the people who had received the award. They had superb character and they cared about people and had a love for the School. Just to see yourself grow into those things that you admired in your freshman and sophomore years and see yourself become valued for those things is really great.*

~

*Editor's note: Congratulations, Ayla, for the award and for your life choices. Mr. Pickett would be proud of your concern for people, particularly young people, and for your accomplishments. This is perfectly aligned with the Lenox School motto, "Not to be served, but to serve."*

*And Sam... great job with the interview! Stick with the Horizons Program. Not only does it give you wonderful real-life experience, but it's a marvelous addition to your resume when applying to colleges and applying for jobs. Our daughter (MHS '95) was in the very first Horizons cohort as an intern for a Pittsfield architect. That experience helped her get into a great college and win excellent architecture jobs in the NYC area. She's now a Director at a design firm... and largely because of MHS and Horizons!*

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## School Happenings 50 Years Ago According to the P&S – December 18, 1970

This edition of the P&S was published a month and a half after the previous edition; less than six months prior to the school's last graduation in June 1971; and is the last P&S in the LSAA's memorabilia collection. It is a large six page edition with no photographs, no sports articles and featuring twenty-nine separate articles and pieces of prose and a single free-formatted page consisting of forty-two statements of truth and witticisms about change and education. The headline on the first page 'Evolution and Revolution' and a stand-alone headline elsewhere in the edition 'To Be Real In School, Is To Be Revolutionary' characterized the focus and content of the majority of articles.

Specifically, these twenty-nine articles consisted of a small number on school news; eight on existing programs; eight on the changes that were occurring; four editorials; two letters-to-the-editor and three poems. To more accurately describe the numerous changes to the school and their impact on it, elsewhere in this edition of the P&S, I've included five articles from this edition of the P&S.

In school news, the school mourned the sudden death at her home in Stockbridge of Madeline Brown, a member of the staff since 1965 as a helper to the school nurse and then as a member of the Kitchen staff. Prior to coming to Lenox, she taught dance and physical education at Berkshire Country Day School and ran a camp at Foxhollow. The school will miss her laughter and unceasing cheerfulness. At the urging of photographer Mr. Lucien Aigner, the 1971 Martin Yearbook staff asked for Junior volunteers to quickly form the 1972 yearbook staff, so that they can observe this year's staff and thus not have as steep a learning curve next year. 'A Reaction To JOE' provides a short, but very favorable review of the movie JOE, citing its plot, adherence to theme, and realism. The winter sports schedule was released featuring 15 varsity hockey games; 15 varsity and junior varsity basketball games; and 7 fencing matches.

'An Insider's Views' gave a newly arrived faculty member's perspective on things at Lenox. His views included that though diversity and experimenting in education is what makes Lenox different, it is still a prep school, whose purpose is to prepare students for college; stop doing this and Lenox will cease to exist. Lenox is not now a community, diverse or otherwise, but we can change this and make education a meaningful experience. To be a community we must do only those things that gain consensus, no imposed teaching methods. Lenox cannot unilaterally change secondary education. We should drop 'sir' because it doesn't

create respect, only a wall between student and teacher, especially outside the classroom. The faculty needs more free time to interact with students and other faculty. And Lenox needs girls so that women are not viewed as objects.

In an 'Open Letter To My Colleagues' a language teacher laments that mandatory language requirements and only five 40-minute classes a week are insufficient to properly teach a language. The keys to success are interested students, not simply punching a ticket; total immersion; and a love for its literature, history and culture. Teaching down to uninterested students simply trying to meet a requirement is a disservice to the interested student and the teacher.

'The Time Has Come' stresses that with all the changes that have occurred and are occurring that it's time to search over the ground already covered and what has passed between and among us this fall in order to gain insight as to where we should go. In 'Courses', the year's new course offerings were favorably reviewed. They consisted of Ecology, Sociology, and Economic History from the fall term and a planned seminar on American Culture, Indian Studies and Black History in the winter term. The article 'Library' reviewed its offerings five years after opening, which consisted of over 6,000 volumes, 85 periodicals and monthly exhibits featuring traveling artwork, Lucien Aigner photographs, and works by Lenox students and faculty.

The Sports Center has become the focal point for Lenox School winter activities, as well as for many other schools and surrounding communities. Mr. Gleason and Mr. Berry, the Athletic and Assistant Athletic Directors, have a hectic time successfully scheduling its use from early morning to late at night, primarily by outside entities. A partial list of users includes on the hockey side: the Berkshire Prep School League; four youth hockey divisions; the High Lawn Jerseys semi-pro team; a figure skating club; and public skating sessions. The Berkshire Christian College team shared the basketball side with Lenox and a tennis club. Upstairs was for Lenox Fencing and social events including dances.

In 'A.C. or D.C.' Mr. Paterson clarified the disciplinary system for the school, addressing student confusion between the three faculty, two student member Disciplinary Committee and what had become known as the Advisory Committee. There is no difference, they're the same thing. The school has always had a Disciplinary Committee that reviewed infractions to school rules and recommended an appropriate punishment to the Headmaster that he could accept or reject. In the last year, the D.C. has begun to recommend no action in some cases because doing so was

better than some of the non-constructive, restrictive and meaningless punishments of the past. As a result, students began calling it the Advisory Committee. Whether or not the Committee is disciplinary or advisory depends upon the reason the person is there and more importantly the attitude the person displays. He stresses that each student has the responsibility to uphold the rules of the school, and to take that action they deem appropriate, when others don't, only referring a student when the action is beyond what they can do as individuals.

In 'Coordination Between Schools', Rev Hackett, the newly hired half-a-day Director of Inter-School Programs with the job of facilitating closer coordination in the coeducational exchange of students between Miss Hall's, Foxhollow, Cranwell and Lenox explained the three different ways to achieve a coeducational experience. Coordination, seeks to gain the advantages and economies of a joint school while retaining the identity of each school. It's usually done to address enrollment problems at independent schools. Examples would include jointly sharing the expense of a high-salaried Art teacher or the cost of an advanced level language lab. Co-education is enrolling girls into an existing school. While Merger is two existing schools joining to become a single entity for better efficiency and strength. 'Fall Modules' reviews the scope and success of the three fall term classes at Miss Hall's for Lenox boys that met three times per week in the afternoons. They were Art, Photography, and Drama [since Mr. Wood was on sabbatical], with new classes planned for the winter and a continuation of Drama. Miss Hall's and Cranwell students participated in Biology and Chemistry classes at Lenox.

A 'Buildings and Grounds Committee' article describes the role and planned activities of this five-faculty committee advised by six students and a local architect. Its purpose is to take a close and penetrating look at the school's physical plant to determine how buildings and grounds should best be utilized, altered, moved, closed or demolished and the relative importance, immediacy, order of accomplishment for each change, and where work can be done by students.

The 'Saturday Program' provided a favorable review of the completely new Saturday morning program where classes were replaced by seventeen various activities, usually suggested by students that they could sign up for. Most got their first choices, except for the most popular activities, auto mechanics, photography, and woodworking, where some had to accept their second choices. The program will

continue and expand in the future to include public speaking, College Board Preparation and possibly making use of the Lenox High School's woodworking shop and converting the Field House into an arts center.

In 'Church School?', the School Chaplain, The Reverend Hackett, said some questioned whether Lenox was still a church school now that it had had two non-churchmen as headmaster; chapel services had been greatly reduced; and except for weekly Hymn Sings, Trinity Church was no longer used. He felt that there are many indicators that it still was, such as: being a real community who cares for one another; living by the school motto; still meeting regularly for chapel; attending a weekly church or synagogue service of choice; celebrating communion at Sunday morning and Wednesday evening services; and taking one religion course as a new boy in the 3rd through 5th form. Most importantly, he concluded that we should be slow to anger, slow to judge others, and pray for guidance, for without religion we are like cut flowers: we may thrive for a while, but without the roots of religion, we will quickly wither away.

The main editorial praised the fall semester as the most exciting time at Lenox because of the new course offerings and because education was a free and enjoyable experience. No more memorization that was forgotten the next day or strict adherence to a schedule; but honest and significant learning events probing into different areas as they came up. It strongly recommended reading Herbert Kohl's 'The Open Classroom'.

A second editorial opined that Lenox was no longer a corrosive, brain-washing, apathetic example of the American Educational System because it was heading towards allowing Blacks, Indians and Asians to retain their identities, while being members of the community, thus able to teach it some valuable things. Another said that Thanksgiving is a myth and a farce because it commemorates Whites seeking freedom and being helped by Indians, and then killing them and stealing their freedom, while enslaving Blacks. Only when we realize that All are oppressed will we have our country back and give thanks. Letters-to-the-Editor congratulated the P&S staff for only publishing an edition when it had something to say and for accurately reflecting the school's attitude; and recommended that students get free passes to non-Lenox hockey games played at the Sports Center, rather than having to purchase a ticket.

~ Randy Harris

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## Reflections On A Student's Time At Lenox An Article from 50-Years Ago in the P&S December 18, 1970

*Note: It is hard to comprehend and appreciate the degree of turbulence and change that Lenox School experienced in its last years. This article, from the front page of the edition, describes a student's sincere and respectful perspective on how Lenox School changed in its last four years, in his opinion for the better, under three different headmasters. It confirms that many of the students who wanted change were well intentioned, and not self-serving, truly believing and hoping that these changes would create a better and more effective education and school.*

~ RH

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 humorous intent. I'd like to express the same event 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 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 schools. 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 change of any. My first two years here and The Reverend 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 that two masters quit and 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.  
~ Randy Harris

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## Impact of Changes On the School, Students, and Faculty Three Articles from 50-Years Ago in the P&S December 18, 1970

*Note: This article provides three views of how the recent numerous changes have impacted the school, its faculty and its students. It includes three separate articles and provides an accurate portrayal of the different views on this complex issue as expressed in this edition of the P&S. I included them in their entirety because it was impossible to summarize them without excluding key points.*

*The first untitled article is a student's perspective on how the school has changed for the better in its last year, but stressing that self-discipline and love for our fellow man will be the keys to its enduring success. The second article from the P&S Faculty Advisor provides a faculty perspective on the number of changes and the uncertainty created by them no matter how good they may be. The third article is a letter-to-the-editor, providing an alumnus's opinion on the changes and the spirit of the school after a four day visit to the campus.*

~ RH

## **The Changes and the Key to Their Success (A Student's Perspective)**

"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 yardstick – 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 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 student toward? There needs to be a greater feeling 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."

## **'A Second Wind' – The Associated Uncertainty Created by the Changes (A Master's Perspective)**

The last page of the last issue of 1970. Well, we have at least 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 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 at 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.

## **A Visiting Alumnus' Observations on Changes and Spirit**

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 caliber 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 than indoctrination.

Right now Lenox is steeped in confusion, and it seems, an element of divisiveness in the 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 ever greater scrutiny than the most tried 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 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!

~ Randy Harris

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## **Admissions – Problems and Fixes An Article from 50-Years Ago in the P&S December 18, 1970**

*Note: I chose to include this article from this edition's featured P&S because it sheds light on the school's drastic drop in enrollment in its last several years; 240 to 130 students, a 54% decline; which contributed to its demise, but which many readers may be unaware of. It also addresses some of the external reasons why it occurred; and the school's sincere, but belated efforts to increase admissions. Ultimately these efforts proved unsuccessful in creating enough revenue from enrollment tuition to meet*

*the school's financial obligations. Schools that survived this period did so either by going coeducational; using an increasing percentage of their endowments to meet expenses; and/or merging with adjacent, usually girl's schools.*

~ RH

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 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 in 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. Unfor-

unately, these articles in the press fail to make any distinction between the good schools and the bad, 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 catalog. [Note: Annual school catalogs existed from 1927 to 1934, with several in the 1940s and the annual Lenox-In-Portrait fundraising calendar provided a de facto school catalog from 1952 to 1970]. 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 catalog 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 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 alumni and supportive alumni, there can be no school. Lenox will apprise 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 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.

~ Randy Harris

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## Farewell to Monks Hall and The Coop (They're Only Memories Now)

*Note: During late December 2020 and early January 2021, the Coop and Monks Hall were completely demolished, with no portions of either remaining, making way for a Shakespeare & Company outdoor performance venue. They were the first former Lenox School buildings razed since Thayer Hall was taken down in the early 1990s after falling into disrepair and leaching contaminants into the surrounding soil, and the former Print Plant/Shop behind the Craft Shop disappeared.*

*Both buildings had been left in disrepair in order to take advantage of the Town's zoning ordinances/by-laws that impact the former campus and its buildings. The S&Co portion of the former campus is affected by the Square Footage Per Acre Rule that allows only 4% of the property per acre to be developed into building space. With all the former school buildings, the campus is at 9.2% and to retain this additional usable space, for any building that is torn down, the ground square footage footprint must be rebuilt within two years. This requires money and approved plans, which resulted in some buildings being left standing in various states of disrepair for extended periods.*

*The LSAA provided historical information on each building to S&Co for use in appearances before the Town of Lenox*

*Historical Commission to determine their history and construction dates so that approval to demolish them could be granted. As a tribute, the history of each building is provided below.*

~ RH

The land that Monks Hall sat upon, and possibly the Coop as well, was originally part of the 20-acre Lanier Farm dating to the 1850s, which was purchased by Mr. Courtlandt F. Bishop as part of his Berkshire Estates, Incorporated in 1925 - 1928, upon Mr. Lanier's death. The school trustees bought a 27-acre parcel in 1935 upon Mr. Bishop's death as a way to expand the campus to the south, making way for the construction of St. Martin's Hall and the playing fields.



**Monks Hall - 1960s**

### **Monks Hall (Constructed 1959/Carriage Sheds 1925-1935)**

The Field House and Monks Hall were a single construction project that began on March 9, 1959 and cost \$175,000, which included the cost of some of their furnishings. Additional money would be required for lockers and the "Tuck Shop" furniture in the Field House. The courtyard between the Coop, Field House, and Monks Hall was landscaped with small shrubbery and small white rocks in the summer of 1962. In 1959, Monks Hall, named in honor of the school's first headmaster, was converted in seven months' time from a series of small carriage sheds that had been built by Mr. Bishop between 1925 and 1935. The fronts of these sheds were torn off and replaced by cement and glass and the floors were lowered. It consisted of five classrooms that provided four science laboratories and a mechanical drawing room. These would later be modified by converting the mechanical drawing room into two general purpose classrooms primarily used for mathematics.

Lenox, Massachusetts 01240

It was dedicated on October 17, 1959, Alumni Day, by The Reverend Curry, with The Reverend Monks, the former Headmaster, who had also taught Physics and Mathematics as well as Sacred Studies in attendance. At the dedication ceremony, a bronze plaque was affixed to the building, but has since disappeared. It stated: "These carriage sheds, converted to classrooms and laboratories are part of the vision brought to Lenox School by its Headmaster, teacher of science and mathematics, generous trustee and benefactor, the The Reverend George Gardner Monks. To him this building is dedicated on October 17, 1959 with gratitude for his part in building Christian education in this School. "No greater joy can I have than this, to hear that my children follow the truth." The opening of Monks Hall allowed the school's previous and only science laboratory in St. Martin's Hall's right rear wing to be converted into an Art Studio/ Classroom.

Monks Hall was also used by subsequent owners of the campus. The Bordentown/Lenox School also used the building for classrooms. The Bible Speaks used it as classrooms for the Steven's Christian School's Middle School and High School and then for just the Middle School when the High School relocated off campus. It was also used for Sunday school classes and for other mission-related events. For many years it has been damaged beyond repair, with a collapsed center roof and S&Co has fenced it off for public safety.



**The Coop - 1960s**

### **The Coop (1946/1925-1935)**

The long L-shaped building behind St. Martin's and adjacent to the pathway and athletic fields was originally a chicken/pheasant coop and was known as "The Coop". During the period 1925-1935, Mr. Bishop re-stuccoed the chicken and pheasant houses that would become The Coop, Print

Plant, and Craft Shop. It was converted to a dormitory for ten veteran students, with a common room and a faculty apartment in the 1946-1947 school-year under the Veterans Housing Project, for use by the increased number of WWII veterans that were being admitted to the school. It was converted in only ten days and reportedly was one of the first times that funds from the Project were used on a preparatory school campus. It would eventually be increased in size to house 31 boys in open bays, with an unmarried faculty apartment.

The Bible Speaks used it as a snack bar and for single male housing. At some point, probably in the National Music Foundation era, there was a fire in the two-story section facing the Field House, which left a visible small hole in the roof, causing the building to be classified as a total loss for insurance purposes, thus precluding its use for any other purpose.

~ Randy Harris

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## The Reverend Monks' Principle of Unostentatious Surroundings From 'Educational Ideals and Methods of Lenox School'

*Note: With the final demise of the Coop and Monks Hall, both now only memories reflected in photographs and our recollections, it's interesting to note that both were rather simplistic in design yet effective in purpose. In fact, they were not only cost-saving solutions to existing shortfalls, but were manifestations of one of The Reverend Monks' founding principles guiding the Lenox School environment and experience: the 'Element of Unostentatious Surroundings.' Undoubtedly, The Reverend Monks was influenced in this matter by The Reverend Thayer his mentor; Headmaster of St. Mark's School; a Lenox School founder; and the first President of its Board of Trustees; who saw ostentatious surroundings as one of the potential pitfalls of a private school education that must be guarded against.*

*This and other elements were discussed in The Reverend Monks' 'Educational Ideals and Methods of Lenox School' booklet first written before the opening of the school and during its first year, and rewritten several times in differing formats during The Reverend Monks' twenty-year tenure as headmaster. Its intent was to give "a reasonably complete and straightforward outline of what we have been, and now are trying to do thereby supplementing other sources of information to give a more adequate and complete picture of Lenox School. In the first chapter, is outlined an exposition of those principles which have guided and are now guiding the school."*

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*Provided below in The Reverend Monks' own words from that first chapter are his Aim for the school, which was developing Christian character and his views on the 'Element of Unostentatious Surroundings.' It should be remembered that in keeping with the purpose of the school's founding, though he was writing about a student body of almost all Episcopalians, he believed that the benefits and values of the Christian character were beneficial to boys of any faith.*

~ RH



The Reverend and Mrs. Monks in the 1930s

### The Aim of the School Is Developing Christian Character

If I were asked to describe, in two words, what we were trying to do at Lenox School, the answer would undoubtedly be "develop character." If I was further allowed a descriptive adjective to modify the very general noun, the choice would be "Christian." To the development of Christian character, all aspects of the school life must contribute; if there are any details which work, even indirectly, at variance with this ideal, there is a place where revision is necessary...

Many other possible ideals are highly desirable, and we will so far as possible try to attain them and many more like them, but without the discipline, direction, and drive of Christian character, the possession of other gifts, valuable though they may be in themselves, becomes of as little avail as are faith and hope without love.

### The Element of Unostentatious Surroundings

Further, in our wish to develop Christian character, we must remember that the atmosphere in which it will best grow is one where the spiritual values are not snowed under

and obscured by the material. Of course, there is not that fundamental antagonism between the two which ascetics have always claimed to find. However, in practice, history strongly supports what logic would contend: that a vivid sense of the reality of spiritual forces and a genuine reliance on them becomes more difficult when one is surrounded by concrete and tangible things on which it seems simpler and safer to rely. Spiritual values are not less real, but are perhaps less insistent in their demands on our attention than are material goods.

It is not unnatural that in post-war America, these values should not so much be rejected deliberately, as squeezed out by intense preoccupation with other things. Schoolmasters have often noted that any school goes through a spiritually dangerous period when it acquires a plant that in and of itself sets it above other schools: such material progress is all too often accompanied by a proportional spiritual slackening in the general tone of the school. We therefore hold that there is a certain positive virtue in simple unostentatious surroundings. It would be easy to carry this principle to absurd lengths, and thereby to sacrifice other important values. Health, food, and quality of instruction for instance, are three things which I believe must not under any circumstances be genuinely impaired. However, we believe that the gains far outweigh the losses when boys come to learn that they can play games perfectly well on fields that are not as smooth as they might wish, when the staff has to improvise one room to serve several different purposes, when masters and boys alike learn that they can do without many things they would enjoy having, and whose possession would in many ways help, without thereby incurring serious loss. In an atmosphere where there is a simplification of the material concomitants of education, a more full realization of and reliance on the values of the spirit is likely to be forthcoming.

~ Randy Harris

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## Trivia Questions

*Note: This edition's Trivia Questions were uncovered during my research with the memorabilia collection to compile various lists of information about the school to include on the new website.*

~ RH

1. The title of Senior Master recognized the current master with the longest time at the school. Lenox School only ever had two different Senior Masters during its entire existence. Who were they?

- a. Mr. David H. Wood.
- b. Mr. G. Roger Hinman.
- c. Mr. Mansfield E. Pickett.
- d. Mr. Walter H. Clark.
- e. Mr. David L. Southworth.

2. Occasionally, the school hired individuals to perform a specific function that did not include teaching a classroom subject. Which of the following jobs fell into this category?
  - a. Athletic Team Coach.
  - b. Business Manager.
  - c. Glee Club Director.
  - d. All of the above.
3. A review of all the school's yearbooks reveals that there were at least 40 different extracurricular activities made available for students at one time or another during the school's existence, through the efforts of the faculty. Which of the following are among the longest existing extracurricular activities at the school.

- a. St. Martin's Society.
- b. Pen & Scroll/Yearbook Staff.
- c. Glee Club.
- d. Dramatic Club.
- e. Student Council.
- f. All of the above.

4. Each school year, about 10 to 15 individuals served as Lenox School Trustees totaling 70+ different people during the school's existence. Each year, the trustees were organized into committees to best execute their duties. In addition to an Executive Committee and a Nominating Committee, what other committees were routinely organized?
  - a. Building and Grounds.
  - b. Education.
  - c. Finance.
  - d. Public Relations.
  - e. Scholarship.
  - f. All of the above.

~ Randy Harris

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## In Memoriam

### Daniel Alan Greengold '64

Daniel Alan Greengold, 73, died Saturday, August 8, in Knoxville, Tennessee. He had been a resident of nearby Gatlinburg for the past 35 years. He was a native of

Pittsfield, son of the late Dr. David Greengold and Henrietta Bass Greengold Garbowit and grandson of the late Philip and Lena Bass.

He attended Pittsfield High School, graduated from the Lenox School for Boys and earned a degree in hotel management from the University of Massachusetts-Amherst. He served in the Marine Corps and was stationed in Okinawa during the Vietnam War.

During his work in hotel management, he traveled all over the country and worked in both Pittsfield and Williamstown during that career. When he supposedly retired, he ventured into businesses in Gatlinburg with several friends, first at a downtown store called All Sauced Up, then Tom and Earl's Back Alley Grill and Old Dad's General Store.

He loved the Red Sox and, until a few years ago, made an annual pilgrimage to Fenway Park for late-season games. At home, he rarely missed a Red Sox game. One of his other passions was barbecued ribs, which he shared with his late uncle, Milton Bass of Richmond. His smile and hearty laugh showed how much he enjoyed life, even while having health problems in recent years.

He is survived by his wife Susan Cate Greengold, daughters Mary Elizabeth deWaal (Jeroen) of Burbank, Calif., and Kari Lyn Bennett (Jason) of Gatlinburg, son David Kear (Nicole) of New York, his brother, Mark Greengold (Mary) of Pittman Center, Tennessee, and his sister, Debbi Welch (Joseph) of Chicago. He is also survived by grandchildren Samuel deWaal, Giovanni, Valentina and Stella Kear, Jorja and Lilly Bennett; his mother-in-law Dorothy Roberts; his aunts, Ruthie Bass of Richmond and Mary Louise Bass of San Antonio, and many nieces, nephews and cousins.

Memorial donations may be made to the Sevier County Food Ministries, 890 Old Knoxville Hwy., Sevierville, TN 37862, or the charity of choice.

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## John Philip Burger

John Philip Burger, age 88, of Spartanburg, SC went home to be with the Lord on December, 30, 2020 at Spartanburg Medical Center. He was born on January 8, 1932 in Troy, NY.

John was a native of Averill Park, NY and the son of the late John C. and Agnes Lowell Burger. He attended Averill Park Central High and enlisted in the US Navy at age 17. In 1953 he married the love of his life, Annelle Gregory, in Charleston, SC. He graduated from The Citadel as a Lenox, Massachusetts 01240



veteran student in 1957 where he later obtained a Masters of Education in 1979. His 38 year career as an educator began at Murphy High School in Atlanta. He then went on to serve at Porter Military Academy, Lenox School, Algonquin Middle, Porter-Gaud, Bulloch Academy, Augusta Preparatory, Spartanburg High School, and Spartanburg Technical College. He was dedicated to his craft and students, identifying their strengths and encouraging them to excel. He also spent numerous years working as a Lutheran Brotherhood consultant.

During his 67+ year marriage to Anne, he was an active member of Redeemer Lutheran Church, Charleston, SC and St. John's Lutheran Church, Spartanburg, SC, where he served on church council, numerous committees and sang in the choir. He was a member of the Sunrise Civitan Club in Spartanburg. John was known for his love of service, whether it was coaching basketball or football, volunteering at Pancake Day at St. John's, or checking on fellow church members when they were home-bound or ill.

In addition to his wife, he is survived by sons: Chris and wife, Charis Burger, Michael and wife, Kathryn Burger; daughters: Lori and husband, Donald Whiteley, Lisa and husband, Marty Foil; grandchildren Paul Solomon, Cameron Tucker, Tiffany Robinette, Sydney Foil Rabren, Avery Foil, Charles, Chad and Cathryn Burger, Kahlan and Donovan Burger; and niece, Carla Rubeck Johnson. He was preceded in death by his sister, Dorothy Rubeck.

In lieu of flowers, the family requests donations be made to St. John's Lutheran Church, 415 S Pine Street, Spartanburg, SC 29302 in memory of John.

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## Earl Hampton McClenney, Jr. '59

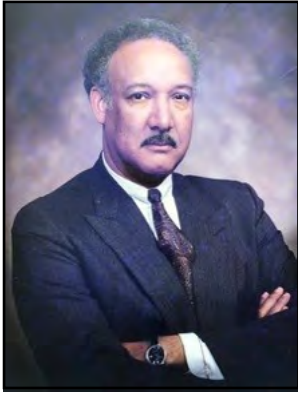
McCLENNEY, Dr. Earl H., Jr., "Speak up for those who cannot speak for themselves, for the rights of all who are destitute."

~ Prov. 31:8-9.

Dr. Earl Hampton McClenney Jr. and his wife (Frances Wood) moved to Richmond in 1964 after graduating from North Carolina A&T State University and St. Paul's College. Dr. McClenney was appointed by Governor Godwin as one of five city interns and the only African-American in a new



program with the Commonwealth. He was later hired as one of the first African-Americans to work in personnel for the City of Richmond. Always fighting for others, he disrupted racist exclusionary practices in city hiring.



Dr. McClenney founded the Department of Public Administration at Virginia State University, where he taught for over 20 years. He was an ardent supporter of Historically Black Colleges and Universities (HBCUs). In 1989, he published his most influential book, "How To Survive When You Are the Only Black In The Office: What They Can't Teach You At White Business Schools."

During his active community years, Dr. McClenney became the first African-American to join the Richmond Jaycees, helped found The Leadership Roundtable, served on the Board and Executive Committee of Richmond Renaissance (now Venture Richmond), and he led many other civic organizations. His last post was as Senior Urban Policy Advisor to Governor Tim Kaine.

Dr. McClenney is survived by his brother, Clifton McClenney (Jean); daughters, Jacqueline and Madeline; granddaughter, Ariyah McClenney Sadler; two bonus grandsons, James Elliott-Wallace and Rashad Davis-Gladney; sister, Elizabeth Gail McClenney; brothers, Walter O'Neil McClenney (Aleta) and Henry Clay McClenney; numerous cousins, nieces, nephews, dedicated caregivers and Legends of Troy, Virginia State University students and graduates.



Concerning Earl McClenney, Randy Harris provides his comments to Bruce Beardsley during an email exchange:

*Earl H. McClenney Jr. was the son of Earl H. McClenney Sr. His father was originally from Marion, Alabama; was the President of the Episcopal-Affiliated ['Historically Black'] St. Paul's College in Lawrenceville, VA, beginning in 1959 'for two decades'; and died in 1995 at age 88. During his tenure as President of the College, its choir routinely visited Lenox School for an annual concert that was always extremely well received by the student body.*

*Earl Hampton McClenney Jr., who is not listed as Junior [Jr.] in the yearbook, or in any of the alumni directories that I*

*looked at, was in the Class of 1959 and attended Lenox for his last two years (1957-1959). He created the first dance band at Lenox, 'The Letter Men', playing the saxophone. I've included a photograph of them in action, which must include you on the keyboards. His senior yearbook biography noted his witty sayings, known as "McClenney's Logic"; his cheerfulness; his ability to cope with problems; and that his generous and unselfish views contributed to broadening the school's outlook on the subject of integration and race relations. He would go on to author two books on the challenges facing Black employees in the workplace.*



**The Letter Men, 1959, Beardsley, McClenney, Albert, Reardon**

And Bruce Beardsley's response to Randy:

*In that yearbook photo (in which we all look as surprised as heck), we have Earl on sax, me on piano, Pete Reardon (1959) learning bass, and Ron Albert (who would become Episcopal clergy and whom I can't find either) on drums. It all started for me in Fall 1957, one evening in South Cottage when Gordon Auchincloss, down the hall, put on Dave Brubeck's new "Dave Digs Disney" album. Yours truly, classically-trained but curious about didn't-know-quite-what yet, went running down the hall and the rest is history.*

*And, yes, I certainly remember Earl's sense of humor too. One evening, I can't remember what group we were or why we were headed for Pittsfield in the school's worn-out school bus -- driven by Gramps Howland -- half-way up Church Hill the bus decided it would really rather go in reverse. Earl instantly started singing "Nearer My God to Thee"...*

\* \* \*

## Missing in Action

As always happens after mailing the P&S, a few copies bounce back. This occurs when one of our classmates has moved with no forwarding address or is no longer with us. We ask your help to find a current address for them so they know of the LSAA's ongoing business.

If you know the whereabouts of any of these fine folks or have been in contact with any of them, then please let us know.

Richard Alisch	John May
Carl Bergstrom	Grant Mitchell
Andrew Brucker	Paul Munson
Martin Bryan	Elwood Pahi
Richard Columbia	Joseph Patten
Peter Covell	Gene Peterson
John Davis	Robert Stuhlmann
Richard Gill	Carl Sundstrom
Daniel Goff	Makoto Tanaka
Michael Harbert	Henry Wangeman
George Jastrum	Paul Warren
Robert Longbottom	Robert Zausner
David Lyddane	

\* \* \*

When we have a little extra space, we try to include extra pictures that Randy Harris sends, particularly those related to articles in this issue... but sometimes they're just to evoke memories of years past.

The next issue will be published Summer 2021

Send your news today!

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foster(at)tmlp.net ... replace (at) with @



The Coop Main Entrance and  
Upper Floor Faculty Apartment - 1965



The Reverend Monks and  
Masters Serving Holiday Tur-  
key in Thayer Hall (1940s)



Sports Banquet - The Reverend Curry Awards Varsity Letter

School's Main Entrance late 1940s. No lanterns on pillars and Lenox School For Boys Sign



Checking the mail, all at once - circa 1940s



## Trivia Answers From December 2020 Edition

1. (c) The Black and the Gold was never the name of any one of the 34 annual yearbooks that were first published in 1934?
2. (b) The first edition [Vol. I, No. I] of the modern printed newspaper-style P&S was published in November, 1929.
3. (c) The annual Lenox-In-Portrait Calendar took the place of the annual school catalog in the early 1950s.
4. (b) According to a yellow Advertisement Flyer for the 1963-1964 choir's LP Album 'Yea Let All The Peoples Praise Him!' a 'Teaching Record for use in Congregational Singing' with a smiling Rick Horton '67 strumming his guitar at the top of the Flyer; the cost to purchase the Album was \$3.99 plus 15 cents postage.
5. (d) The name of the Lenox School Chapter of the National Honor Society of Secondary Schools as bestowed on the October 1, 1963 Charter #11393 was the Thomas Paine Chapter.

~ Randy Harris



**The Craft Shop is left foreground, the Print Shop right.  
The Coop is the L-Shape building beyond the Craft Shop.**

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