



LSAA

QUO VADIS

SOME

ADDITIONAL THOUGHTS

TO: Bob Sansone, President LSAA

FROM: Alumnus, Class of '68

SUBJ: Thoughts on LSAA Quo Vadis Article

DATE: September 26, 2008

1. Purpose.

I'm responding to your request for thoughts on your LSAA Quo Vadis article in the most recent Pen and Scroll. I really appreciated your very thoughtful and concise vision and layout of the facts concerning the future direction and options facing the LSAA. I thought I'd provide some feedback, as well as a few ideas of my own, in order to "stimulate forward thinking".

2. Background.

a. Since becoming aware of the LSAA's existence in 2002, the idea of how best to remember the School and the type of legacy to leave have intrigued me and posed quite a mental challenge. I've frequently thought through the various possibilities and have come to realize that it was a pretty tough nut to crack, with no simple solutions.

b. Personally, I tend to believe that the School's true legacy lives through the various people with whom its alumni have come in contact with and the positive way that they have been influenced by the values we learned at Lenox.

c. This packet provides my thoughts on your article, related to the LSAA's current and future directions. I've put it through several iterations in order to develop a useful format and avoid needless repetition. Regardless, it's turned into a pretty expansive effort because many topics seem to touch upon one another and the required actions necessarily duplicate what was previously discussed. Additionally, I've tried to put the necessary amount of detail into it, in order to make it a more useful working document.

3. Congratulations to You and the LSAA Leadership.

a. First of all, hats off to you and the small core of folks who seem to be the drivers behind the LSAA and its activities. You have certainly embodied the School's motto, "not to be served, but to serve".

b. Congratulations to you personally, on your hard work as President of the LSAA. I know you have done a lot, both in the giving of your time and effort, as well as considerable funds in pursuit of LSAA goals.

c. The more I worked on this effort, the more I realized what a good job you've done in your analysis and vision, especially in how thorough and coordinated it is.

d. I am also impressed by what I think you're doing on the old campus with the Lenox School Legacy Buildings and the memorabilia collection display. The Proposed LSAA By-Laws seem to reflect these increased activities, but since you failed to address them in your article, I suppose that they may still be a work in progress.

e. Finally, I was impressed by the Proposed LSAA By-Laws. They are well written and seem to accurately reflect your current vision, while concisely describing how the LSAA operates.

4. My Bottomlines.

a. Basically, the thoughts I present differ from yours in three basic ways. First, something with a greater impact (i.e. more bang for the buck), than the current scholarship program would manifest service more effectively and be

more in keeping with the mission and spirit of the School. Second, the future of the old campus is questionable, particularly in the long-term. Therefore, more established locations, with perhaps more suitable audiences, should be sought for the memorabilia collection and the commemorative plaques/memorials. Third, is the Lenox/LSAA story the key to obtaining grants, or is it rather the compelling need of the project being supported? I believe it's the latter.

b. In regards to your vision, your idea of bringing in alumni/faculty children notwithstanding, my primary concern is that in the desire to get something done now, current decisions may not be completely focused on the optimum decisions for the long-term. If you really want things to live beyond our time, then you need to address really long-term, multi-generation solutions.

c. Finally, are you and the LSAA leadership really open to new suggestions, or are you simply pursuing an already agreed upon agenda, that was determined to be the most feasible?

5. Objectives of This Memorandum.

a. Provide specific feedback on the prudence and feasibility of each of the points you raised in your Quo Vadis article.

b. Identify issues in the article that may require further and/or additional explanation/clarification.

c. Provide additional issues/projects to be considered for adoption by the LSAA.

d. Delineate those numerous specific tasks that must be accomplished to achieve your stated aims, as well as those required to consider and implement those additional projects that I've suggested.

e. Identify changes to the Proposed LSAA By-Laws to support the issues raised (these and additional comments will be submitted to Ed Miller separately).

6. Goals.

a. I'm sure that you've thought about all these issues in much greater detail than you were able to include in the Pen and Scroll article. I hope that my effort will allow you and the LSAA Board of Directors to:

b. Review your previous thought processes on these matters.

c. Consider some additional issues that you may not have fully addressed in the past.

d. Use the Summary of Issues and Required Actions, Attachment 9 to:

(1) Develop a roadmap for required decisions and possible future actions.

(2) Associate specific tasks with your vision of where the LSAA is going.

7. Realities.

a. My intuition is that the LSAA is kept going by a small group of the same individuals who have already decided that the way ahead, as outlined in the Article and the proposed By-Laws, is the best and most feasible considering LSAA's current makeup and resources. Since this group will ultimately have to feel comfortable with implementing anything discussed here, this packet is provided for their review as well.

b. You guys make everything happen and many have benefited from your efforts. All your suggestions and proposals on the way ahead are certainly well thought out and worthy of being pursued. The type of projects to

receive LSAA support, as well as how best to remember the School and its message, are the main issues and are addressed at the Attachments.

c. I've tried to think a little outside the box in order to stimulate thought, encourage forward thinking and initiate possible discussion. My suggestions are not constrained by the LSAA's current direction or resources, but are consistent with its principles. My hope is that I've provided some thoughts, salient points and recommendations to help focus the way ahead. Any suggestions are in no way meant to detract from your wonderful efforts to date.

d. I realize that some of my recommendations for additional projects will require further legwork in order to determine their feasibility. Towards that end, I have at least attempted to identify the specific actions required.

e. Awarding scholarships has been an integral part of LSAA's past and some alumni have specifically donated money for them. Therefore, the other projects I recommend, that do not involve modifying the current scholarship effort, could be pursued in addition to the scholarships, especially as more funds become available through soliciting philanthropic organizations and individuals. Thus, it doesn't have to be a threatening either or decision, but rather a win-win both decision.

f. Much of LSAA's current thinking revolves around the belief that a portion of the old Lenox campus ("Lenox School Legacy Buildings"), currently owned by Shakespeare & Company will continue to exist long into the future. Though you are in the best position to make this judgment, based upon your personal assessment, I fear that it is not a given, especially when you look out to future generations.

8. Disclaimers.

a. I thought that my past thinking on this subject might be of use to you.

- (1) I realize that everyone has opinions and that you all have worked hard to make even the smallest of things happen, so your way ahead may be the best solution possible.
- (2) Since I haven't invested time or money in the LSAA, I feel as though I really don't deserve a voice or vote in its future

b. I've tried to keep my suggestions somewhat realistic in manpower and resources.

- (1) I am certain that some of the ideas I suggest have already been investigated by the LSAA and perhaps even implemented.
- (2) As I'm not fully aware of everything that has been done to date, I apologize if I've covered old ground or addressed issues that have already been decided.

9. Format.

a. I've geared my feedback to eight of the nine separate issues/points that you raised in your article. I omitted the "Generating More Funding Is Good" issue because its contents are adequately addressed in several other Attachments.

b. Each issue/point is addressed as a separate and stand-alone Attachment, titled after some of the words you used in the article. I've generally left them in the same order in which you raised them, with the exception of addressing "Funding Scholarships Is the Order of the Day" early on, as it supports many subsequent points.

c. The format for each Attachment is Issue, Discussion and Required Actions. Each Required Action is numbered in order to more easily refer to it and track it. They are listed in the order that they should be addressed/accomplished.

d. I've included a 9th Attachment entitled Summary of Issues and Required Actions. It consolidates the key points for each issue, as well as the associated required actions. It's provided for use as a quick reference and an easy method of discussing and managing future LSAA required actions.

e. The 10th Attachment is a Comparison of Key Points between your article and my memorandum. Its purpose is to quickly and easily identify the differences between the two.

10. Intended Use.

a. This entire packet was written first for your personal review and then for dissemination to the LSAA leadership as you deem appropriate. Please take the time to read the individual Issue Attachments (1-8), as the Summary (Attachment 9) and the Comparison of Key Points (Attachment 10) do not as completely address each issue. Don't be afraid of the memorandum's length, as there is some duplication, particularly with the Required Actions listings.

b. Hopefully, as you read each Attachment, they will stimulate your thinking and serve as a sounding board for you to bounce your current thoughts off of. The Required Actions are quite detailed and, as I mentioned above, are organized in the order that decisions must be made. Hopefully, they will provide the nuts and bolts for you to effectively address each issue.

11. Conclusions.

a. Notwithstanding all the wonderful efforts and real benefits that the LSAA has provided to others and the concrete things it has accomplished, if you change nothing in the way it currently operates and the projects it pursues, then the story of the School and its associated message will be known to few and fewer still will be genuinely influenced by its motto.

b. Additionally, a few students may be appreciative of the scholarship assistance that they've received and they may or may not grow into adults who manifest any of Lenox's values. Therefore, I believe a change in the LSAA's future direction, particularly in how it allocates its resources is required, in order for its purpose or even the memory of its existence, to extend beyond our time.

c. You obviously realized this and hence your look at and vision for Quo Vadis and your associated suggestions.

10 Attachments

- 1. Esther Seykere's Lesson**
- 2. Resurrecting Lenox School**
- 3. Service is Paramount**
- 4. Funding Scholarships is the Order of the Day**
- 5. Recording Lenox's/LSAA's Existence for Posterity**
 - 5.1 Displaying Lenox's/LSAA's Memorabilia Collection**
 - 5.2 Commemorating Lenox's/LSAA's Existence and Telling Its Story**
- 6. Creating a Longer and Stronger Legacy**
- 7. Seeking Outside Donations from Philanthropic Entities**
- 8. Developing a Deliverable Lenox/LSAA Story**
- 9. Summary of Issues and Required Actions**
- 10. Comparison of Key Points**

ATTACHMENT 1 ESTHER SEYKERE'S LESSON

ISSUE # 1. Esther Seykere's Lesson

DISCUSSION.

1. Esther Seykere's start-up of the David Wood Memorial Academy not only demonstrates what only a brief encounter with David Wood could do, but also what a little spark of inspiration can allow someone to accomplish. It seems to say, "Don't be afraid to think big and beyond what is initially thought possible". This touches upon the major issue facing the LSAA.
2. Should the LSAA's capabilities, energies and available resources best be focused solely on providing scholarships in various amounts, or is something "greater", with more impact possible and within its grasp? I believe that her story reinforces what I think was Mr. Wood's and Rev. Curry's belief, that their purpose lives beyond their time, primarily through the people they come in contact with and inspire, and their subsequent actions, rather than by establishing follow-on organizations similar to those with which they had been connected or memorials to their achievements.
3. This is not meant to be a negative view of the LSAA's current activities, but rather more a view towards what the LSAA might additionally accomplish. Specific ideas for additional LSAA projects are addressed and expanded upon in the subsequent Attachments.

REQUIRED ACTIONS.

- 1.1** Determine whether the LSAA leadership is willing to address changes to its current efforts or has it already determined that any other approaches are not feasible?

ATTACHMENT 2 RESURRECTING LENOX SCHOOL

ISSUE # 2. Resurrecting Lenox School

DISCUSSION.

1. Is It Possible or Isn't It?

Is a new Lenox School really an impossibility? I think you believe that it is and that the issue is therefore a dead horse. Yet that final message is tough to deliver, though I thought you did an admirable job of trying to do it. However, by leaving it an open issue as you did, hope is kept alive among the LSAA membership and consequently, more details are likely to be sought.

2. Does the LSAA Have The Will and/or Drive to Undertake the Project?

a. Regardless of the size of the effort, as you state, it will still be expensive and initially a huge administrative and managerial challenge. Thus, the real issue may not be finding a billionaire capitalist, but rather the likelihood of the LSAA ever being able or willing to oversee or even pursue such a venture.

b. At issue is whether the entire start-up and administration of the effort would just be too much of a burden and challenge to ever be pursued, even if the funding was obtained. Thus, the final answer would be the same whether or not the starting cost is five hundred thousand or fifty million.

c. I believe that you think that the LSAA is incapable of managing such an effort and have therefore identified the billionaire venture capitalist benefactor as the one to oversee the entire effort. As you state, he would "have the ability, desire and financial wherewithal to harness our enthusiasm and initiate an ambitious restoration/resurrection of the new Lenox School".

d. At issue is whether this is an unrealistic passing of the buck or a realistic expectation for someone donating such a large amount? Regardless of who's in charge of the initial effort, it seems likely that an independent manager would have to be contracted for the start-up phase at least.

3. There's Probably Still Interest in It Among the LSAA Membership.

a. Though resurrecting a new phoenix-like Lenox School would perhaps be the greatest legacy possible and thus, not surprisingly, a popular desire among alumni, I agree with you that this is not a reasonable objective for the LSAA in the immediate future.

b. You are therefore correct in addressing such yearnings head-on, as they would undoubtedly interfere with other more easily attainable LSAA objectives in the near-term. The reality is that any such effort cannot proceed until the LSAA gets a considerable chunk of money at its disposal, either through endowments over time or by obtaining grants

c. However, I'm sure that there is still interest in the matter among the alumni. Therefore, the entire issue deserves a little more analysis and some answers to specific questions that may still linger. I would bet that we have alumni with experience in school administration, infrastructure and operating costs, as well as someone familiar with commercial real estate specifics and costs who could help address some of the analysis outlined below and in Required Actions.

4. Initially Thinking Smaller Is Key.

- a. The seemingly astronomical cost you quoted is the obvious showstopper to any dream of a new school. Your estimated cost for such an endeavor, 30-40 million dollars, seems to include the entire infrastructure required to exactly replicate the old School. I would certainly think that it would be possible to initiate a new school venture on a lesser initial scale, for quite a bit less, and then allow it to grow over time.
- b. If loans can be applied to the equation, then the cost estimates are lowered again. Another possibility is that affiliation with some organization, such as the Episcopal Church or perhaps others, unknown at this time, may bring some financial assistance and leverage that we are not considering. Finally, finding an existing school in financial difficulty may open a door that the LSAA has not yet considered.
- c. If ever attempted, I initially envision a single building, perhaps a church-related day school, similar to the standard parochial school, built next to its parent church, developing over time into a larger institution with boarding students. I wouldn't think that beginning with a large campus and dormitories would be prudent, unless the LSAA got a very good deal on an existing school and an accompanying very large grant.

5. Keys to Success.

- a. In addition to the funding challenge, the critical elements would be finding someone to manage the entire start-up effort; installing a selfless and charismatic hands-on headmaster; and finding a supportive board of directors or trustees, who could spearhead the effort against all odds and grow the school to its desired end state.
- b. Additionally, the exact relationship between the LSAA, the board of directors and or trustees and the school would have to be determined before the entire effort is undertaken. Required funding could come from a single benefactor; the collection over time of numerous smaller grants; and/or alumni donations and estate honoraria placed into an endowment that also grows over time.
- c. At first, I thought that the time may have passed to find quality teachers willing to staff such a school and families and students willing to attend it. But, education is a growing business and parents seem eager to find better educational opportunities for their children.

REQUIRED ACTIONS.

- 2.1 Reconfirm whether or not the LSAA is prepared to undertake a "new school" project under any circumstances.
- 2.2 Determine any affiliations which may benefit such an effort (e.g. the Episcopal Church and perhaps others).
- 2.3 Develop a concept and estimated "ballpark" costs for an initial effort at both a reduced initial level and a full-up (entire campus with boarding students) level.
 - a. Costs should include the physical infrastructure, utilities, staff, operating expenses, estimated enrollment, and annual income derived from tuition.
 - b. Cost estimates should address building new infrastructure and buying existing infrastructure.
- 2.4 Develop a concept for the relationship of the LSAA to the administration of the school and the board of directors and/or trustees (e.g. will it be directly involved; will it appoint a board of directors? etc).
- 2.5 Brief the LSAA membership on the results of the above analysis and make a determination if it is feasible to continue with the effort.
- 2.6 If the decision is made for the LSAA to pursue the possibility of starting a new school in any form, develop, in coordination with the LSAA grant-writing subject matter experts (Fundraising/Finance Committee), a grant proposal to include a description, concept of operations, associated costs and operating expenses.

ATTACHMENT 3 SERVICE IS PARAMOUNT

ISSUE # 3. Service is Paramount

DISCUSSION.

1. Service is Certainly Key and Lenox's Legacy.

- a. I strongly agree with you that “whatever the LSAA does, the concept of service should be paramount”, since this is what we all agree made Lenox unique, as compared to most other secondary schools.
- b. 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. Manifesting it among widely dispersed alumni is a most unique challenge that the LSAA has appeared to have adequately addressed.

2. By-Laws State That Service is Manifest by Both Alumni Actions and Allocation of LSAA Resources.

- a. Short of gathering groups of baby-boomer retirees together to accomplish some specific philanthropic task, which could always be a possibility (see Attachment 4), your ideas of how best to manifest service, as stipulated in the Proposed LSAA By-Laws, seem to make sense. The Proposed LSAA By-Laws adequately address manifesting service among alumni, as well as manifesting service in the way the LSAA allocates its resources.
- b. They state that service is manifest in alumni through membership in and support of the LSAA, and in the future by working to solicit funds from public and private sources. It is manifest in the LSAA's allocation of resources by “awarding scholarships to deserving individuals on the basis of need”.

3. Is Service Adequately Manifest in LSAA's Allocation of Resources?

- a. That service is paramount and how service is manifested in the way that LSAA allocates its resources (i.e. the projects it supports), is not so clearly evident. Currently, the LSAA allocates resources to two separate efforts: legacy allocations (remembering the School and telling its story, which you may call operating expenses) and scholarship allocations.
- b. Legacy allocations are primarily one-time events and are by far the smaller percentage of the allocations. They are focused on remembering the School's/LSAA's existence through a future memorabilia collection display and erecting plaques/monuments. By remembering the School/LSAA and telling its story, a new audience is encouraged to live the motto of “Not to be served, but to serve”, and therefore the concept of service is well manifest.
- c. Granting scholarships is the LSAA's primary allocation of resources and this act of giving forms the basis of service to youth, as articulated in the By-Laws. By this criterion, any donation to any individual or organization would be an act of service.
- d. Though this is semantically correct, I thought from reading past criteria for awarding scholarships, as reported in the Pen and Scroll, that the selection criteria were based primarily upon identifying young people who had manifest the trait of service before self and service to the community. These youth, with the help of the scholarship, will hopefully mature into adults who will manifest the same traits and be agents of change for the better in the world, thus continuing the Lenox legacy. To me, this would be a much greater manifestation of service, than simply awarding scholarships on the basis of need alone.

4. Is Adjusting the Wording of the By-Laws to More Accurately Reflect the Importance of Service in Scholarship Selection Required?

- a. Though the Proposed LSAA By-Laws clearly specify the individual alumni service as described above, they link service to awarding scholarships, primarily by the act of awarding the scholarship itself. Concerning scholarships, the Proposed LSAA By-Laws' Article IIa)(2) states as an LSAA Aim and Purpose: "To provide the opportunity to serve youth by awarding scholarships to deserving individuals on the basis of need".
- b. Likewise, Article VIIIh) addresses the LSAA's Scholarship Committees' criteria for awarding scholarships. It states "criteria shall be influenced primarily by need and character".
- c. Neither makes mention of what I thought was the primary discriminating factor in awarding scholarships to needy youth. As mentioned previously, I thought that this factor was for those who exemplify the motto "Not to be served, but to serve" as manifest in service to their community, school and others. I believe that it is probably implied in the words "deserving" and "character", but it should be specified in order to highlight the primacy of service in the selection criteria. and to better assist the actions of future LSAA leaders who may make their decisions based upon them.
- d. If the LSAA has purposefully, not included such wording, then it should reconsider and add it. Without that qualifier, the clear linkage to service is lost and the LSAA becomes no different than any other organization awarding scholarships and the primacy of service, inherent in the School's legacy, is lost.

5. Can Service Better Be Manifest Through Other Means?

Finally, in regards to better manifesting service in the LSAA's allocation of resources, I wonder if there aren't other projects, besides scholarships, that would have more of a significant impact upon mankind and thus be a greater manifestation of service than the scholarships. Additionally, are the current recipients of scholarships those who would benefit most from them or are there other categories of youth who would be more significantly and positively impacted? This issue is addressed in greater detail in Attachment 4.

6. What Happened to Lenox's Episcopal Church Legacy?

- a. This topic is addressed here for lack of any other more appropriate place to mention it.
- b. As we all know, "Not to be served, but to serve" is from Matthew and thus reflects the historical linkage between Lenox and the Christian church and more specifically the Episcopal Church's Massachusetts Diocese. Yet with the exception of the LSAA reunion's hymn sing and requests for donations for the upkeep of Trinity Church, there seems to be no mention of the Episcopal Church in any of LSAA's activities.
- c. Is the separation between the two intentional or just the way things worked out over time? Can anything be gained by the LSAA, through contact with the Episcopal Church? In subsequent Attachments, I suggest several actions/projects that may benefit from contact with the Episcopal Church.

REQUIRED ACTIONS.

- 3.1** Recommend changing the Proposed LSAA By-Laws Article IIa)(2). As reads: "To provide the opportunity to serve youth by awarding scholarships on the basis of need to deserving individuals". It should be changed to read: "To provide the opportunity to serve youth by awarding scholarships on the basis of need to deserving individuals who exemplify the motto "Not to be served, but to serve" as manifest in service to their community, school and others". This change more effectively highlights the primacy of service to the selection criteria.

- 3.2** Recommend changing the Proposed LSAA By-Laws Article VIIIh). As reads: “Criteria shall be influenced primarily by need and character”. It should be changed to read “criteria shall be influenced primarily by need and character, as manifest in service before self to their community, school and others”. This change more effectively highlights the primacy of service in the selection criteria and therefore is a better guide for future committee members faced with making scholarship selections.
- 3.3** Establish contact with the Episcopal Church in order to discuss LSAA’s pursuit of Lenox School’s legacy and to determine in what ways the Church may be able to assist and/or benefit LSAA’s efforts.

ATTACHMENT 4

FUNDING SCHOLARSHIPS IS THE ORDER OF THE DAY

ISSUE # 4. Funding Scholarships is the Order of the Day.

DISCUSSION.

1. Does Awarding Scholarships Best Exemplify the Mission and Spirit of the School?

a. At issue is whether awarding scholarships is the best way to allocate the majority of LSAA resources, and whether it keeps the concept of service paramount, thus best exemplifying the “mission and spirit of the School”. The Proposed LSAA By-Laws link service to scholarships, by stating that it is serving youth through the act of awarding scholarships to them based upon need.

b. I believe that awarding scholarships to students in need, who already display a sense of service before self, is a noble gesture, easily administered and certainly in keeping with a youth and educational theme. However, it may not reach the type of people or have the degree of impact (bang for the buck) that past Lenox leaders may have envisioned for any School effort.

c. These scholarships do enable promising students, who may eventually make a real impact in the world, to continue their education. However, if these students are indeed top quality individuals, wouldn't they have other avenues through which to secure scholarships? Additionally, how needy are they really and does the amount of the LSAA scholarship truly make a major difference in the youth's life or does it simply help defray costs, rather than meeting them all? Finally, do the schools these students attend really teach Lenox's values in line with its motto?

d. I suspect that the scholarships, as currently awarded, are not getting the most “bang for the buck”. Though generous and commendable, they don't make the greatest possible impact on the neediest classes/groups of individuals. Therefore, they are not the optimum method of exemplifying the School's mission and spirit. The basic question becomes, should the LSAA invest in students with promising traits, as possible future agents of change, or invest directly in such change now?

2. What Is the Real Mission and Spirit of the School?

a. I believe that Rev. Curry, and through him the School, were trying to instill in its students a love and a desire to live those values manifest by Christ, yet rarely attainable or manifest in the world. Foremost of these values was the trait of selflessness and the desire and willingness to work towards the betterment of those less fortunate in body, mind, spirit and circumstance. Just think of St. Martin looking down on us during all those meals.

b. This belief views us all as God's children and equal in his eyes. Most people in the world, and many in the United States, are less fortunate than LSAA members and there is no greater glory than in helping these. Thus, they wanted graduates to take an active role in changing the world, or at least some individuals' portion and experience of it.

c. That's what the School was selling and is incorporated into its biblically-derived motto. However, I'm not sure that all the faculty or graduates fully embraced such a “radical” interpretation. If we disregard that this was in fact the “spirit and mission” of the School, in favor of a milder “do some good in the world, it's the right thing to do” approach, then Lenox School becomes a rather practical and pragmatic New England preparatory school. A School that implemented some cost-saving techniques involving its students, but basically taught and instilled values that would make its graduates successful in higher education and life as did so many other schools.

3. Getting More Bang for the Buck for LSAA Allocated Resources.

a. I'd say there are several directions that the LSAA could choose that would result in their funds having more of an impact and being utilized more in keeping with the School's motto.

- (1). First, since awarding scholarships is ingrained in the LSAA's past, perhaps awarding scholarships to more needy groups of individuals, upon whom the funds would have more of an impact, is a good way to go. Two good legacy examples are the American Indian Scholarship Program, sponsored by Dartmouth College that benefited several of our classmates and an Episcopal Church program that sponsored promising, but needy African students to an American higher education, to include any remedial secondary work that may have been required.
- (2). Second, the LSAA could make more of a difference by allocating its resources toward some service-oriented effort, dedicated to improving the quality of life (e.g. educational, nutritional, medical, housing) of some group of less fortunate individuals. Youth should be the primary recipients of any such projects and if education can be tied in, so much the better.
- (3). Third, if giving up its current scholarship efforts is too painful, then the LSAA could continue granting scholarships, while identifying some worthy additional scholarship effort or service-oriented project for its support, and then going about soliciting the necessary funds to accomplish it.

4. Some Characteristics of Service Oriented Projects.

a. These projects should incorporate "sweat equity" meaning that they should help people better themselves, particularly through their own hard work and skills, while leaving them with a quantifiable improvement in their lives/communities. This approach is preferred over simply providing consumable supplies that disappear quickly over time, with little visible impact, and are probably already being provided by numerous other humanitarian aid programs.

b. There are two likely exceptions. One would be if the individuals being assisted required specific medical aid, such as vaccinations and/or mosquito netting in order to remain healthy enough to participate in the project. The second is if the LSAA decided to support a local food bank or "meals-on-wheels" program.

5. Some Examples of Service Oriented Projects.

a. A goal of doing some good; perhaps improving healthcare through medical treatment; improving education through textbooks and school supplies and/or access to teachers; and bettering living conditions by providing supplies and/or tools; all with a Christian backdrop, seem to be possibilities. Though a selected service-oriented project may be affiliated with a church organization, the LSAA should ensure that it is only a small part religion and a large part assistance.

b. Funding the transportation and support costs for groups of skilled volunteers (e.g. doctors, nurses, dentists, teachers) to travel to needy communities and provide their services, would significantly enhance the recipients' quality of life. In this instance, LSAA funds would have a much bigger impact than if applied directly to correcting problems themselves.

c. And how about this one for a bunch of aging baby boomers. Periodically gather a group of alumni together, with a few appropriately skilled "outsiders", to build a home under the "Habitat for Humanity Program". Perhaps tie it into an annual gathering/reunion. The same type of project could be done in a more remote location as well. Again, there is a Lenox School legacy connection here, when students built a community center in a Canadian Indian community.

6. How to Select a Service-Oriented Project.

- a. Keys to this effort are: identifying a project/worthy recipient; determining where LSAA's contribution will have the most impact and won't simply get lumped into the numerous existing social welfare programs, thus losing any visibility and therefore its legacy; determining the exact amount required to support the project; and determining how the School/LSAA will be identified and associated with the effort.
- b. Who the LSAA selects to assist would be based obviously upon those efforts it is made aware of (through alumni, the Episcopal Church and others) and then where its available resources would have the most impact. Though Lenox alumni are primarily Caucasian, it is clear that in Lenox School's later years, it had reached out to various ethnic and racial groups, both from within and outside of the United States.
- c. The LSAA should expect that the School/LSAA name will be linked in some visible and lasting way to any contributions and efforts. The limited size of any initial LSAA allocation would probably dictate that in the beginning it be tied into some existing effort.
- d. As LSAA's available funds grow, through donations and grants, then its involvement in any existing effort could grow and it could begin sponsoring some activity fully. The compelling need of the individuals receiving assistance will form a solid basis for getting the associated grant requests approved. A perfect match would seem to be joining some ongoing work being done by the Episcopal Church or perhaps better yet, tackling an area that they had identified and hoped to expand into, but were unable to because of a lack of resources.

7. Do the Proposed LSAA By-Laws Need to be Changed?

- a. The Proposed LSAA By-Laws, Article IIa). Aims and Purposes, seem pretty specific that the LSAA's primary expenditure of funds is through "awarding scholarships", though funds may also be solicited for the "successful accomplishment of the purposes and goals of the LSAA".
- b. Additionally, Article VIIg). The LSAA Fundraising/Finance Committee, states that "fundraising and grant applications are limited to meeting LSAA operating and scholarship requirements".
- c. At issue is if these two paragraphs of the Proposed LSAA By-Laws limit the LSAA's major expenditure of funds to scholarships only or may other projects be undertaken under the "continuing the mission and spirit of Lenox School" paragraph? After reviewing both paragraphs, it seems as if the Proposed LSAA By-Laws would not authorize the expenditure of funds for any other type of major project, besides scholarships.
- d. Thus, the LSAA must either amend the By-Laws when and if a new project is undertaken, or make a minor change now, in order to broaden the scope of projects that may be funded by the LSAA.

8. Required Changes to the Proposed LSAA By-Laws.

- a. Recommend that the following two changes be made to the Proposed LSAA By-Laws in order to broaden the scope of the projects that may be funded by the LSAA.
 - (1). Article IIa). 3rd Bullet. Aims and Purposes. Add a new bullet: "To be prepared to support other service project opportunities that embody the mission and spirit of Lenox School."
 - (2) Article VIIg). The LSAA Fundraising/Finance Committee. Change to read: Plan and conduct various fundraising or grant applications to meet LSAA's operating, scholarship and other requirements.

REQUIRED ACTIONS.

- 4.1** Determine whether the focus of current scholarship programs will:

- a. Remain the same.
 - b. Shift to a more unique and/or needy category of recipients (e.g. American Indians, Episcopal African villagers).
 - c. Support both types of scholarships.
- 4.2 Determine whether the LSAA will pursue funding for a service-oriented project benefiting the needy. Examples include:
- a. Investing directly in improved healthcare, education and living conditions for a targeted group of needy individuals.
 - b. Funding the transportation of skilled volunteers to remote regions.
 - c. Sponsoring food banks and “meals-on-wheels” programs.
- 4.3 Canvas the LSAA membership for ideas on unique scholarship and/or service-oriented projects.
- 4.4 Ask the Episcopal Church if it is aware of any unique scholarship and/or service-oriented project opportunities.
- 4.5 LSAA leadership and associated committees conduct a search for unique scholarship and/or service-oriented projects and provide results to the LSAA membership.
- 4.6 Determine the approximate costs associated with any scholarships or service-oriented projects being considered for support.
- 4.7 Determine how the Lenox/LSAA name/legacy will be permanently associated with and manifest in any supported scholarship/project.
- 4.8 Provide the results of the above searches and analysis to the LSAA membership.
- 4.9 Incorporate any new scholarships or service-oriented projects into a separate grant request.
- 4.10 Determine the appropriateness of pursuing any project that includes the direct labor of LSAA members, similar to a ‘Habitat for Humanity’ program, either at a local or remote location.

Changes to the Proposed LSAA By-Laws

- 4.11. Determine whether or not the Proposed LSAA By-Laws need to be amended to allow the LSAA to fund other major projects, in addition to scholarships.
- 4.12 If the Proposed LSAA By-Laws are amended to broaden the scope of projects that may be funded by the LSAA, the following two changes must be made.
- a. Article IIa). 3rd Bullet. Aims and Purposes. Add a new bullet: “To be prepared to support other service project opportunities that embody the mission and spirit of Lenox School.”
 - b. Article VIIg). The LSAA Fundraising/Finance Committee. Change to read: Plan and conduct various fundraising or grant applications to meet LSAA’s operating, scholarship and other requirements.

ATTACHMENT 5
RECORDING LENOX'S/LSAA'S EXISTENCE FOR POSTERITY

ISSUE # 5. Recording Lenox's/LSAA's Existence for Posterity

DISCUSSION.

1. Overview.

- a. Establishing a record of Lenox's/LSAA's existence and telling its story is a valid endeavor. Of course, the key to telling its story is to deliver its message of service before self and I'm sure that this is implied in your meaning.
- b. It seems to me that establishing a record of Lenox's/LSAA's existence and telling its story has two distinct and therefore separate approaches. A summary of each approach is provided below, while the specific details and associated required actions are addressed at the appropriate Attachments.
- c. Both projects are worthy efforts and would take a primarily one-time allocation of a modest amount and perhaps a small recurring maintenance/upkeep fee..

2. Displaying the Memorabilia Collection.

- a. One method is by displaying the memorabilia collection that has already been accumulated and that may be added to in the future through donations. (Attachment 5-1)
- b. Preserving and displaying the Lenox School and LSAA memorabilia collection should be a given. It's determining the best location of the display that's the issue. The location should provide longevity, grant easy access to the optimum audience, and provide an acceptable level of security and care.
- c. My concern is that the old Lenox campus may not be the best location for the collection in the long-term for at least four reasons. First, its longevity cannot be guaranteed. Second, the audience who would view it, and thus be influenced by its story, would be very limited in quantity. Third, it would not attract the appropriate target audience, which should optimally consist primarily of impressionable youth. Fourth, will there be adequate security and upkeep?
- d. In the near-term, the old campus may appear to be a very convenient location with the obvious historical linkage (Lenox School Legacy Buildings); an apparently cooperating entity (Shakespeare & Company); and the annual gathering of alumni.
- e. Since you've taken the task of establishing a home for the memorabilia collection as a personal goal, this almost certainly means that a location on the old campus will be chosen, even though the By-Laws, Article VIIe) acknowledge that it may be located in "other appropriate places". My concern is that this, perhaps non-optimum interim location, will ultimately become the collections' final location, dooming it, I believe, to eventual obscurity and probable loss.

3. Historical Plaques, Markers and Monuments Conveying the School's Message.

The second method is by erecting one or more appropriate historical plaques, markers/signs or monuments commemorating the School's/LSAA's existence and telling their story. They would be located near, but not on, the old campus as a minimum, as well as at other high-payoff locations where impressionable audiences will view them.

The narrative at both locations may be the same or may highlight history near the old campus and more on the School's message elsewhere. More details are provided at Attachment 5-2.

2 Attachments

- 1. Displaying Lenox's/LSAA's Memorabilia Collection**
- 2. Commemorating Lenox's/LSAA's Existence and Telling Its Story**

ATTACHMENT 5-1 DISPLAYING LENOX'S/LSAA'S MEMORABILIA COLLECTION

ISSUE # 5.1. Displaying Lenox's/LSAA's Memorabilia Collection

ADDENDUM.

From reading the Proposed By-Laws and considering your comments, the LSAA appears focused on locating the collection and perhaps the LSAA's de facto headquarters in one of the Lenox School Legacy Buildings. Making this happen is a wonderful achievement and creates a great historical linkage. Perhaps the LSAA may also consider eventually buying such a Legacy Building in order to ensure its continued existence and use.

I suppose you will also try to publicize the collections' location in the local area and in the process create your own Lenox/LSAA Museum. If this was your decision, then it's certainly thinking big and my hat's off to you! Though not fully supported by my recommendations for the long-term, I can only wish the effort success.

I originally wrote this Attachment to help make a decision as to where and how best to display the memorabilia collection. However, it appears as if that train may have already left the station. Regardless of the collection's current status, the considerations outlined below are still valid and may still prove useful in implementing any long-term solutions.

DISCUSSION

1. Overview.

As I stated previously, displaying Lenox/LSAA memorabilia is a fitting way to remember Lenox's/LSAA's existence and in the process telling its story as well. The key required decisions associated with a memorabilia display would seem to be location, location, location, longevity and upkeep/maintenance.

2. Who is the Intended Audience and What is the Purpose of the Collection/Display?

a. Guiding the key decision as to the location of the memorabilia collection are answers to the questions who is it for and what is its purpose? Is it primarily for Lenox School alumni, in order to recall fond memories, or is it for the interested general public and/or newer generations of youth, yet to be infused with and inspired by its message?

b. In keeping with your stated desire to leave a legacy beyond ourselves, then I believe it is the latter category (interested general public/youth). If this is so, then there are probably much better places than somewhere on the old Lenox campus to locate it. A place that would attract the type of audience and numbers of viewers you desire.

c. If its purpose is the former (Lenox Alumni), then the old campus, or somewhere in the vicinity of the town of Lenox, is almost certainly the best option, as it will annually be the site of the largest gathering of LSAA members until the actuarial tables take effect. In fact, placing it somewhere in the Lenox area, other than at the old campus, as explained below, could possibly satisfy both the audience and longevity criteria.

3. Longevity of Collection's Location.

a. Second, wherever the memorabilia collection is placed/displayed, that location needs to have longevity and staying power. I question whether or not the old Lenox Campus has that and fear Shakespeare & Company

changing hands to a new and less accommodating management; the selling off of buildings and their subsequent destruction; and the old campus' total abandonment for lack of a caretaker, are all real possibilities in the future.

b. Inherent in this issue is the question as to whether or not Shakespeare and Company has staying power. The LSAA leadership seems to infer that they believe that it does, but I'm speaking about the likelihood of it surviving well into the future, after the current owners are gone.

c. Tying its location to the old campus is at first glance a nice touch, since it's probably easily doable in the short-term and you can't beat the linkage of the location to the subject matter. However, in reality, no one will ever come to Shakespeare and Company looking for the old School, unless they are Alumni. "Build it and they will come" is likely a "triumph of hope over reason".

d. Placing it somewhere else, that has longevity on its own and will attract the audience we want to view it, perhaps school-aged youth who could compare it to their current environments, should be a real consideration. We have to think outside the box on this one. Possible locations include:

- (1). As part of an existing collection either in or outside the Lenox area.
- (2). With some organization related to historical preservation (Lenox/Berkshire/State historical society or museum).
- (3). At an Episcopal-related church or museum with similar collections (a major church, not Trinity in Lenox).
- (4). At a well established school, with some type of linkage to Lenox (e.g. church affiliation (Episcopal High School); shared the same campus (Berkshire Country Day. Is that true?); or has the same motto).
- (5). At an area college or university with similar historical collections (e.g. UMass, Amherst, Williams or a local community college).

4. Designing the Display.

a. The LSAA will need to develop a concept for what the collection display would look like, to include the dimensions and type of containers required to display it and their associated costs. Any special storage requirements (e.g. protection from light and humidity, etc.) and types of organic lighting will have to be figured into the costs. From this information appropriate containers can be designed and purchased.

b. If the collection is collocated with a larger existing collection, then perhaps suitable containers will be available. Regardless of where the collection is ultimately located, suitable descriptions and captions for the items to be displayed will have to be prepared by the LSAA.

5. Maintaining the Collection.

a. Any collection of memorabilia needs administration and periodic upkeep over the long term. Additionally, the LSAA should obtain a guarantee from any existing collection that will display it, that it will remain on permanent display.

b. Displays may need to be moved; new items could be found and submitted by alumni or relatives and submitted for inclusion; certain items may require special treatment over time; items may have to be rotated due to space limitations or preservation concerns; or the entire display itself may have to be changed over time to appeal to changing audiences.

c. Additionally, making the public aware of its location, controlling access to it, the availability of docents, and providing a certain degree of security all weigh towards placing the collection in the hands of professionals and perhaps, but not necessarily, incurring some type of reasonable annual upkeep fee. Are current and future LSAA members and Shakespeare & Company capable of assuming and executing these responsibilities, if the collection is located in a Lenox School Legacy Building?

6. Insurance Implications.

a. There are two types of insurance that come to mind concerning any memorabilia display. First, is insuring the individual memorabilia items themselves, as well as the associated display hardware. Second, and of more concern, is the liability insurance necessary whenever the public, or even specially invited school-aged children, are granted access to an LSAA-sponsored area.

b. This should not be an issue if the collection is located with another established collection. However, it is of real concern if the collection is located in a Shakespeare & Company building or a Lenox School Legacy Building owned by someone else. In these instances, I'm not sure that the normal property owner liability insurance that is probably in effect, will adequately cover the viewing public and protect the LSAA. This issue must be resolved before any display is open to the public.

REQUIRED ACTIONS

Designing the Collection.

5.1.1 Determine the concept and associated size of the display.

5.1.2 Determine any special storage requirements (e.g. protection from light and humidity, etc).

5.1.3 Determine any organic lighting requirements.

5.1.4 Determine the dimensions, basic design and approximate cost of required storage containers.

5.1.5 Determine any required insurance coverage and associated costs, to include:

- a. Coverage for the memorabilia items themselves, as well as associated display hardware.
- b. Liability coverage for individuals viewing the collection.

5.1.6 Prepare descriptions and suitable captions for each item or set of items to be displayed.

Determining the Location of the Collection.

5.1.7 Determine the purpose of the display and who the intended audience is.

- a. Lenox Alumni
- b. Public/targeted youth audience

5.1.8 Determine potential locations for the collection/display, their availability, feasibility, longevity and any associated costs. Examples include:

- a. As part of an existing collection, either in or outside the Lenox area.
- b. With some organization related to historical preservation (Lenox/Berkshire/State historical society or museum).
- c. At an Episcopal-related church or museum with similar collections (a major church, not Trinity in Lenox).
- d. At a well established school, with some type of linkage to Lenox (e.g. church affiliation (Episcopal High School); shared the same campus (Berkshire Country Day. Is that true?); or has the same motto).

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

5.1.9 Determine for each potential available location if they will ensure that the collection will be on permanent display.

Unique Requirements if Located in a Lenox School Legacy Building.

5.1.10 Determine for any location on Shakespeare & Company property (Lenox School Legacy Buildings)

- a. How the collection will be advertised to the public and access provided and controlled.
- b. Develop a feasible recurring upkeep/maintenance plan for the collection, to include any associated costs.
- c. Determine what security is required and how it will be implemented.

5.1.11 If the Collection is displayed in a Lenox School Legacy Building, determine the cost, required procedures, and feasibility of purchasing the building should Shakespeare & Company attempt to get rid of it

ATTACHMENT 5-2
COMMEMORATING LENOX’S/LSAA’S EXISTENCE AND TELLING ITS STORY

ISSUE # 5.2. Commemorating Lenox’s/LSAA’s Existence and Telling Its Story

DISCUSSION.

1. Overview.

- a. I agree with you that the “desire to establish a record for posterity of Lenox’s existence” is very real.
- b. This is despite the fact that the School’s headmasters would almost certainly and with one voice say that Lenox School was more of a spirit that lived in the hearts, deeds and legacy of its graduates, than a physical location (dust to dust don’t you know).
- c. A second method (the memorabilia collection display being the first) of “establishing a record of Lenox’s/LSAA’s existence and telling its story/spreading its message” can best be accomplished by erecting appropriate plaques, markers/signs, monuments or other devices (e.g. stained-glass windows, etc.). At least one of these should be near, but not on, the old campus. Others may be erected at other locations that might more effectively spread the School’s message, while at the same time commemorating its existence.
- d. 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/upkeep; and obtaining the required approval to emplace it.

2. Personal Tributes Should be Limited.

- a. Though it is a human desire to want to erect remembrances of key individuals that have made significant contributions to the School or some specific group of alumni, this practice should be avoided. The reason for this limitation is that “our” generation of alumni will erect tributes to the individuals we knew and were therefore most familiar with, thus omitting numerous others with whom we were less familiar or not familiar with at all.
- b. This practice inadvertently results in selecting individuals for tribute, based upon criteria other than the merit of their contributions to the School and of the deeds they accomplished. Obviously, certain individuals could be remembered, if all others serving in that position are also remembered. For example, a lone tribute to Rev. Curry as headmaster may be warranted, but not appropriate unless part of a by-name tribute to all past headmasters. I realize that the LSAA has already erected some tributes on the old campus, but the importance of this issue for the future remains.

3. Location Near the Old Campus.

- a. Certainly, something has to be near the old campus in order to commemorate its actual physical location. I understand that commendably, the LSAA has already emplaced some markers on the old campus. However, for posterity purposes, placing anything on the old campus itself might not be the most prudent choice, due to the limited audience and uncertain longevity reasons discussed in the previous Attachment (Attachment 5-1).
- b. Something on a main thoroughfare, either outside the old main entrance to St Martins; at the intersection by Trinity Church; or perhaps near the skating rink/basketball courts, if they are still in use; would seem to offer the best visibility to the most viewers and are therefore the most obvious choices.

4. Locations Other than Near the Old Campus.

- a. If you really want to ensure that the School is remembered and its story and message spread to the widest and most impressionable audience, then some location other than near the old campus is required.
- b. To emphasize the point that a commemorative plaque doesn't have to be anywhere near the thing it is commemorating, I am reminded of "Balto's Statue" (i.e. Leonard Seppala's lead Alaskan Sled Dog) in New York's Central Park. It is the single biggest commemoration of the 1925 Anchorage to Nome Diphtheria Serum Run in Alaska which is the basis for the current Iditarod Sled Dog Race, yet the two are separated by almost 5,000 miles.
- c. This "other" location should ideally have some connection to Lenox School. Episcopal Churches provide an obvious linkage. Possible choices listed in order from the least to the greatest number of viewers and likely longevity include: Trinity Church in Lenox; the church or headquarters associated with the Archdiocese of Massachusetts and/or Western Massachusetts, if that exists; one of the several large Episcopal churches in Boston (e.g. Trinity at Copley Square); and the National Cathedral in Washington D.C.
- d. Another place to deliver a message would be at a school or schools, with the most appropriate linkage being in some Episcopal-related school still in existence. The oldest and most stable is probably the Episcopal High School in the Washington D.C./Northern Virginia area. Undoubtedly there are several others, perhaps even in the New England area, I'm just not aware of which they are. Berkshire Country Day School could be another possible location, due to LSAA's scholarship affiliation and that it once used our same campus (is that true?).
- e. Finally, local historical societies and tourist information displays though not as "noble" as a church or school may offer large audience venues with the obvious geographical linkage.

5. Appropriate Narratives for Plaques/Markers/Memorials.

- a. Any narrative to be placed upon some type of marker/commemoration should be standardized (if more than one is to be emplaced), based upon the purpose of that marker, and obviously approved by the LSAA. The historical marker near the old campus should focus more on the School's chronological history, key faculty and significant alumni, while touching on its motto and message. It should be limited, in the number of words, to what fits onto the standard Massachusetts roadside historical marker. In Texas, that would be about 200 words.
- b. The narrative placed upon a marker/commemoration placed somewhere else other than the old campus would likely be slightly different than the one near the old campus. It should focus more on the School's story and message and be tailored to the type of audience likely to view it at that location. Its purpose is to inspire its viewers, not simply document the School's existence. If some type of picture/design is incorporated into a memorial, such as for a stained-glass window, then obviously, the LSAA must be involved in its design, as well.

6. Types of Plaques/Markers/Memorials to be Emplaced.

- a. The options that come to mind are a Commonwealth of Massachusetts Historical Marker; some type of stone/concrete monument, like a WWI memorial, but perhaps on a smaller scale; a bronze plaque, imbedded into something permanent that already exists (like the stone entranceway to St Martins if it's still there, perhaps a large boulder, or a church or school wall); or a stained-glass window, obviously suited primarily to churches.
 - (1). The State Historical Marker probably makes the most sense near the old campus, though it may seem a little antiseptic to some. It would be semi-permanent; have a lot of room for a narrative (about 200 words); and be maintained over time. I'm sure that Lenox's total number of graduates and the distinguished contributions of some of its alumni would help pass the State's "who cares test". Additionally, our LSAA could serve as the conduit to solicit petition signers if the State bureaucracy requires it.

- (2). A stone/concrete monument is a possible second choice, though it would take a professional designer and incur a considerably higher cost. The same size narrative as on the historical marker could probably be emplaced, perhaps a little smaller. This type of monument, similar in size to the various smaller Civil War, WWI and WWII monuments in almost every small town in America, seem to be distinguished and have longevity, with a minimum of upkeep.
- (3). A plaque embedded in something else is the low-cost alternative, but could still be effective and appropriate. It would probably only have room for a shorter narrative. It's most likely the preferred choice for locations other than near the old campus.
- (4). A stained-glass window would only be limited by the imagination of the LSAA, the amount it is willing to invest in it, and the size of the space provided to emplace it.

REQUIRED ACTIONS.

Emplacing an Historical Marker Near, But Not On the Old Campus

- 5.2.1 Determine the LSAA's desire to emplace an historical marker/markers commemorating Lenox's/LSAA's existence somewhere near, but outside the old campus.
- 5.2.2 Develop an LSAA-approved historical narrative (200 word) highlighting the School's history, alumni and message for an historical marker near, but outside the old campus.
- 5.2.3 Determine the preferred type of historical marker and its approximate cost.
 - a. Massachusetts Historical Marker
 - b. Memorial Monument
 - c. Plaque Embedded in Permanent Structure
 - d. Other
- 5.2.4 Determine the feasibility and the specific requirements for obtaining a Massachusetts Historical Marker.
- 5.2.5 Determine the best location/locations for an historical marker near the old campus.
 - a. Outside the entrance to St Martins
 - b. Intersection near Trinity Church
 - c. Near the skating rink/basketball courts
 - d. Other
- 5.2.6 Determine the approval process required for each desired location and the likelihood of approval.

Emplacing a Commemorative Marker at a Location Other than Near the Old Campus

- 5.3.1 Determine the LSAA's desire to emplace a commemorative marker remembering Lenox's/LSAA's existence and telling its story/message at a location other than near the old campus.
- 5.3.2 Determine if a second LSAA-approved narrative highlighting the story/message is required, or if the historical marker narrative is sufficient.
- 5.3.3 Develop a second LSAA-approved narrative, as required.
- 5.3.4 Determine the preferred type and approximate cost of a marker located somewhere other than near the old campus.
 - a. Plaque
 - b. Monument
 - c. Stained-Glass Window
 - d. Other

5.3.5 Determine the best location/locations for a marker other than near the old campus.

a Episcopal Churches

- (1). Trinity Church in Lenox
- (2). Church or headquarters associated with the Archdiocese of Massachusetts and/or Western Massachusetts, if that exists.
- (3). One of the several large Episcopal churches in Boston (e.g. Trinity at Coply Square)
- (4). The National Cathedral in Washington D.C.

b. A school or schools. The most appropriate linkage would be in some Episcopal-related school still in existence.

- (1). The oldest and most stable is probably the Episcopal High School in the Washington D.C./Northern Virginia area.
- (2). Undoubtedly there are several others, perhaps even in the New England area, I'm just not aware of which they are.
- (3). Berkshire Country Day School could be another possible location due to LSAA's scholarship affiliation and that it once used our same campus (is that true?).

c. Finally, local historical societies and tourist information displays though not as "noble" as a church or school may offer large audience venues with the obvious geographical linkage.

ATTACHMENT 6

EXTENDING OUR PURPOSE BEYOND OUR TIME AND ESTABLISHING A LONGER AND STRONGER LEGACY

ISSUE # 6. Extending Our Purpose Beyond Our Time and Establishing a Longer and Stronger Legacy

DISCUSSION.

1. Overview.

Extending the LSAA's purpose beyond our time may be a tall order, but certainly worth a try. Your suggestion to involve the children and grandchildren of alumni and faculty as part of the LSAA would seem to have merit and is probably the only way to successfully achieve your goal. However, one has to ask if that is the desire of the LSAA membership.

2. Keys to Success.

In my opinion, your goal's success/feasibility depends upon the number, personalities and geographical location of the children/grandchildren of the currently most active members of the LSAA. Nothing is better to "bestow upon our children than the flame of Lenox's motto and a dedication to service" before self, as manifest in LSAA membership, but for the organization to continue, it needs to be pursuing and perceived to be achieving, a significant and passionate cause.

3. Children Must Be Inspired.

a. Once the children have been identified, they need a reason to join and then to continue the LSAA on their own. This includes likely incurring some financial obligation (dues at least), assuming that the LSAA does not establish a large endowment in the relative near-term. They won't stay involved over the long-run just to honor the school or their parents' and grandparents' memory.

b. They need to be inspired by something; a cause that they acknowledge as greater than themselves and worth their time and effort. I believe that this inspiration to join and continue the LSAA beyond our time, would be the LSAA's primary allocation of funds into a project that is more passionate and compelling, in regards to its impact on recipients, than solely awarding scholarships to students in the Berkshires.

4. What Did Rev. Curry and Mr. Wood Really Mean By Their Purpose Extends Beyond Their Time?

a. As I've stated several times, perhaps Rev. Curry, Mr. Wood and others believed that their purpose extended beyond their time through the actions of those they came in contact with, influenced and ultimately inspired, people like Esther Seykere, rather than by continuing organizations that they were involved with such as the LSAA.

b. Perhaps you feel as if you have been inspired to in some way continue the LSAA's good deeds beyond your time, thus making this effort consistent with their beliefs.

5. Does The LSAA Membership Believe That It Should Continue In Perpetuity?

a. I am reminded that the WWII Doolittle Raiders meet annually as an organization. Each Raider has his own drinking mug that is maintained throughout the year in a display cabinet that is moved to the site of their annual meeting. At each meeting, they acknowledge those members who have passed away during the previous year and turn their mugs over in the display cabinet. Eventually one Raider will be left and then someone will turn his mug over and that will be the end of the organization.

b. The LSAA membership should formally be asked if they desire the LSAA to continue beyond the last alumnus's passing, as well as presented with the concept for how it would live on in the future. This is only appropriate, as the LSAA represents the alumni and perhaps some of their assets will be utilized after their deaths by the "new" leadership.

6. Specifics on Obtaining LSAA Membership Approval for Continuing the LSAA Beyond Our Time.

a. Though the LSAA memberships' support for its continuation is likely, as long as it is convinced that it is conceptually feasible, they should still be given the opportunity to vote on the matter.

b. The degree of LSAA support required to pursue its continuation should also be specified. What percentage of the LSAA membership needs to support such an initiative for it to be pursued? Is it a simple majority of those present at the annual reunion or would the concept still be pursued if only one member, for instance the President, desired it?

c. Finally, I assume that there would be no legal problems such as passing on any monies (grants, donations, etc) to a new leadership, as long as that leadership is acting legally as the LSAA under an approved set of By-Laws.

7. Proposed LSAA By-Laws May Need To Be Amended To Open the Door to Alumni Children's, Faculty Member Families' and Others Who Have an Ongoing Interest in Lenox School's Involvement.

a. Obviously, for children (for the record you stated children and grandchildren of alumni and faculty) to become more active members in the LSAA in the future, they need to be offered the opportunity to become more active members now. Thus, the voting status of alumni children and faculty member families (the By-Laws do not have a category of faculty children) need to be readdressed in the LSAA By-Laws if your concept is to be pursued.

b. The Proposed LSAA By-Laws (Art I c)) currently limits children of alumni; faculty family members, trustees and others who have an on-going interest in Lenox School to non-voting honorary membership. I believe that this limitation may interfere with the President's stated desire to expand future membership to include the children of alumni and faculty family members.

c. Perhaps granting the children and others an honorary status was originally meant to encourage their involvement and provide additional membership. For this new concept, it will undoubtedly be viewed as an impediment. I don't think we need to address the trustees due to that actuarial table thing.

d. Additionally, to be consistent with the spirit of the Proposed LSAA By-Laws, I also think that possible LSAA voting membership would have to be extended to others who have an on-going interest in Lenox School and not just the children of alumni and faculty family members as mentioned by the President, unless the children are meant to assume a unique status as compared to others.

8. Raising Alumni Children's, Faculty Member Families' and Others Who Have an Ongoing Interest in Lenox School's Involvement in the LSAA Now.

a. You could even consider creating a position within the LSAA's Board of Directors for a promising alumni child, faculty family member or other who has an ongoing interest in Lenox School. Their title would be Legacy Membership Coordinator, a little cheesy, but you get the idea. This position wouldn't have to be filled immediately, but only after a suitable candidate has been identified through their contributions to the LSAA. The position might

even initially be filled by an alumnus, until a suitable number of this new category have been identified and granted voting membership status.

b. Perhaps even a committee of these members (Legacy Membership Committee), headed by the Legacy Membership Coordinator and tasked to accomplish various required projects, as directed by the President, could be formed. This would help identify possible future leaders; be a source of additional manpower; and get some children, family members and others to invest some “sweat equity” in the LSAA early on, thus buying into its worth and its need to continue.

9. Specific Changes to the Proposed LSAA By-Laws.

a. Obviously, if the children, family members and “others” are to eventually take the leadership reins, then they at some point have to be voting members. I suggest that the Proposed LSAA By-Laws be amended to say:

- (1.) Article Ib). Change to read: Members of the Association are students, faculty members, staff and those children of alumni, faculty family members and others with an ongoing interest in Lenox School, as described in paragraph d) below.
- (2.) Article Id). Add. “Alumni children, faculty family members and others who have an on-going interest in Lenox School may be admitted as voting members based upon the President’s recommendation, their contributions to the LSAA and the approval of the membership”. This will allow promising candidates to be recognized and rewarded for their efforts with full membership status.

b. Additionally, if a Board of Director position of Legacy Membership Coordinator and its associated Legacy Membership Committee are desired, the following changes to the Proposed LSAA By-Laws are required in order to fully incorporate them.

- (1.) Article IIIa) Number of Directors. “The board of directors shall consist of between 9 and 13 members, including 4 elected officers”. Change to read: “...between 10 and 14 members...” The number of Directors is increased by one to reflect the new Legacy Membership Coordinator.
- (2.) Article VIIa). Committees. Add new paragraph (6) Legacy Membership. This establishes the new committee and creates the position for a new chairman as a member of the LSAA Board of Directors.
- (3.) Article VIIj). Add new paragraph as reads: “The LSAA Membership Committee shall:
 - (a). Be formed at the discretion of the President.
 - (b). Be composed primarily of alumni children, faculty family members and others with an ongoing interest in Lenox School, as approved by the President, who may or may not have already been granted voting member status.
 - (c). Be chaired by the Legacy Membership Coordinator who will preferably be from one of the above three groups and will have been granted voting member status.
 - (d). Have as its primary purpose identifying and increasing the participation of alumni children/grandchildren, faculty family members and others with an ongoing interest in Lenox School in LSAA activities.
 - (e). Through their efforts, increase this category of LSAA voting members.
 - (f). Accomplish other tasks as directed by the President.

c. You may also want to consider changing all By-Law terminology from alumni children, faculty family members and others with an ongoing interest in Lenox School to alumni children and their descendents, faculty family

members and their descendents, and others with an ongoing interest in Lenox School and their descendents, in order to include future generations and thus ensure that the By-Laws remain valid for the long-term.

10. Other Methods of Extending Our Purpose Beyond Our Time.

Though you were specifically addressing the continuation of the LSAA in your article, in addition to handing over the LSAA to alumni children, faculty family members and others interested in the School, there are several other ways by which the LSAA and its purpose could live beyond our time. This includes good works made possible by an LSAA Endowment and likewise the good works made possible by the Estate donations of alumni. Both matters are addressed in Attachment 7. Finally, the good deeds and inspiration accomplished in the future by the recipients of LSAA scholarships will always be an ongoing legacy. Oh yeah and what about that new phoenix-like Lenox School.

REQUIRED ACTIONS.

Deciding to Extend the LSAA Beyond Our Time

- 6.1 Develop a concept for those actions required to ensure that the LSAA continues beyond our time and present it to the LSAA membership.
- 6.2 Place the issue of whether the LSAA should continue beyond the alumni's time before the LSAA membership for a vote.
- 6.3 Determine what level of LSAA support by its membership is sufficient to initiate associated tasks.
- 6.4 Determine if there are any legal problems associated with continuing the LSAA beyond our time.

LSAA Organizational Changes

- 6.5 Determine whether or not "others who have an ongoing interest in Lenox School" may be included in the future LSAA membership or whether it will be limited to alumni children and faculty family members only. Implement, as approved by the LSAA.
- 6.6 Determine whether alumni children, faculty family members and others who have an ongoing interest in Lenox School may be granted LSAA voting member status, based upon the President's recommendation, their contributions to the LSAA and the approval of the LSAA membership. Implement, as approved by the LSAA.
- 6.7 Determine the feasibility of creating a new position within the LSAA Board of Directors entitled "Legacy Membership Coordinator" to be filled, as available, by an alumni child, faculty family member or other who has an ongoing interest in Lenox School. Implement, as approved by the LSAA.
- 6.8 Determine the feasibility of creating a committee (Legacy Membership Committee) of alumni children, faculty family members and others who have an ongoing interest in Lenox School, under the chairmanship of the Legacy Membership Coordinator, to accomplish various required projects, as directed by the President, as a method of determining future leaders, an additional source of manpower, and an opportunity to invest some "sweat-equity". Implement, as approved by the LSAA.

Proposed LSAA By-Laws Required Changes

- 6.9 Article Ib). Change to read: Members of the Association are students, faculty members, staff and those children of alumni, faculty family members and others with an ongoing interest in Lenox School, as described in paragraph d) below.

- 6.10** Article Id). Add. “Alumni children, faculty family members and others who have an on-going interest in Lenox School may be admitted as voting members based upon the President’s recommendation, their contributions to the LSAA and the approval of the membership.” This will allow promising candidates to be recognized and rewarded for their efforts with full membership status.
- 6.11** Article IIIa) Number of Directors. “The board of directors shall consist of between 9 and 13 members, including 4 elected officers”. Change to read: “...between 10 and 14 members...” The number of Directors is increased by one to reflect the new Legacy Membership Coordinator.
- 6.12** Article VIIa). Committees. Add new paragraph (6) Legacy Membership. This establishes the new committee and creates the position for a new chairman as a member of the LSAA Board of Directors.
- 6.13** Article VIIj). Add new paragraph as reads: “The LSAA Legacy Membership Committee shall:
- a. Be formed at the discretion of the President.
 - b. Be composed primarily of alumni children, faculty family members and others with an ongoing interest in Lenox School, as approved by the President, who may or may not have already been granted voting member status.
 - c. Be chaired by the Legacy Membership Coordinator who will preferably be from one of the above three groups and will have been granted voting member status.
 - d. Have as its primary purpose identifying and increasing the participation of alumni children/grandchildren, faculty family members and others with an ongoing interest in Lenox School in LSAA activities.
 - e. Through their efforts, increase this category of LSAA voting members.
 - f. Accomplish other tasks as directed by the President.
- 6.14** Consider changing all By-Law terminology from alumni children, faculty family members and others with an ongoing interest in Lenox School to alumni children and their descendents, faculty family members and their descendents, and others with an ongoing interest in Lenox School and their descendents, in order to include future generations and thus ensure that the By-Laws remain valid for the long-term.

ATTACHMENT 7

SEEKING OUTSIDE DONATIONS FROM PHILANTHROPIC ENTITIES

ISSUE # 7. Seeking Outside Donations from Philanthropic Entities

DISCUSSION.

1. Overview.

Congratulations on coming up with an innovative way to focus alumni service efforts. It certainly opens the possibility of securing significant additional funds to allocate towards LSAA-approved projects.

2. Defining the Benefactor Universe From Whom Donations Will Be Sought.

a. Your comments about finding a billionaire benefactor to give the LSAA the necessary millions to create a phoenix-like new Lenox School raises a few questions on your vision concerning the scope and orientation of this fundraising effort.

b. At first, I assumed that you meant petitioning the various existing grant-bestowing organizations with an LSAA-created and approved story. This means working within a pretty well defined universe (i.e. probably not that difficult to obtain an applicable listing of philanthropic organizations. In fact the challenge may be narrowing the field). However, did you also mean seeking not-publicly identified individuals who may be willing to donate money, if convinced by a compelling need.

c. In my opinion, this second category would open a totally separate effort. It could likely include hanging out in exclusive country club locker rooms looking for folks figuring out what to do with their money. Just kidding! I suppose it could also include the Episcopal Church hooking us up with previously generous donors. However, in that case, they'd probably want to get funds for their own projects and thus hesitate to identify their donors, thereby bringing additional solicitors in.

d. Regardless of whether this second category of donors is pursued, the LSAA should be prepared to deliver a slide presentation to grant-bestowing entities, as well as civic, church and other organizations, as identified and/or requested, that may contain potential donors. Specific details are provided at Attachment 8.

3. Developing Multiple Grant Requests.

a. A second issue is that grants are normally awarded for specific purposes and specifically requested amounts of money or portions thereof. Therefore, I envision that the LSAA could have several separate grant requests for different projects and in differing amounts being distributed at any one time.

b. I don't believe that we can submit a grant request for say \$10,000 for a scholarship, get it approved and then say, since you liked our story so much, have you got another 40 million dollars for us to start a new school. The bottom line is that the LSAA must develop a list of projects for which it is seeking grants, and their associated costs, and then get them approved.

c. Once the grant requests have been prepared and submitted, the LSAA must also establish a method of tracking each one. Additionally, it must be prepared to take the necessary, sometimes proactive actions, to help them through the decision making process.

4. Leveraging Alumni Grant Writing Expertise.

In lieu of starting off by reading *Grant Writing For Dummies*, perhaps not a bad idea in any regard, I'm sure that we have alumni who have had experience in the philanthropic fund-raising area. If we can't find any, then I suppose there are many professors with quite a bit of experience in seeking grants to support their various research and projects. Obtaining the services of any of these types of individuals would keep the LSAA from starting out at ground zero, with absolutely no experience in this type of endeavor.

5. Determining and Articulating LSAA's Compelling Need.

a. Skilled writers, who know the approval criteria used by specific philanthropic organizations, can do wonders in putting together a winning request. Though you are correct in noting that distilling Lenox's/LSAA's story into a standardized deliverable product is a critical task, it may not be the deciding factor in getting grants approved.

b. I believe that the biggest challenge the LSAA will face in securing grants/donations is to convince the granting organizations/individuals that there is a compelling need to fund the project for which the grant is submitted, because it accomplishes a vital and unique function. Perhaps the LSAA's job of acting as a clearinghouse to identify and award scholarships to students who best exemplify the trait of service before self will be viewed as that vital and unique function.

c. However to me, the overriding factor in determining a compelling need, is in convincing any philanthropic entity that the ultimate recipients of the grant are truly needy, worthy and unlikely to receive assistance through any other means. Thus, the function being performed by the LSAA comes in at a weak third place at best. The failure of the LSAA to adequately address selfless service as a criterion in the selection process, makes its case even weaker. Consequently, and unfortunately, the Lenox School story will likely have almost no impact on the approval process.

6. Impact of Failing to Articulate an LSAA Grant's Compelling Need.

a. If this compelling need and vital/unique function are not clearly conveyed, then the LSAA seems to be acting simply as a non-essential third party through whom money is being funneled, in its own name, to perhaps less than truly needy recipients. If this is the case, then wouldn't the granting philanthropic organization/individual find it more prudent to either offer their own scholarships directly to the receiving individuals themselves, or to reject the grant as not meeting a compelling need?

b. As I stated previously, perhaps these granting organizations/individuals would consider the LSAA's function of bringing needy selfless individuals to their attention as a big enough function in itself. Additionally, awarding scholarships is not a particularly unique function that is likely to catch someone's attention and get them excited. I suppose though, that you've probably checked this out and found that organizations in a similar situation to the LSAA are able to obtain grants.

c. It seems to me that the LSAA would be more likely to receive a grant if it was actually responsible for creating and sustaining a more unique effort that would be more likely to catch someone's attention, rather than bestowing scholarships to middle class students. Once again, I believe that some type of project (addressed in Attachment 4), with an LSAA identity, that in some way changes the world for a group of needy individuals, would more easily establish a compelling need and thus be more likely to be approved.

7. Proposed LSAA By-Law Implications.

As the LSAA receives grants, do the By-Laws require any amendment to address rules and procedures required for handling these relatively large quantities of money? I'm thinking of things like: into what account it would be temporarily deposited; and if there are any limitations on how long it can be retained by the LSAA before being distributed? Perhaps the donors and grant bestowing organizations legally stipulate these issues themselves, when the donations/grants are first awarded, and no amendment to the By-laws is required.

8. Establishing an LSAA Endowment.

- a. Creating an LSAA endowment is another method of soliciting funds and leveraging its 501(c)3 status and in the process, creating an additional source of revenue. This endowment, funded by LSAA member donations, their estate donations, or grants from philanthropic organizations/individuals, would grow over time creating additional capital.
- b. In the future, when it grows to a significant amount, the endowment could either be used in total to fund a major project or portions of it, perhaps derived from interest, could be used to fund smaller annual projects, while still retaining its principle.
- c. At issue is whether the LSAA is willing to solicit such funds and allow them to sit and grow over time, rather than using them when initially received to fund existing projects. Additionally, unless the endowment grows to a large amount, it will never generate enough annual interest to fund anything without depleting its principle.

9. LSAA Member Estate Donations.

- a. Finally, while we're on the subject of how to get additional donations, has the LSAA already publicized to its members how to donate portions of their estates to the organization? The LSAA must have a guru on the subject who could develop a tasteful way to publicize it, to include addressing the tax benefits of any such action. There may be many members without children, wondering what to do with their estates. This approach would leverage another possible source of funds.
- b. I believe that there are several innovative ways to make this happen, to include publicly remembering specific donors. Universities are the experts at this and most have amassed disgustingly large endowments which they hesitate to spend. Sorry, I have real heartburn with non-profit organizations with billions of dollars in assets, only spending five percent annually, the federally dictated minimum. I digress, I fear!

REQUIRED ACTIONS.

Determining the Philanthropic Entity and Donor Universe

- 7.1 Obtain/develop a listing of philanthropic organizations awarding grants in the appropriate areas.
- 7.2 Determine whether non-grant donations will be sought by the LSAA, through canvassing appropriate civic, church and other organizations.
- 7.3 Develop a listing of appropriate civic, church and other organizations that may be sources of additional donors.

Grant Preparation

- 7.4 Determine a list of projects and associated amounts for which grants will be sought.
- 7.5 Identify LSAA members with grant-writing and or philanthropic fundraising experience.
- 7.6 Provide grant-writers with the LSAA-approved deliverable Lenox/LSAA story material.
- 7.7 Ensure that the compelling need and vital/unique function performed, as well as the recipients need, worth and likelihood of receiving assistance by other means is addressed in each grant request.
- 7.8 Develop an LSAA-approved grant request for each desired project.

7.9 Implement a method of actively tracking the status of submitted grants and any additional required actions.

7.10 Determine whether specific rules for how grant money will be retained and dispensed need to be added to the Proposed LSAA By-Laws.

Other Sources of Income

7.11 Determine the feasibility of, and if applicable, initiate a campaign seeking estate donations from LSAA members, as another source of income to accomplish LSAA projects.

7.12 As required, solicit the LSAA membership for individuals knowledgeable of estate donation procedures.

7.13 Determine the feasibility of establishing an LSAA endowment and present the analysis to the LSAA membership for consideration and approval.

7.14 As required, implement an LSAA endowment program.

ATTACHMENT 8

DEVELOPING A DELIVERABLE LENOX/LSAA STORY

ISSUE # 8. Developing a Deliverable Lenox/LSAA Story

DISCUSSION.

1. Overview.

Again, you are correct and have identified a very important task. At issue is whether that story is really the critical part of any grant request. Developing a standardized Lenox/LSAA story will probably not be that difficult, as you have a convincing story to tell and some talented people who can put it down on paper.

2. Is the Story or the Compelling Need of the Project the Priority in Grant Writing?

a. As I mentioned in Attachment 7, to me the challenge is that grants/donations will likely be awarded based upon the merits of the project to be supported, not on the quality and merits of the requesting organization. That there is an organization of good men, who attended a commendable school, and who want to do good things, will likely not be the deciding factor in whether or not a grant is approved or not.

b. Perhaps the LSAA's role and function of serving as a clearinghouse to recognize needy students who display that unique trait of service before self will establish a compelling enough case. However, the bottomline is that the deliverable product must stress the compelling need of the recipients and the function performed by the LSAA, more than about the School and its alumni. Potentially, every grant request could be different and thus a standardized Lenox/LSAA story a smaller part of each.

c. Perhaps however, the reality is that philanthropic entities are simply looking for reasons to give their money away and that a warm and interesting story about Lenox/LSAA may tip the scales in our favor.

3. LSAA Road Show Briefing Required For Each Grant.

a. I also envision that some type of slide show presentation will be required to pitch LSAA's grant request to a philanthropic organization's approval authority. Additionally, it could also be presented to interested civic, church or other organizations that may contain potential LSAA project donors.

b. The presentation would consist of computerized slides, available on both disk and in paper copy form, and an associated script that captures the essence of the written grant request. There would be a separate presentation for each individual grant request.

c. The LSAA leadership should designate which of its members are available and capable of traveling and effectively giving the presentation. These individuals should be equipped to give the presentation either from a personal computer or desk-side, utilizing paper copies of the slides. Conference room projection capability should be the responsibility of the philanthropic organization and/or donor.

4. Two Related Lenox/LSAA Stories/Narratives That Must Be Developed.

a. I'm taking the liberty of addressing in this Attachment, the two other instances in which an LSAA-approved Lenox/LSAA-related story/narrative will have to be developed and thus could benefit from the deliverable story. More details are provided in Attachment 5-2.

- (1). First, with a little additional rework, the LSAA should be able to develop about a 200-word historical narrative suitable for placing on some type of historical marker near the old campus, as part of LSAA's effort to record Lenox's/LSAA's existence for posterity.
- (2). Likewise, portions of the "deliverable product" should be able to be extracted to create a short narrative of the School's message, suitable for emplacing at locations other than the old campus to spread the School's message, as well as recording its existence for posterity.

REQUIRED ACTIONS.

- 8.1** Designate an individual/group to develop a Lenox/LSAA story, suitable for incorporating into grant requests and present it to the LSAA membership for approval.
- 8.2** Provide the LSAA-approved Lenox/LSAA story to the grant-writing individual/group (Fundraising/Finance Committee).
- 8.3** Identify and designate LSAA members to prepare slide presentations for each grant request.
- 8.4** Develop a slide presentation for each separate grant request, to include disk and paper copies.
- 8.5** Identify, designate and equip, as required, LSAA members best able to travel and present grant/donation-related presentations to potential benefactors.

ATTACHMENT 9

SUMMARY OF ISSUES AND REQUIRED ACTIONS

PURPOSE. For use as a quick reference and an easy method of managing future LSAA required actions. Not to be used in lieu of the individual Issue Attachments.

ISSUE # 1. Esther Seykere's Lesson

SUMMARY. Don't be afraid to think big and beyond what is initially thought possible.

REQUIRED ACTIONS.

- 1.1 Determine whether the LSAA leadership is willing to address changes to its current efforts or has it already determined that any other approaches are not feasible?

ISSUE # 2. Resurrecting Lenox School

SUMMARY. Has the LSAA leadership decided that pursuing a new school is a non-starter due to its many complex management requirements and used the estimated 30-40 million dollars required to start it, as the death knell or is the possibility still alive, if pursued at an initially reduced level? The LSAA should either kill the concept entirely, or do the required research and analysis to come up with an appropriate start-up and management concept, as well as a more accurate cost-estimate; present it to the membership; and let them decide. It would obviously be the ultimate legacy.

REQUIRED ACTIONS.

- 2.1 Reconfirm whether or not the LSAA is prepared to undertake a "new school" project under any circumstances.
- 2.2 Determine any affiliations which may benefit such an effort (e.g. the Episcopal Church and perhaps others).
- 2.3 Develop a concept and estimated "ballpark" costs for an initial effort at both a reduced initial level and a full-up (entire campus with boarding students) level.
 - a. Costs should include the physical infrastructure, utilities, staff, operating expenses, estimated enrollment, and annual income derived from tuition.
 - b. Cost estimates should address building new infrastructure and buying existing infrastructure.
- 2.4 Develop a concept for the relationship of the LSAA to the administration of the school and the board of directors and/or trustees (e.g. will it be directly involved; will it appoint a board of directors, etc).
- 2.5 Brief the LSAA membership on the results of the above analysis and make a determination if it is feasible to continue with the effort.
- 2.6 If the decision is made for the LSAA to pursue the possibility of starting a new school in any form, develop, in coordination with the LSAA grant-writing subject matter experts (Fundraising/Finance Committee), a grant proposal to include a description, concept of operations, associated costs and operating expenses.

ISSUE # 3. Service is Paramount

SUMMARY. The President states that in whatever the LSAA does, the concept of service should be paramount. Service is well manifest in the actions of LSAA members and less-so in awarding scholarships to the current recipients. Service could more effectively be raised to that paramount position by formally including it in the scholarship selection criteria, as I thought was being done; by perhaps changing its scholarship focus to more needy categories of youth; and by considering other projects besides, or in addition to scholarships, that more effectively manifest service and have a greater and more significant impact on the lives of its recipients. Oh yeah, where did Lenox's linkage with the Episcopal Church go and could reestablishing it, or at least initiating contact, provide benefits now?

REQUIRED ACTIONS.

- 3.1** Recommend changing the Proposed LSAA By-Laws Article IIa)(2). As reads: "To provide the opportunity to serve youth by awarding scholarships on the basis of need to deserving individuals". It should be changed to read: "To provide the opportunity to serve youth by awarding scholarships on the basis of need to deserving individuals who exemplify the motto "Not to be served, but to serve" as manifest in service to their community, school and others". This change more effectively highlights the primacy of service to the selection criteria.
- 3.2** Recommend changing the Proposed LSAA By-Laws Article VIIh). As reads: "Criteria shall be influenced primarily by need and character". It should be changed to read "criteria shall be influenced primarily by need and character, as manifest in service before self to their community, school and others". This change more effectively highlights the primacy of service in the selection criteria and therefore is a better guide for future committee members faced with making scholarship selections.
- 3.3** Establish contact with the Episcopal Church in order to discuss LSAA's pursuit of Lenox School's legacy and to determine in what ways the Church may be able to assist and/or benefit LSAA's efforts.

ISSUE # 4. Funding of Scholarships is the Order of the Day.

SUMMARY.

As touched upon in the Service is Paramount Attachment (#3), I don't think that the LSAA's current method of awarding scholarships, commendable though it is, gets the most bang for the buck; has the greatest possible impact on recipients lives; and is therefore not the optimum method of exemplifying the mission and spirit of the School, as envisioned by its previous leaders.

The current scholarships go to students who may not truly be in need and who can probably obtain scholarships through other means. Additionally, the scholarships may not be of sufficient size to meet all the students' needs. At issue is whether the LSAA should support the education of students who may be future agents of change in the world or invest directly in that change today.

Continuing scholarships in the near-term may be the order of the day. However, there may be preferable options for LSAA's allocation of resources including scholarships to more needy/challenged groups of individuals, as well as service-oriented projects, perhaps church-sponsored and involving sweat-equity, that more significantly impact the lives of needy youth. Funds would likely be obtained through grants and any project supported would retain an LSAA legacy.

Since it may be a challenge to determine suitable additional scholarships/service-oriented projects to support, the current scholarship program may need to be continued in the interim or, as the LSAA membership desires, in addition to any new efforts undertaken.

REQUIRED ACTIONS.

- 4.1 Determine whether the focus of current scholarship programs will:
 - a. Remain the same.
 - b. Shift to a more unique and/or needy category of recipients (e.g. American Indians, Episcopal African villagers).
 - c. Support both types of scholarships.
- 4.2 Determine whether the LSAA will pursue funding for a service-oriented project benefiting the needy. Examples include:
 - a. Investing directly in improved healthcare, education and living conditions for a targeted group of needy individuals.
 - b. Funding the transportation of skilled volunteers to remote regions.
 - c. Sponsoring food banks and “meals-on-wheels” programs.
- 4.3 Canvas the LSAA membership for ideas on unique scholarship and/or service-oriented projects.
- 4.4 Ask the Episcopal Church if it is aware of any unique scholarship and/or service-oriented project opportunities.
- 4.5 LSAA leadership and associated committees conduct a search for unique scholarship and/or service-oriented projects and provide results to the LSAA membership.
- 4.6 Determine the approximate costs associated with any scholarships or service-oriented projects being considered for support.
- 4.7 Determine how the Lenox/LSAA name/legacy will be permanently associated with and manifest in any supported scholarship/project.
- 4.8 Provide the results of the above searches and analysis to the LSAA membership.
- 4.9 Incorporate any new scholarships or service-oriented projects into a separate grant request.
- 4.10 Determine the appropriateness of pursuing any project that includes the direct labor of LSAA members, similar to a ‘Habitat for Humanity’ program, either at a local or remote location.

Changes to the Proposed LSAA By-Laws

- 4.11. Determine whether or not the Proposed LSAA By-Laws need to be amended to allow the LSAA to fund other major projects, in addition to scholarships.
- 4.12 If the Proposed LSAA By-Laws are amended to broaden the scope of projects that may be funded by the LSAA, the following two changes must be made.
 - a. Article IIa). 3rd Bullet. Aims and Purposes. Add a new bullet: “To be prepared to support other service project opportunities that embody the mission and spirit of Lenox School.”
 - b. Article VIIg). The LSAA Fundraising/Finance Committee. Change to read: Plan and conduct various fundraising or grant applications to meet LSAA’s operating, scholarship and other requirements.

ISSUE # 5.1: Displaying Lenox's/LSAA's Memorabilia Collection

SUMMARY.

Displaying the Lenox/LSAA memorabilia collection is an excellent method of establishing a record of their existence for posterity. The key issue is where to best display it. Displaying it in a Lenox School Legacy Building may be best if the display is solely 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 its questionable longevity; a limited and not necessarily appropriate audience; and questionable security and upkeep. It would therefore not be the best way of recording Lenox's/LSAA's existence for posterity.

A preferable more long-term location at an already established collection/facility, would more likely ensure a legacy beyond ourselves. Such a location would provide greater longevity; better access to the general public, as well as possibly, depending on its location, access to a more interested and impressionable audience; professional upkeep; and added security.

If given to an existing collection, the LSAA must ensure that the collection will remain on permanent display. Regardless of its final location, the LSAA will have to design the display and provide the required titles and captions. If it is to be displayed in a Lenox School Legacy Building, then suitable display cabinets will also have to be designed and purchased and memorabilia, display hardware and liability insurance coverage addressed.

REQUIRED ACTIONS

Designing the Collection.

- 5.1.1 Determine the concept and associated size of the display.
- 5.1.2 Determine any special storage requirements (e.g. light, humidity, etc).
- 5.1.3 Determine any organic lighting requirements.
- 5.1.4 Determine the dimensions, basic design and approximate cost of required storage containers.
- 5.1.5 Determine any required insurance coverage and associated costs, to include:
 - a. Coverage for the memorabilia items themselves, as well as associated display hardware.
 - b. Liability coverage for individuals viewing the collection.
- 5.1.6 Prepare descriptions and suitable captions for each item or set of items to be displayed.

Determining the Location of the Collection.

- 5.1.7 Determine the purpose of the display and who the intended audience is.
 - a. Lenox Alumni
 - b. Public/Targeted youth audience
- 5.1.8 Determine potential locations for the collection/display, their availability, feasibility, longevity and any associated costs. Examples include:
 - a. As part of an existing collection, either in or outside the Lenox area.
 - b. With some organization related to historical preservation (Lenox/Berkshire historical society or museum).
 - c. At an Episcopal-related church or museum (a major church, not Trinity in Lenox).
 - d. At a well established school, with some type of linkage to Lenox (e.g. church affiliation (Episcopal High School); shared the same campus (Berkshire Country Day. Is that true?); or has the same motto).

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

5.1.9 Determine for each potential available location if they will ensure that the collection will be on permanent display.

Unique Requirements if Located in a Lenox School Legacy Building.

5.1.10 Determine for any location on Shakespeare & Company property (Lenox School legacy buildings)

- a. How the collection will be advertised to the public and access provided and controlled.
- b. Develop a feasible recurring upkeep/maintenance plan for the collection, to include any associated costs.
- c. Determine what security is required and how it will be implemented.

5.1.11 If the Collection is displayed in a Lenox School Legacy Building, determine the cost, required procedures, and feasibility of purchasing the building should Shakespeare & Company attempt to get rid of it

ISSUE # 5.2: Commemorating Lenox's/LSAA's Existence and Telling Its Story

SUMMARY.

A second method (the memorabilia collection display being the first) of “establishing a record of Lenox’s/LSAA’s existence and telling its story/spreading its message” can best be accomplished by erecting appropriate plaques, markers/signs, monuments or other devices (e.g. stained-glass windows, etc). At least one of these should be near, but not on, the old campus and stress the history of the school and some of its distinguished alumni. Others may be erected at appropriate locations that might more effectively spread the School’s message, while at the same time commemorating its existence. These would stress the School’s message more than its history. Personal tributes should be avoided.

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/upkeep; and obtaining the required approval to emplace it.

REQUIRED ACTIONS.

Emplacing an Historical Marker Near, But Not On the Old Campus

5.2.1 Determine the LSAA’s desire to emplace an historical marker/markers commemorating Lenox’s/LSAA’s existence somewhere near, but outside the old campus.

5.2.2 Develop an LSAA-approved historical narrative (200 word) highlighting the School’s history, alumni and message for an historical marker near, but outside the old campus.

5.2.3 Determine the preferred type of historical marker and its approximate cost.

- a. Massachusetts Historical Marker
- b. Memorial Monument
- c. Plaque Embedded in Permanent Structure
- d. Other

5.2.4 Determine the feasibility and the specific requirements for obtaining a Massachusetts Historical Marker.

- 5.2.5 Determine the best location/locations for an historical marker near the old campus.
- a. Outside the entrance to St Martins
 - b. Intersection near Trinity Church
 - c. Near the skating rink/basketball courts
 - d. Other

5.2.6 Determine the approval process required for each desired location and the likelihood of approval.

Emplacing a Commemorative Marker at a Location Other than Near the Old Campus

- 5.3.1 Determine the LSAA's desire to emplace a commemorative marker remembering Lenox's/LSAA's existence and telling its story/message at a location other than near the old campus.
- 5.3.2 Determine if a second LSAA-approved narrative highlighting the story/message is required, or if the historical marker narrative is sufficient.
- 5.3.3 Develop a second LSAA-approved narrative, as required.
- 5.3.4 Determine the preferred type and approximate cost of a marker located somewhere other than near the old campus.
- a. Plaque
 - b. Monument
 - c. Stained-Glass Window
 - d. Other
- 5.3.5 Determine the best location/locations for a marker other than near the old campus.
- a. Episcopal Churches
 - (1). Trinity Church in Lenox
 - (2). Church or headquarters associated with the Archdiocese of Massachusetts and/or Western Massachusetts, if that exists
 - (3). One of the several large Episcopal churches in Boston (e.g. Trinity at Copley Square)
 - (4). The National Cathedral in Washington D.C.
 - b. A school or schools. The most appropriate linkage would be in some Episcopal-related school still in existence.
 - (1). The oldest and most stable is probably the Episcopal High School in the Washington D.C./Northern Virginia area.
 - (2). Undoubtedly there are several others, perhaps even in the New England area, I'm just not aware of which they are.
 - (3). Berkshire Country Day School could be another possible location due to LSAA's scholarship affiliation and that it once used our same campus (Is that true?).
 - c. Finally, local historical societies and tourist information displays though not as "noble" as a church or school may offer large audience venues with the obvious geographical linkage.

ISSUE # 6. Extending Our Purpose Beyond Our Time and Establishing a Longer and Stronger Legacy

SUMMARY.

Extending our (LSAA's) purpose beyond our time may be a tall order, but certainly worth a try, as long as the LSAA membership supports it. Your suggestion to involve the children and grandchildren of alumni and faculty as part of the LSAA would seem to have merit and is probably the only way to successfully achieve your goal. Its success/feasibility depends upon the number, personalities and geographical location of the children/grandchildren of the currently most active members of the LSAA. These children need a reason to join and then to continue the LSAA on their own. They won't stay involved over the long-run just to honor the school or their parents' and grandparents' memory.

For the organization to continue, it needs to be pursuing and perceived to be achieving a significant and passionate cause. The children need to be inspired by something; a cause that they acknowledge as greater than themselves and worth their time and effort. I believe that this reason to join and continue the LSAA beyond our time, would be the LSAA's primary allocation of funds to a project that is more passionate and compelling, in regards to its impact on recipients, than solely awarding scholarships to students in the Berkshires.

Hard-charging alumni children, faculty family members and others who have an ongoing interest in Lenox School, should be made eligible for voting member status in the LSAA, based upon the President's recommendation, their contributions to the LSAA and the approval of the membership. As deserved, one should be selected to the Board of Directors as the Legacy Membership Coordinator, to chair a committee of like-members (Legacy Membership Committee) to accomplish related tasks, as directed by the President. This will energize the children now; identify possible future leaders; leverage a source of additional manpower; and get the younger folks to invest some "sweat equity" in the LSAA.

REQUIRED ACTIONS.

Deciding to Extend the LSAA Beyond Our Time

- 6.1 Develop a concept for those actions required to ensure that the LSAA continues beyond our time and present it to the LSAA membership
- 6.2 Place the issue of whether the LSAA should continue beyond the alumni's time before the LSAA membership for a vote.
- 6.3 Determine what level of LSAA support by its membership is sufficient to initiate associated tasks.
- 6.4 Determine if there are any legal problems associated with continuing the LSAA beyond our time.

LSAA Organizational Changes

- 6.5 Determine whether or not "others who have an ongoing interest in Lenox School" may be included in the future LSAA membership or whether it will be limited to alumni children and faculty family members only. Implement, as approved by the LSAA.
- 6.6 Determine whether alumni children, faculty family members and others who have an ongoing interest in Lenox School may be granted LSAA voting member status, based upon the President's recommendation, their contributions to the LSAA and the approval of the LSAA membership. Implement, as approved by the LSAA.
- 6.7 Determine the feasibility of creating a new position within the LSAA Board of Directors entitled "Legacy Membership Coordinator" to be filled, as available, by an alumni child, faculty family member or other who has an ongoing interest in Lenox School. Implement, as approved by the LSAA.
- 6.8 Determine the feasibility of creating a committee (Legacy Membership Committee) of alumni children, faculty family members and others who have an ongoing interest in Lenox School, under the chairmanship of the Legacy Membership Coordinator, to accomplish various required projects, as directed by the President, as a method of determining future leaders, leveraging an additional source of manpower, and providing them an opportunity to invest some "sweat-equity". Implement, as approved by the LSAA.

LSAA Proposed By-Laws Required Changes

- 6.9 Article Ib). Change to read: Members of the Association are students, faculty members, staff and those children of alumni, faculty family members and others with an ongoing interest in Lenox School, as described in paragraph d) below.

- 6.10** Article Id). Add. Alumni children, faculty family members and others who have an on-going interest in Lenox School may be admitted as voting members based upon the President’s recommendation, their contributions to the LSAA and the approval of the membership. This will allow promising candidates to be recognized and rewarded for their efforts with full membership status.
- 6.11** Article IIIa) Number of Directors. “The board of directors shall consist of between 9 and 13 members, including 4 elected officers”. Change to read: “...between 10 and 14 members...” The number of Directors is increased by one to reflect the new Legacy Membership Coordinator.
- 6.12** Article VIIa). Committees. Add new paragraph (6) Legacy Membership. This establishes the new committee and creates the position for a new chairman as a member of the LSAA Board of Directors.
- 6.13** Article VIIj). Add new paragraph as reads: “The LSAA Membership Committee shall:
- a. Be formed at the discretion of the President.
 - b. Be composed primarily of alumni children, faculty family members and others with an ongoing interest in Lenox School, as approved by the President, who may or may not have already been granted voting member status.
 - c. Be chaired by the Legacy Membership Coordinator who will preferably be from one of the above three groups and will have been granted voting member status.
 - d. Have as its primary purpose identifying and increasing the participation of alumni children/grandchildren, faculty family members and others with an ongoing interest in Lenox School in LSAA activities.
 - e. Through their efforts, increase this category of LSAA voting members.
 - f. Accomplish other tasks as directed by the President.
- 6.14** Consider changing all By-Law terminology from alumni children, faculty family members and others with an ongoing interest in Lenox School to alumni children and their descendents, faculty family members and their descendents, and others with an ongoing interest in Lenox School and their descendents, in order to include future generations and thus ensure that the By-Laws remain valid for the long-term.

ISSUE # 7. Seeking Outside Donations from Philanthropic Entities

SUMMARY.

Seeking outside donations from philanthropic entities is an innovative way to focus alumni service efforts and a possible source of significant additional funds for the LSAA. Certainly, the LSAA contains members with grant-writing expertise who could assist in the initial efforts. It appears that the benefactor universe will include both publicly identified philanthropic entities, as well as individual donors solicited through civic, church and other organizations. In all likelihood, the LSAA will have several grants submitted at any one time and will need to proactively track their status and intervene as required, if they get bogged down.

The most difficult challenge faced by the LSAA in getting a grant approved, is convincing a philanthropic entity that there is a compelling need to approve the grant, because it accomplishes a vital and unique function. Perhaps LSAA’s job of acting as a clearinghouse to identify and award scholarships to students who best exemplify the trait of service before self will be viewed as that vital and unique function.

However, to me the overriding factor in determining a compelling need, is whether the ultimate recipients of the grant are truly needy, worthy and unlikely to receive assistance through any other means. Thus, the function being performed by the LSAA comes in at a weak third place at best. The LSAA’s current failure to adequately address selfless service as a criterion in the selection process, makes its case even weaker. Consequently, and unfortunately, the Lenox School story will likely have almost no impact on the approval process.

It seems to me that the LSAA would be more likely to receive a grant if it was actually responsible for creating and sustaining a more unique effort that would be more likely to catch someone’s attention, rather than bestowing

scholarships to middle class students. Once again, I believe that some type of project (addressed in Attachment 4), with an LSAA identity, that in some way changes the world of a group of needy individuals, would more easily establish a compelling need and thus be more likely to be approved.

Two other innovative sources of income that also require solicitation are establishing an LSAA endowment and seeking LSAA member estate donations.

REQUIRED ACTIONS.

Determining the Philanthropic Entity and Donor Universe

- 7.1 Obtain/develop a listing of philanthropic organizations awarding grants in the appropriate areas.
- 7.2 Determine whether non-grant donations will be sought by the LSAA, through canvassing appropriate civic, church and other organizations.
- 7.3 Develop a listing of appropriate civic, church and other organizations that may be sources of additional donors.

Grant Preparation

- 7.4 Determine a list of projects and associated amounts for which grants will be sought.
- 7.5 Identify LSAA members with grant-writing and or philanthropic fundraising experience.
- 7.6 Provide grant-writers with the LSAA-approved deliverable Lenox/LSAA story material.
- 7.7 Ensure that the compelling need and vital/unique function performed, as well as the recipients need, worth and likelihood of receiving assistance by other means is addressed in each grant request.
- 7.8 Develop an LSAA-approved grant request for each desired project.
- 7.9 Implement a method of actively tracking the status of submitted grants and any additional required actions.
- 7.10 Determine whether specific rules for how grant money will be retained and dispensed need to be added to the Proposed LSAA By-Laws.

Other Sources of Income

- 7.11 Determine the feasibility of, and if applicable, initiate a campaign seeking estate donations from LSAA members, as another source of income to accomplish LSAA projects.
- 7.12 As required, solicit the LSAA membership for individuals knowledgeable of estate donation procedures.
- 7.13 Determine the feasibility of establishing an LSAA endowment and present the analysis to the LSAA membership for consideration and approval.
- 7.14 As required, implement an LSAA endowment program.

ISSUE # 8. Developing a Deliverable Lenox/LSAA Story

SUMMARY.

At issue is whether the Lenox/LSAA story is really the critical part of any grant request. Developing a standardized Lenox/LSAA story is still important and will probably not be that difficult, as you have a convincing story to tell and some talented people who can put it down on paper. This story can also be used to create a 200-word historical narrative suitable for placing on some type of historical marker near the old campus, as well as for a short narrative of the School's message, suitable for emplacing at locations other than the old campus in order to spread the School's message, as well as recording its existence for posterity (Attachment 5.2).

As I mentioned in Attachment 7, to me the challenge is that grants/donations will likely be awarded based upon the merits of the project to be supported, not on the quality and merits of the requesting organization. The bottomline is that the deliverable product must stress the compelling need of the recipients and the function performed by the LSAA, more than about the School and its alumni. Perhaps the LSAA's role and function of serving as a clearinghouse to recognize needy students who display that unique trait of service before self will establish a compelling enough case. Potentially, every grant request could be different and thus a standardized Lenox/LSAA story a smaller part of each.

I also envision that some type of slide show presentation will be required to pitch LSAA's grant request to a philanthropic organization's approval authority. Additionally, it could also be presented to interested civic, church or other organizations that may contain potential LSAA project donors. There would be a separate presentation for each separate grant request.

REQUIRED ACTIONS.

- 8.1** Designate an individual/group to develop a Lenox/LSAA story, suitable for incorporating into grant requests and present it to the LSSA membership for approval.
- 8.2** Provide the LSAA-approved Lenox/LSAA story to the grant-writing individual/group (Fundraising/Finance Committee).
- 8.3** Identify and designate LSAA members to prepare slide presentations for each grant request.
- 8.4** Develop a slide presentation for each separate grant request, to include disk and paper copies.
- 8.5** Identify, designate and equip, as required, LSAA members best able to travel and present grant/donation-related presentations to potential benefactors.

COMPARISON OF KEY POINTS

PURPOSE. This matrix identifies the key points that the LSAA President raised in his article, Quo Vadis and the corresponding key points raised in this memorandum. Only the high points are stressed, in order to quickly show where differences exist.

<u>KEY POINT</u>	<u>PRESIDENT’S POINT</u>	<u>MEMO’S POINT</u>
Esther Seykere’s Lesson (Attachment 1)	If she can start a school after coming in contact with Mr. Wood for only a short time, shouldn’t the LSAA be able to do great things.	Is something greater than the current scholarships within the LSAA’s grasp? Is the LSAA willing to consider new approaches or is it locked into its current path? Don’t be afraid to think big and beyond what is initially thought possible.
Resurrecting Lenox School (Attachment 2)	Put it on the backburner until a billionaire venture capitalist is found to fund and manage the effort.	Address a more attainable limited initial effort to the LSAA membership, funded by grants and or donations over an extended period of time. If not willing to pursue it, then kill the entire notion.
Service is Paramount (Attachment 3)	Let the concept of service guide all LSAA choices and endeavors.	Service is not paramount or properly articulated in the current scholarship effort. The service manifest by LSAA members is excellently covered.
Funding Scholarships is the Order of the Day (Attachment 4)	LSAA manifests service to youth by continuing the current scholarship program and increasing their number and amount.	Other types of effort will give the LSAA more bang for the buck and be more in keeping with the mission and spirit of the School. Possibilities include scholarships to more needy and unique categories of youth and support to service-oriented projects for the downtrodden.
Recording Lenox’s/LSAA’s Existence for Posterity – Displaying the Memorabilia Collection (Attachment 5-1)	It appears from reading the By-Laws, that the collection will likely go into a Lenox School Legacy Building.	The display may need to be added to an established collection/organization to ensure its long-term existence, though a Lenox School Legacy Building is a great initial effort.

<u>KEY POINT</u>	<u>PRESIDENT'S POINT</u>	<u>MEMO's POINT</u>
Recording Lenox's/LSAA's Existence for Posterity – Commemorating Lenox's/LSAA's Existence and Telling Its Story (Attachment 5-2)	Not specifically mentioned, though the LSAA has already erected some plaques/markers on the old campus.	Place something outside the old campus commemorating the Schools existence, and others stressing the School's message, at other locations with some linkage to the School and where the proper type of audience will view it.
Creating a Longer and Stronger Legacy (Attachment 6)	Introduce children and grandchildren of alumni and faculty as part of the LSAA to carry on its mission and allow the legacy of service to live on.	Agree, if the LSAA membership desires the LSAA to continue. Focus the initial effort on the children and grandchildren of the most active LSAA members. Children need a more worthy and passionate cause, than the current scholarships to inspire their participation. The LSAA By-Laws must be changed to allow them to become voting members and get them more involved in LSAA activities now.
Seeking Outside Donations from Philanthropic Entities (Attachment 7)	The best and most effective use of our efforts, that manifests service, is seeking the support of entities that are looking for responsible conduits for their philanthropy.	The donor universe consists both of well defined philanthropic organizations and private individuals who are more difficult to identify and solicit. You seem to think that the driving factor in getting grants approved is convincing them that the LSAA is a responsible conduit for their philanthropy. Establishing a compelling need to support a specific project because of its impact on its recipients, is probably more critical than the School's/LSAA's story. Do the current scholarships meet that compelling need? Additionally, there may be multiple grants submitted at any one time. An LSAA endowment and alumni estate donations are also ways to solicit funds and leverage the LSAA's 501(c) status.

<u>KEY POINT</u>	<u>PRESIDENT'S POINT</u>	<u>MEMO's POINT</u>
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<p>Developing a Deliverable Lenox/ LSAA Story (Attachment 8)</p>	<p>We need to distill the marvelous story to be told about Lenox into a deliverable product.</p>	<p>Agree, but as stated above, the Lenox/LSAA story may be of secondary importance to the compelling need of the project being supported. Each grant request must be made into a computerized slide presentation and an LSAA team designated to deliver it when, and if required. Two other uses for the Lenox/LSAA standardized story are the historical narrative and School message to be applied to the various markers mentioned in Attachment 5-2.</p>
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