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## Letter from the Editor

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Dear Fellow Alumni and Friends of Lenox School,

Let's focus on the elephant in the room, the coronavirus pandemic, aka covid-19. And it's a really big elephant.

As most know, the pandemic has become far worse than we were led to believe just a few weeks ago (I'm writing this in the last week of March). We just learned that in New Orleans, the pandemic exploded into more than a thousand cases in just two days. Because of our seniority, declining immune systems, and possible underlying health issues, we all fall into the high risk category.

And to make matters worse, most things we'd like to do in the outside world are restricted or closed. No restaurants, no pleasure shopping, no libraries, no casual visits. We're mostly stay-at-home prisoners.

What's the truth of the situation? And that's not a trivial question. What follows is not fear-mongering but is instead a plea for wisdom and caution. Much false or distorted information floods the Internet, social media, and cable TV, so we must be skeptical of claims or assertions from late-night TV opinion hosts. You might be hearing things that do not represent reality but instead attempt to buttress a political agenda. We've read much about the proliferation of scams: door-to-door sales of so-called "coronavirus test kits" or so-called "coronavirus vaccination kits." Don't fall for them. Be wary, skeptical, and careful.

We've also learned that at least one person died after swallowing a chemical with a name similar to a malaria drug touted by the President as a possible covid-19 remedy. The chemical was a cleaning agent used in fish tanks. Do not ingest anything because a politician says, "Who knows, it might work." Please follow your doctor's advice.

What do we know?

Covid-19 is highly infectious among humans, probably because it's a new disease to humans. We have no immunity to it. It is quickly transmitted by microscopic airborne droplets of saliva. An infected person sneezes, coughs, or even talks, which sprays an invisible mist of infected saliva into the air. The virus particles land on a face or are inhaled, and we may become easily infected. The particles settle onto surfaces, such as door handles, counters, keyboards, and the like. We touch any of these and then touch our faces, and we may be infected. In other words, covid-19 is transmitted when we're close to each other and intermix.

The CDC suggests that the best defense is "social distancing," or keeping at least six feet away from others... preferably more. "Solitary confinement" might be a better description. Critically important is frequent and vigorous hand washing with soap. We've learned that soap kills the virus by bursting the cell walls. Soap is literally poisonous to the virus. When you wash, scrub your hands for at least 20 seconds, allowing the soap to contact and kill the virus particles. Hand sanitizer is an additional protection, providing it has high alcohol content. Also, the CDC says that common surfaces can be sanitized by wiping with a dilute solution of chlorine bleach (6-10 teaspoons per quart of water).

We'd like to recommend using face masks if going out in public. But, at this time (end of March), face masks are very scarce and should be reserved for medical staff as they battle covid-19 in hospitals. However, keeping your hands (that are possibly contaminated by covid-19) away from your face is important.

Also... if you do go out in public, perhaps grocery shopping or to the pharmacy, be sure to wash your hands as soon as you return home. You never know what you touched

in those public places. It may be worthwhile taking hand sanitizer with you and using it the moment you leave the store.

I'm clearly not a medical professional and don't pretend to be – I'm summarizing the wisdom from those who know, mostly the CDC (NOT the politicians!). If you believe you might have covid-19 symptoms (fever, cough, shortness of breath, headache, loss of taste or smell), then you should contact your doctor or health care provider. If the symptoms are severe and you have trouble breathing, then please call 911 immediately and do not go out in public.

Again, please remember that I'm writing this during the last few days of March. The covid-19 situation changes daily, so things may be much different when you read this. Let's hope the differences are good and to our benefit.

Best wishes to all our alumni, families, loved ones, friends, and associates. We truly hope that you avoid this scourge and have a joyful, healthy, and safe summer. Please remember: isolate yourselves, wash hands thoroughly and often, don't touch your face, and clean and sanitize surfaces.

Don Foster '63



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## The President's Message

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**"Even the darkest night will end and the sun will rise."**

Victor Hugo, Les Misérables

There is no doubt that it may be difficult to find anything good or positive as we navigate through these fundamentally uncharted waters. At times like this, and acknowledging that hope is not a strategy, we need to nevertheless maintain a positive attitude. Recognize that fear rides well ahead of facts in situations like this, and it fills a void where facts are absent.



I have no doubt that we will prevail and come out the other side of this difficult time just fine. Patrick Henry said it best: "Fear is the passion of slaves." We are not slaves; we will conquer this and prevail.

That said, we find wanting in regards to some measure of adequate medical response and capabilities. This is tempo-

rary and will resolve. We just need to recognize that the news is going to be like a roller coaster for a while.

I revert to something drummed into me during my time in the service (variously attributed to John Wooden or Heywood Hale Broun): "Adversity does not build character at this point in your life, it reveals it." So, we all have a chance to reveal our character now, when it really counts.

**"By failing to prepare you are preparing to fail."**

Attributed to various individuals (notably - Ben Franklin, Reverend H. K. Williams, E. B. Gregory the U.S. Quartermaster General).

I've also thought about this quote quite a bit as this current pandemic descended upon us.

Where does one start? Let's start here –

- Fact - the median age of our alums puts us in the most susceptible group/class for adverse impact from this current pandemic. Even more true for the masters.
- What to do - stay in contact by phone or email with fellow alums, friends and family. David Curry has done an admirable job of this with his classmates. We all need to do the same. I have started by emailing and calling those I could in my class.
- Follow the guidelines to keep yourself protected from exposure; and immediately communicate and act if you feel symptoms.
- Do what Lenox School grads do best – maintain perspective – find ways to serve others while being mindful of the restrictions of contact. Sed Ministrare.
- Maintain a flinty determination to prevail over this; we are not victims, we're survivors.
- Stay vigilant, stay prepared; help others where possible, seek help when needed.

The challenges to our friends are daunting, as this has turned everything we accepted as routine and normal upside down:

- S&Co. has posted a message on their website from Allyn Burrows, essentially indicating the following:

*"Under normal circumstances we celebrate gatherings. They are our lifeblood and the very means through which we can tell extraordinary stories in the way that makes theatre unique and valuable."*

*"For now the gatherings will have to wait. We have to put the health and safety of our patrons and artists at the priority that is required to eradicate the coronavirus, and that means following the advice of the experts who have the knowledge to guide us through this to the other side of it."*

We hope the very best for our wonderful friends at S&Co. We will come out the other side of this along with you Allyn, and everyone else at S&Co.

- We were copied on a message from another of LSAA's friends, Julia Heaton, Head of School at Miss Hall's. I extracted the following as it captures that flinty and persistent determination to prevail:

*"Miss Hall's School has seen much during its history — the 1918 influenza pandemic, a devastating fire, the sudden death of its founder, two world wars, and the September 11 attacks. But, from its very beginning, the School has persisted with a singular mission of educating young women to the highest of academic standards and for lives of purpose. Through the years, the School has adapted and evolved as the world around it has changed. No doubt, the Miss Hall's School of 2050 will look quite different from MHS in 2020, much as School today is vastly different from how it was a hundred years ago. Nevertheless, we will continue to pursue Mira Hall's mission and live by our core values of respect, honor, growth, and authenticity."*

Julia's message reminded me of the quote from Emily Dickinson:

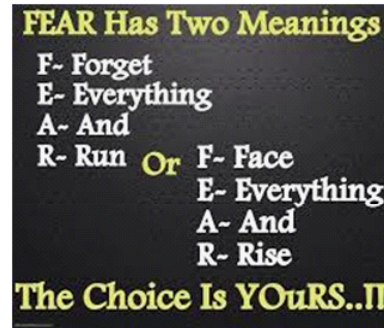
**"Hope is the thing with feathers  
That perches in the soul  
And sings the tune without the words  
And never stops at all."**

The LSAA is gripping hands with you Miss Hall's, we will all get through this and you will prevail and carry on your noble mission.

Personally, I look forward to October 16 & 17 in the belief that this will be behind us and we'll be able to celebrate another reunion where the Lenox School class of 1970 marks their 50th year since walking between the Masters. Of course, we'll have to keep an eye on developments, but it will be a welcome relief to see old friends and celebrate.

Thus, save the date! October 16 & 17 where Lenox School and all the alums, friends, and family will be back and active in the Berkshires. It will be an especially sweet event having come through and prevailed as friends, family, organizations and a country.

Lenox, Massachusetts 01240



**We have chosen: We are going to face everything and rise.**

**I look forward to seeing everyone back at school!**

**October 16 – 17**

**Be there!**

**Stay well and stay strong in the interim.**

Bob Sansone '68

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## Letters to the Editor

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*This is a quick note from the editor about letters sent to the Pen and Scroll. Occasionally, we receive a letter or email from an alumnus who writes to celebrate the life achievements and accomplishments of another alumnus. While that is certainly both complimentary and laudatory, and most would find it interesting, it also unfortunately opens the door to letters that are either clearly self-aggrandizing, soliciting business, attempting to sell or advertise something, or unprofessionally critical of Lenox School, classmates, or staff and masters. And we've already experienced letters of that less tasteful flavor.*

*So, with apologies to any who may have written to us about the exceptional life experiences and contributions of a classmate, someone who clearly deserves applause for life accomplishments that adhere to our motto "...But to Serve," we choose not to publish letters of that type at this time.*

*Meanwhile, we'll explore a different mechanism in the P&S that allows us to publish articles highlighting our personal acknowledgement and life experiences – articles that perhaps even appeal to the snoopy voyeurs among us.*

*And please remember that the editor edits.*

~Ed.

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## Treasurer's Report

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At the end of March, our LSAA bank accounts looked like this:

Checking:	\$15,396.31
Savings:	8,243.58
 Total	 \$23,639.89

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

Some of you will recall that we transferred \$30,000 to the Berkshire Taconic Foundation this past fall to establish a permanent LSAA fund with them. We'll have more details on that as things develop.

Our major expenditures this spring (at least at this point) will be scholarships to be awarded at Miss Hall's in memory of Pete Pickett, and at BCD (hopefully) in honor of Jim Fawcett. The only other major expenditures will be to print and mail this edition of the Pen and Scroll.

I trust all of you are getting through the current "troubles" OK, and that the summer will bring renewed normalcy back to us all. I hope you will join us in October for our Annual Reunion. Put it on your calendars now... October 16 & 17, 2020 in Lenox. It's always a great time!

Best wishes to all!  
Respectfully submitted,  
Edward A. Miller, Jr. '66  
March 30, 2020

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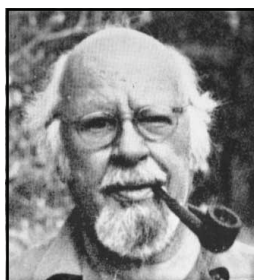
## Other News

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### School Happenings 50 Years Ago According to the P&S – June 6, 1970

The contents of this edition of the Pen and Scroll, only the second of the spring, were in keeping with the editor's vision as expressed in the sole editorial, which stressed that the P&S must be more of a literary-oriented paper, excluding monotonous articles of old news, while making the paper more interesting overall and an expressive media for student ideas and criticisms. This edition, in addition to school news, featured two interviews with nationally known figures; student opinions and insights on a major issue facing the nation; and an increased number of

student poems and prose. Additionally, a new staff was announced with co-editors-in-chiefs Alex Jacobs and Peter Guthrie replacing Leslie Ellison, and helped by associate editors Gordon Rutledge and Jeffrey Rogers.



William Shirer

The front page was dominated by a broad-ranging, ten question interview with CBS News correspondent, broadcaster and subsequent author William Shirer. In response to a request to comment on the unrest and rebellion on many college campuses, he replied: "The youth on campus are the best hope this country has. If anyone is going to change the status quo it will be our youth." He concluded his interview by saying: "In history, something that's good will go on. I am not unduly pessimistic about the future of this nation." The Lenox interviewer concluded with: "Mr. Shirer was a most delightful person to talk to. He not only possesses a keen sense of perspective concerning the histories of other nations but ably displays this ability when discussing the events which currently surround this nation."

Four masters departed. For the first time in 23-years, Mr. Wood took a one-year sabbatical to finish a book; then travel to Europe; return and gather material for a second book; and finish by visiting many schools to obtain some ideas for use at Lenox. After three years at Lenox, Mr. Braim would like to teach in Europe as he had done before. Mr. Corrigan plans to teach at Thayer Academy, feeling that he needed a change from Lenox. After five years of French, German and Spanish, Mr. Balthasar will officially retire. He plans to retire in Europe near the ocean where he can swim year-round and cultivate plants. Joining the school was Mr. Peters who will serve as its Business Manager. Like with Chaplain Gasson, Mr. Montgomery selected Mr. Peters for the job out of semi-retirement. Mr. Peters is a Lenox native, he worked as a civil engineer and then for American Airlines for thirty-five years.

On Saturday evening, April 4, the St. Paul's College choir made its annual visit to Lenox for an enjoyable and interesting concert featuring selections from the Renaissance and Baroque era, secular compositions, and spirituals. On May 4th, the entire school was given a day so the students could express their opinions to Mr. Montgomery on what needed changing in the school. The details on this Moratorium Day are provided in a separate article in this edition. On May 10th, five prefects were elected by the fifth form, with Gordon Rutledge selected as Senior Pre-

fect. After two days, the headmaster appointed another five. Rutledge said that the first areas requiring attention were the Job System which had to be overhauled and cut-back because of the decreased enrollment and implementing a better means of administering petty discipline via a work squad controlled by the prefects.

The Back Door Peace Corps program was started again this spring, a joint effort of the school's Human Rights Committee and the Director of the Christian Education Department at St. Stephen's Church in Pittsfield. Six boys were assigned to take a student from a low socio-economic family for 1½ hours, three times a week for five weeks, with the purpose of developing their confidence and sparking their interest and then their understanding of what was going on in the classroom. It is hoped that the program will begin again at the opening of the next academic year.

Two pages of the edition were dedicated to the writings of six black contributing editors who provided, an enlightening look at the feelings and challenges facing blacks in America today. In three articles and eleven selections of poetry and prose, ten by Lenox authors, and one letter to the editor, they described the current experience of blacks

in American society; how and why it came to be that way; what needs to be done to correct it; and a thanks for a Lenox School education and a request for white students to help bring justice and peace.



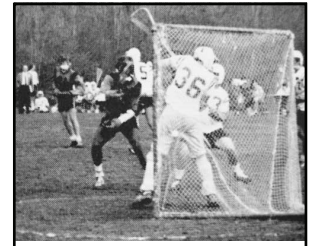
*Norman Rockwell  
In His Studio*

This edition also featured a nine-question interview with 76-year old Norman Rockwell from his studio in Stockbridge. He said that he'd worked for the Saturday Evening Post for 47 years doing his iconic hu-

man interest covers, and for the past seven years for Look Magazine, which featured 'current things' that the public is familiar with. Asked what his most enjoyable assignment was, he said that there were many, like going around the world doing sketches of world leaders and U.S. presidents, where he'd receive a photo and twenty minutes to an hour with the subject. Asked for his thoughts on some of the concerns of contemporary youth, he responded: "Youth are rebelling against the establishment. Things are in pretty bad shape. Things are brushed under the rug. We are having problems. Maybe a genius will come out of the hippies and save it." However, he felt that he couldn't give any good guidance to American Youth. Finally, he felt that "private schools were better than public schools. They are better equipped and staffed."

Lenox, Massachusetts 01240

In spring athletics, Varsity Lacrosse went 10-3 under Captain Jody Haddow and first year Coach Bill Graesser, with Haddow leading all scorers. The losses were to Mt. Hermon, Hotchkiss and Trinity-Pawling. Top scorers in addition to Haddow were midfielder Roger Hoefer and attackmen Les El-



*Leslie Puts One In*

lison and Gordon Rutledge. Junior Varsity Lacrosse under Mr. Blanchard and Mr. Jenkins, with Mr. Rogers coaching the defense, proved to be an aggressive and hard-hitting team who won two games. High scorers were midfielders Beach, Spike, and Williams.



*Beach Dodges*

With one game remaining, Varsity Baseball, under Co-Captains and stellar fielders Sandy Norton and Ed

Windhom, was 6-5 with most wins being thrilling come from behind victories. The top hitters were Ed Windhom, Chris Higgins, Bill Wallace and Ron Clark.

Using the Sports Center's indoor courts, Varsity Tennis had a disappointing season going 3-7-1, under Coach Lowry and Co-Captains Wilkes

Stranch and Scott Ingram. Wins were against Darrow, Laurelcrest and a forfeit against Albany Academy, with a tie against Cranwell. A young and inexperienced Junior Varsity Team also had a rather disappointing 4-5 season under Mr. Faxon.



*The New Englands*

Varsity Sailing under first year Coach Rieffel, Captain Fritz Gahagan, and Skippers Kimball Packard, Henry Hossfeld, Joe Wan, and Cookie Kempton went 3-1 in a year marred by shortened meets and cancellations. Wins were against Laurelcrest, Wellesley, and Mt. Hermon.

Finally, it was announced that All American Sports would be moving onto the Lenox School campus this summer, offering consecutive hockey, basketball and soccer camps. Each sport will feature two one-week sessions for boys 8-18 years old.

~ Randy Harris

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## Moratorium Day An Article from 50-Years Ago in the P&S June 6, 1970

*Note: In the previous edition of the P&S there was an article on how the rules for attendance and content of the Chapel Program and Sunday Protestant Worship Service had been modified by the new headmaster in accordance with the recommendations of the school's new Chaplain Rev. Gasson. This was done in order to incorporate the desires and recommendations of the student body. This article addresses how the administration and the student body worked together to create a method by which the student body's and faculties' criticisms and recommended improvements could be heard, documented, considered, and acted upon in an organized and orderly manner. It also demonstrated the students' desire for change and the administration's willingness to listen and to work with them to implement change where appropriate and feasible.*

~ RH

Many of the students at Lenox were in a state of rancor for some of the rules that existed at Lenox. Something had to be done, and quickly. Why should the students have to be confined to rules which they felt were ancient? Some of these rules hadn't been changed since the 1950's. For instance, why should a student have to wear a tie to classes on a hot spring day? This would surely not inhibit his study!

On May 4th the school was given a day to talk these problems over. A system was devised in which the entire school (masters and students) were split up into groups consisting of about fourteen. Each group had a secretary and discussion leader. All morning these groups talked about possible changes for the immediate future. These were to change rules before the end of the school year. Some of these topics were: dress code; meal sleep-ins, weekends, exams, bicycles, meals, study hall, and smoking. At the end of this group discussion period, one member of each group spoke before the school assembly on what they had accomplished. After this there was a two hour lunch time.

After lunch, discussion was not mandatory for the students, but many came. Three questions were talked about. These were: (1) The Senior Year (2) Program (3) Lenox School Philosophy. Again these were recapitulated in front of the entire school. These did not change any immediate circumstances, but, with regard to program, helped to change next year's courses. New History courses such as Economics, Indian Studies, Black Studies, and Anthropology, will be offered. In Mathematics – a Puzzles and Games Course.

Also, as a result of this day, the school dress code was changed to no coat and tie; study-out grades were lowered; and Sunday breakfast is now optional. Every person was able to express his candid opinion, and it was heard. Mr. Montgomery now has the criticisms of the entire student body on paper, and holds these ideas under consideration. We have voiced our opinions and Lenox has taken one step forward to becoming a more consummate school.

~ Randy Harris

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## St. Martin A Sermon By The Reverend Latta Griswold The Rector, Trinity Church, Lenox, Mass November 9, 1930

*Note: This Sermon was professionally printed and bound into a small booklet with the following introduction: "A Sermon preached on the eve of St. Martin's Day, 1930 in Trinity Church, Lenox, by the Rector, the Reverend Latta Griswold, on the occasion of the adoption of St. Martin as the patron saint of Lenox School." Its last page is the Collect for St. Martin's Day from the Book of Common Prayer. In fact, this sermon was the first announcement to the student body that St. Martin would be the patron saint; 'Non Ministrari, Sed Ministrare' would be the motto; and the design of the school's coat of arms. All three had been approved by the Trustees only the day prior. The sermon also touched upon the reasons why the School adopted the Kent School self-help program and the perceived benefits to Christian character development that it provided. Unfortunately, Rev. Griswold would not live to see the next St. Martin's Day, dying while on a trip to Scotland in August, 1931.*

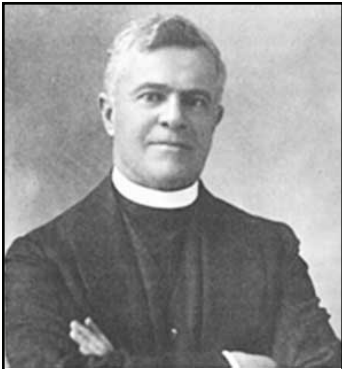
~ RH

*St. Matthew xx, 28. Even as the Son of Man came not to be ministered unto, but to minister...*

It is an ancient and goodly custom to dedicate churches, colleges, schools, and other institutions to the memory of a saint and to regard that saint as their patron. The Church has always believed that the saints in heaven pray for us on earth, and in many portions of the Church their prayers are directly invoked. Whether or not this practice appeals to us, the dedication to a saint holds up that particular member of the heavenly order for honor and imitation.

At their recent meeting, the Headmaster and Trustees of Lenox School placed this school under the patronage of St. Martin of Tours. A diligent search of the calendar would fail to find a saint more fitting to be patron of a school of





*The Rev. Latta Griswold  
(1876-1931)  
Twentieth Rector Of Trinity  
Parish, 1917-1931*

the character and ideals of Lenox. The Trustees also adopted a motto and planned for a coat of arms. The motto is the Latin version of part of the text chosen for this sermon – Non ministrari, sed ministrare. The Latin translation gives us a pleasant play upon words for ministrare and ministrari are spelled exactly the same with exception of the final vowel. But that one letter makes all the difference in the world. It sets in sharp antithesis the worldly idea

that one is worthy of every service that can be rendered against the ideal of Christ that we owe God and man self-forgetting, self-sacrificing service. Not to be ministered unto, but to minister. Peculiarly a motto which expresses the goal and aim of Lenox School.

The coat of arms decided upon consists of a shield of black and gold, the school colors, with a martin at the top to signify the patron saint. The shield is charged with a Y-shaped cross, to signify that it is a church school, upon which are three roses, taken from the arms of the Earls of Lennox. The motto is inscribed upon an open book in the center of the shield, which is the custom in the case of collegiate coats of arms.

It may be worth our while this morning briefly to review the life of St. Martin, so that we may better understand why he was unanimously chosen by all concerned to be the patron saint of the school.

St. Martin was born at Sabaria, Pannonia (the modern Hungary) about the year 316 in the reign of Constantine the Great, and only a short while before Christianity was declared to be the official religion of the Roman Empire. His father was a military tribune, and at an early age Martin was enrolled in the Imperial army and served successfully as a soldier, chiefly in Italy. When still a boy he had been converted to the Christian religion, and his conversion was genuine and permanent.

Among the stories told of his youth is that of his tearing his cloak in half and sharing it with a shivering beggar at the gates of Amiens. The cloak was preserved, so it was alleged, in the shrine of the French Kings, and miraculous power was ascribed to it by the credulity of the times.

After his conversion Martin became convinced that the profession of bearing arms was inconsistent with his Christian principles, and he designed to devote himself exclusively to God. After considerable difficulty in securing his release from the army, he attached himself as a disciple of St. Hilary of Poitiers. For ten years he dwelt, while he led practically a hermit's life, near this great teacher. And in time Martin's hermitage developed into the great Benedictine abbey of Ligurge.

Martin's reputation for devotion and for the persuasive and winning preaching of the Gospel spread throughout Gaul, and he was constantly engaged among the Frankish cities much as a mission preacher of our own day. On one occasion when he was preaching in Tours, the people, gathering around him in multitudes, acclaimed him as their bishop, for the bishop of the great see of Touraine had recently died. Martin did his best to resist the clamour, but finally yielded, and neighboring bishops gladly consecrated him. He gave himself to his new and difficult task with the same humble self-sacrifice and fiery zeal that had characterized him as a monk and mission preacher. But instead of living in Tours as a secular prince, as was then becoming the fashion for great prelates, he kept all during his episcopate his hermit's robe, and dwelt in a humble cell outside the city gates. He endeavored literally to imitate Christ, and he was one of the most powerful influences for the faith in his century.

A multitude of legends are told about his life as a bishop. In detail we no longer accept them, but they nevertheless witness eloquently to the wise and devoted zeal with which he ruled his great diocese, to the utter simplicity of his life, and the genuineness of his whole-hearted devotion.

He died in Candes about 397, while engaged upon a religious mission, and appropriately enough in church. Popular opinion spontaneously acclaimed him as a saint; a great basilica was built over the place of his interment at Tours; and his cults became popular throughout France. The shrine of St. Martin was destroyed in the 16th century during the wars of the Reformation, rebuilt more splendidly than ever afterwards, only to be obliterated by the Revolutionists of France in 1797. Though now once again a great church stands over the spot where there is a fragment of the great confessor's tomb.

There is another factor of considerable interest in the choice of St. Martin as the patron saint of the School. His feast-day falls on November 11, and thus coincides with Armistice Day, when we commemorate all who fell in the

Great War and the signing of the armistice that brought peace to a war-distracted world. Perhaps what will in the long run prove the great issue of that terrible struggle will be that its horrors have inspired many people in all nations with a determination to end all war. It also happens that the festival of the translation of St. Martin falls on the 4th of July, another national holiday. Martin had been a soldier, and he is one of the first Christians on record to realize that warfare is contradictory to Christian faith. He was one of the first soldiers to desert the profession of arms to devote himself exclusively to the service of the Prince of Peace. It is part of the function of a school to train boys in good citizenship, and good citizenship more and more involves devising ways and means for keeping peace at home and between the nations, and it is a happy coincidence that the holy day of the patron saint comes on the day when we commemorate the coming of peace.



*'St. Martin Dividing His Cloak' Oil Painting In St. Martin's Dining Hall - 1964*

The Headmaster proposes hereafter, beginning on Tuesday next, to commemorate St. Martin with a Eucharistic service in the Church; and then having observed the holy day, to proclaim a holiday for the school. So you boys will perceive that there is a practical as well as a mystical advantage in having a patron saint for the school.

But perhaps it will be wiser if we confine ourselves at this moment to the mystical advantages.

St. Martin is a fitting model for our school, for he was one who endeavored to live in the spirit of his Master Christ. He accepted Jesus, not in any vague or uncertain way, but with all his heart and mind and will, and endeavored to

imitate him as the example for his own life. He lived in an age when it was as hard to be a Christian as ever it has been. It was an age of great luxury and wide corruption, when Christianity was only beginning to make its influence felt in any conspicuous way. Paganism, though soon to expire, still held the mass of people in the thralls of superstition and licentiousness. Persecution for Christianity was not yet over.

Martin took the teaching of Jesus that the love of God must be manifested in the service of the brethren quite literally. He turned his back squarely on the prizes the world had to offer, refusing even the rewards that the Church would gladly have bestowed upon him. Jesus led a life of the utmost simplicity, and Martin chose to follow his example. The sharing of his cloak with a shivering beggar was typical of all his intercourse with his fellowmen. Lenox School is an institution where the ideals of Christ are frankly put first. The life is intentionally simple, not because so to live is economically profitable, but because of its spiritual and moral value. It prepares for college as a matter of course, but it seeks to prepare for college in a definitely Christian way. It may fail with some individuals, but in the long run it will succeed, and its success is bound to influence secondary education generally. No one familiar with the situation can doubt the beneficent influence of Kent School in our secondary education. Kent indeed has blazed the way. It would be difficult to explain the "self-help system", which is characteristic of both Kent and Lenox, in better terms than was done by the Headmaster in his recent report to the Trustees.

"Self-help is commonly viewed as a financial expedient, whereas in reality this is by no means the most valuable contribution which it makes. It is a common and, on the whole, a justifiable criticism of the boarding school as an institution that the boys become accustomed to living under rather unnatural hot-house conditions. There must inevitably be a certain number of people working for them, and it is therefore only natural that many boys easily develop an exaggerated sense of their own importance. In an attempt to cope with these difficulties and dangers, the self-help school, where not only are boys themselves undertaking and performing a very considerable share of the work done for the common good, but they are increasingly made aware of the work that others are doing for them, starts with an enormous advantage over one not so conducted. A school in which the self-help system prevails, where a reduction in needs and reasonable simplification in the material concomitants deemed necessary is adhered to as a matter of policy, where boys learn of responsibil-



ity and usefulness by being responsible and useful, almost inevitably commences with a considerable start toward the development of character to which soft living is rarely conducive."

"Furthermore, in a self-help school, there is direct training in many of the fundamentals of a genuine democracy. Each boy learns by experience that he is not an independent individual, but that he is a member of a society, and that this membership carries with it certain inescapable obligations. There is borne in on every boy, by living more than by teaching, the conviction that he, and everyone, has an essential part to play in the life of the school, however insignificant that may appear to be. Artificial distinctions of one sort or another count for little or nothing; a successful performance of what is expected of him is demanded by each boy; in the face of this, other distinctions fade away."

As the years go on it is to be hoped that the observance of the festival of St. Martin will become a tradition of the School, and help to focus attention upon and bring to realization its ideal of not being ministered unto but to minister. It will be a festival, I am sure, in which the people of the parish will be glad to take their part. The relations of the two institutions – school and parish – are so intimate, their aims in essentials so identical, that more and more they will be parts of one community seeking in their various ways to realize the Kingdom of God.

It is not impossible (to my mind, it is most probable) that what we do here and now in memory of what St. Martin was on earth, may, in the Providence of God, be known to Him above. Surely it is not amiss to hope that his prayers may avail for a blessing on the School and all connected with it. In any case, this commemoration is on our part a reverent gesture by way of linking us anew with heaven.

~ Randy Harris

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## Headmaster's Column P&S, Thursday, December 15, 1938 'What's In A Name, According to Rev. Monks – St. Martin's Hall'

*Note: In this short column, Rev. Monks confirms the appropriateness of naming the school's 'New Building' St. Martin's Hall, after the school's patron saint. The building was open that September, three months before the article was published. At its opening, not all the classrooms were ready for use, requiring some classes to still be held in Griswold Hall, which faced demolition that same school*

Lenox, Massachusetts 01240

*year. Also in this edition of the P&S is the Rev. Griswold sermon announcing the headmaster's and trustees' approval of Saint Martin as the school's patron saint; the school motto; and the school coat of arms. The sermon was delivered eight years before this article on the "Eve of St. Martin's Day", November 9 or 10, 1930.*

~ RH

St. Martin's Hall it is to be! The title "new building", inevitable at first, is hardly suitable for long wear, notwithstanding the fact that New College is one of the most ancient of the Oxford institutions! In perpetuating the name of the patron saint of the school, there is a great deal of appropriate significance.



Rev. Monks At Monks Hall  
Dedication Ceremony

He seems in his life to have portrayed many of those characteristics which we hope will exemplify Lenox. In his life religion was a first concern, coloring all the rest. He was a scholar, yet at the same time a hard working practical man. His best known episode of sharing the cloak with the

beggar is easily symbolic of the sharing we hope is at the heart of Lenox. Such have been the gifts made in the past for the advancement of the school, and recently toward the erection of the new building. But even beyond the material angle, Lenox is dedicated to exemplifying a sharing of knowledge, skill, energy, and enthusiasm directed toward the common good, by boys and staff alike. I hope that through the years, St. Martin's Hall may serve as a gentle yet a pointed reminder of the underlying ideals of the school. G. G. M.

~ Randy Harris



St. Martin's Hall With One Wing

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## Rev. Monks Addresses Luncheon After Dedication of Monks Hall P&S, Tuesday, November 10, 1959

*Note: Monks Hall was dedicated on October 17, 1959, Alumni Day, by Rev. Curry, with Rev. Monks, the former Headmaster, who had also taught Physics and Mathematics as well as Sacred Studies, in attendance. At the dedication ceremony, a bronze plaque was affixed to the building, but has since disappeared. It stated: "These carriage sheds, converted to classrooms and laboratories are part of the vision brought to Lenox School by its Headmaster, teacher of science and mathematics, generous trustee and benefactor, the Rev, George Gardner Monks. To him this building is dedicated on October 17, 1959 with gratitude for his part in building Christian education in this School. "No greater joy can I have than this, to hear that my children follow the truth." Provided below are Rev. Monks remarks at the celebratory luncheon following the ceremony. In them you can hear his pride in the quality of teaching that he was forced to perform and in the overall quality of academics at the new school; a fondness for the early school years in which much was accomplished with very little; and his belief in the marriage of science and religion.*

~ RH



*Rev. Monks Delivers Monks Hall Dedication Luncheon Speech In Dining Hall Under His Iconic Painting*

Canon Monks began his address with a history of the building that had just been dedicated to him. Just a third of a century ago, it had been part of the Lanier Farm, bounded on the east and west by Kemble and Stockbridge Streets, on the south by Berkshire Estates Incorporated (the holdings of Mr. Courtland Field Bishop), and on the north by Lenox School. "No longer was much active farming carried on, and the setting was a completely sleepy and pastoral one."

Upon Mr. Lanier's death, these twenty odd acres became the property of Mr. Bishop, who built on them a hen house, a duck house, a carriage shed, a tool shed, mushroom beds, greenhouses, etc. "Many public buildings erected with an eye to the centuries, have turned out to have been less substantially constructed." When Mr. Bishop died, the school was faced with one of its most momentous decisions. The School needed money much more than it needed additional land in those depression times, but yet "the School was badly hemmed in, and this

was the only reasonably level adjacent land that could be used for later development." The School faculty made the decision to buy the land, and as Canon Monks stated, "This venture of faith has certainly found dramatic justification." One of the first things the school did was to get rid of the greenhouses.

Physics became the school's first laboratory science, since it required the least equipment, in the school's third year, and the Headmaster found himself the only one on the faculty at all qualified to teach the subject. Conditions were so unfavorable to the teaching of physics that "the wonder is", as Canon Monks stated referring to the four students in that first class, "that they ever survived. But happily these enormous lacks were balanced and far more than balanced by the conviction on the part of all five of us that this was a vital common endeavor."

The Class of 1930 was the first graduating class ever to emerge from Lenox School. The physics class that year comprised seven sixth formers who had not taken the course before, "plus a single fifth former who proved more than capable of holding his own, and has now himself taught mathematics to an entire generation of preparatory school students." "The Class of 1930 won for itself a record which has not since been approached at Lenox, and probably never will be. All eleven graduates were accepted by colleges of their first choice: five by Harvard, two by Yale, and one each by Trinity, Bowdoin, Brown, and Worcester Polytechnic Institute. Several received college scholarships, and two were awarded large four-year grants. And for the physics class, their College Board average was up to nearly 85."

Canon Monks told his audience, "The trials and tribulations of this early period are something those of later generations can never know; but neither can they share in its thrills and joys. We lacked much we would have liked, much that would have been useful, but we did have what mattered most, and for myself I am glad that I was privileged to do my teaching in such a setting. And I believe that each of our early students considered themselves to have been specially favored, rather than handicapped. The new building and new equipment can gloriously supplement, but can never replace the non-material factors that made the early years so conspicuously successful. For those years proved beyond a shadow of a doubt that energy, imagination, improvisation, a burning desire to succeed and the conviction that the issue lay in each one's hands were the major factors leading to high achievement."

Canon Monks concluded, "In a wedding the partners inevitably keep their own individuality and particular interests

and concerns, special approaches and responsibilities, and yet each makes his contribution to the larger whole. So science and religion are complimentary ways of looking at life and its Creator, each using the tools and the language appropriate to each. The fact that this is a Church school which is dedicating a science building is a symbol of this marriage. And this fact makes the dedication a far more significant event than it would be in a purely secular school. Indeed the tacit recognition that the chapel and the classroom alike are dedicated to knowledge and understanding of God and His ways is probably the most significant part of the thing that we have done today."

~ Randy Harris

\* \* \*

## Rev. Curry's Headmaster's Message: 'Winter's Full Measure of Service' P&S, Thursday, February 4, 1960

*Note: Most all of us will agree that the winter months at Lenox were unique and provided each of us with many indelible memories. As we say goodbye to winter, this message from Rev. Curry in the Pen and Scroll's headmaster's column highlights how the winter months, perhaps more than the other months, highlighted the school's sense of community and service, two of the hallmarks of the Lenox School experience. It also reminds us of Rev. Curry's steadfast faith and constant attention to sensing and gauging the current spirit/morale of the school, often as seen in the efforts expended by its masters and students and the performance of its extracurricular clubs and, if not always the records, of its athletic teams.*

~ RH

When winter comes to the Berkshires, the Lenox Community rolls into high gear, and one can observe on every hand a full measure of activity, service, and a willingness to put out on the part of many, which seems to override the other terms of the school year.

It has been a perfect month for winter weather. On no day has the temperature gone above thirty-two degrees nor below zero. This has given us fine ice for all teams and good snow for the ski team.

Coaches are observed doing many things and much of what they do is "behind the scenes" activity. Setting up ski trails, packing the snow, telephoning planning the meets, waxing skis and working on training plans, takes many long hours and nights. To prepare the rinks, getting off the snow, "floating a rink," transportation, schedules, officials,

takes time. A squash team which had no home court for practice, and an all-away schedule calls for devotion and travel. Fencing and basketball require more than just appearing for practice and games. In three weeks of this term our teams have played thirty-three contests, involving seven teams, and requiring the work and attention of ten masters.

During this month a master and boys have been involved in the sorting and packing of eight hundred pounds of clothing, which has been delivered to Church World Service in New York.

The glee club is building towards its concert program with the six-school concert only a month away. The dramatic club is working on its winter production 'Our Town'. Lights are burning to prepare the Year Book to meet the deadline. A new club has appeared on the scene, the Chemistry Club to join the Geology Club as new activities in this school year. Reporters are busy getting material ready for the Pen and Scroll. With everything else this is a busy period for counselling for college, talking with boys about this and that, and all the time classes move steadily onward as we cross the half-way mark of the academic year.

There is full use of time on the part of many. This is no eight hour a day community, but rather a round-the-clock operation – for what? To build, to create, to prepare for tomorrow. It is in the winter term when boys and men work together that we can see inner joy and satisfaction in work well done, and this has its own reward, and it also builds men for the world of tomorrow where much work is going to be required to establish peace, harmony of relationships, to see that serving is better than being served.

As the morning canticle says: "O ye Frost and Cold, bless ye the Lord; O ye Ice and Snow, bless ye the Lord; praise him and magnify him for ever."

~ Randy Harris



Packing The Snow On The Ski Jump

\* \* \*



## Trivia Questions

*As I was going through the Memorabilia Collection to prepare items to be scanned for the future website, it struck me how little I knew about the Annual Prizes given at graduation ceremonies, some of which are in our collection. I was impressed by how well they reflected the principles and values of Lenox School and of the individuals for whom they were named and often their connection to the history of the school. Therefore, the questions in this edition focus on the Annual Prizes awarded by the school at the graduation ceremony. In my calculations, I've excluded the impressive and difficult to obtain Scholarship Medals: Bronze (80-84); Silver (85-89); and Gold (90-100), since the number of recipients varied from year-to-year and sometimes not all of the medals were awarded.*

~ RH

- 1) On average, how many graduation prizes, excluding Scholarship Medals, were awarded each year and how many of them remained the same from year to year?
  - a) 18/15
  - b) 24/17
  - c) 27/25
  - d) 35/25
  
- 2) On average, what was the rank order, from most to least, for the number of annual prizes awarded in each of the four major categories: Athletics, Citizenship, Extracurricular activities, and Scholarship?
  - a) Athletic/Citizenship/Scholarship/Extracurricular.
  - b) Citizenship/Scholarship/Extracurricular/Athletic.
  - c) Extracurricular/Citizenship/Scholarship/Athletic.
  - d) Scholarship//Athletic-Citizenship [Tie]/Extracurricular.
  
- 3) On average, what was the rank order, from most to least, for the number of annual prizes awarded to the following three major categories: Graduating Class, the Lower Forms; and Any Form?
  - a) Graduating Class/Any Form/Lower Forms.
  - b) Any Form/Lower Forms/Graduating Class.
  - c) Lower Forms/Graduating Class/Any Form.
  - d) Any Form/Graduating Class/Lower Forms.
  
- 4) Which three of the following prize descriptions are the criteria for the three prizes given in honor of the memory of the school's two founders, Rev. Thayer and Rev. Griswold and it's first headmaster, Rev. Monks?
  - a) Member of the senior class, preferably not a prefect, who made a significant contribution to the well-being of the school.
  - b) Member of the graduating class with the best scholastic record.
  - c) Member of the lower three forms who in the opinion of the prefects, has been the most faithful and reliable in the performance of his job.
  - d) Member of the senior class who has contributed most to the advancement of athletics.
  - e) Member of the graduating class, who in the opinion of the masters has shown the greatest sense of responsibility toward the school, with satisfactory scholarship.
  
- 5) Which of the following are true about Alfred G. Vanderbilt and George Vanderbilt for whom two of the school's most prestigious and impressive annual prizes were named after?
  - a) They were sons of Alfred Gwayne Vanderbilt, the heir who inherited the bulk of Cornelius Vanderbilt's fortune and who went down on the Lusitania in 1915.
  - b) As toddlers in 1916, along with their mother, Mrs. Margaret Emerson, they lived across the street from the school's future campus at George H. Morgan's Ventfort Hall.
  - c) They moved to the 304-acre Holmwood Estate, part of George Westinghouse's Erskine Park, which was the location of Lenox School's first football game in 1926; hosted the Berkshire Symphonic Festival in 1936, which then became Tanglewood in 1937; and a portion of which became a part of the Foxhollow school in 1939.
  - d) They both graduated from St. Paul's School, but may have attended Lenox for a short-time as under-formers, in the school's first years. At the least, they were friends of many of the students.
  - e) Their two prizes/cups were only awarded to Lower-Form students.
  - f) All of the above.

~ Randy Harris



Graduation Prizes Await Presentation

\* \* \*

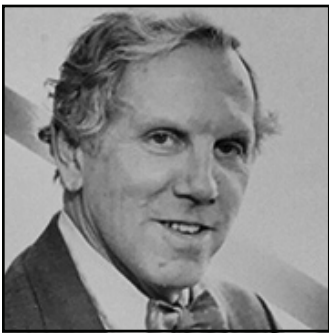
## In Memoriam

### David Mack Goode Huntington '44

David Mack Goode Huntington, a longtime resident of Shorewood, died on August 16, 2019 at the age of 92.

David was born on December 18, 1926 in Millsboro, Delaware, the second son of the Rev. M. Paul S. Huntington and L. Marie Goode Huntington, his father an Episcopal minister from Massachusetts and his mother a nurse from Virginia.

Brought up in New York and Massachusetts, David spent four years at the Choir School of the Cathedral of St. John the Divine in New York City, then four years at Lenox School in Lenox, Massachusetts, where he excelled academically and was a four-sport athlete, most notably a standout hockey player. He entered Harvard College on a full scholarship in the summer of 1944 at the age of 17.



Like many of his generation, David was eager to contribute to the war effort. He decided that getting in on the action was more important than his second term exams and he joined the U.S. Army when he turned 18, leaving college and his coursework behind. He was trained for the great invasion of Japan

in Camp Blanding in Florida and Fort Meade, Maryland. He was aboard the troopship Joseph T. Dickman in the middle of the Pacific in the fall of 1945 when the war ended. He remembered that despite polite requests from the soldiers, troops were continually assured that the ship was not turning around to take them home! He served in the occupation forces in the Philippines and Korea working to wind down the war effort until his discharge in December, 1946.

While his advisors at Harvard were not pleased by his sudden departure two years prior, after some debate David was allowed back to school in 1947 on a probationary basis, a detail that was never shared with his children, but in retrospect could have been useful information for them when their own report cards were under discussion. Without the distraction of World War II, he earned his bachelor's and master's degrees at Harvard with honors.

After graduation, he worked on Wall Street for three years before returning to Harvard University as an administrative

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officer and graduate school counselor. In 1959, he accepted an administrative position across the country at the University of Chicago and was eventually made director of development for the Biological Services Division. In 1970, he moved the family to Wisconsin to manage two private philanthropic foundations and become the executive director and sole full-time employee of the Milwaukee Foundation. Under his leadership, the foundation's endowment assets grew to \$115 million and was one of the twenty largest community foundations in the country when he retired 22 years later. David was fiercely committed to creating opportunities and bettering the lives of people in the Milwaukee area. He was a member of several non-profit boards and received numerous honors for his service to the community.

David's service as a philanthropic leader was certainly forged through his upbringing and lifelong faith. Growing up during the depression in Red Hook, New York, he saw the kindness and charity his father showed to the scores of out of work men seeking help at his small parish. Although he lived in the Midwest most of his life, he always maintained an unbreakable connection to his family's roots in New England and contributed to genealogy and family history. He wrote two books, "Hadley Memories," marking the 250th anniversary of the Porter-Phelps-Huntington House, now a museum in Hadley, Massachusetts, and "First Flight and Other Stories," a collection of autobiographical essays and family history.

He was married to Mary Elizabeth Huntington for 62 years until her death in April of 2018. Together they raised three children, numerous cats, and one spicy Pembroke Welsh Corgi in Cambridge and Newton, Massachusetts and Chicago's Hyde Park before settling in Shorewood in 1970. Later in life, David and Mary enjoyed many European trips and were devoted grandparents.

David is survived by children James (Mary), Sarah (Mark) Yannett, Sam (Vicki); and grandchildren Katie, Nick, Will, and Andrew. He is also survived by his friends at Saint John's, particularly his dear companion Carole Friedman, his friend Sylvia Miller, and many others. His family and friends will remember him as a modest, kind, and generous man with a keen sense of humor. His children will remember his inevitable and often irritating response to our questions of what we can bring him: "Peace, perfect peace." We choose to believe he has that now.

David's family would like to thank the wonderful staff at Saint John's On The Lake for their outstanding care.

*In an email to me, Randy Harris added...*

*I'm looking at David Huntington's personal copy of the 1944 yearbook that he sent to me, for which he was the Editor-In-Chief (for both the newspaper and yearbook). So yes, he was from the Class of 1944 and spent four years at Lenox.*

*He was voted the 'Most Likely to Succeed' by his peers in the Sixth Form Poll; won the Vanderbilt Cup for Scholarship twice; was a sub-prefect in charge of West Cottage; played Varsity Football, Varsity Hockey as the top goal scorer, Varsity Baseball, and Tennis; was in the St. Martin's Society and on the Pen and Scroll staff for three years; in the Glee Club for two years; and in the Societas ad Bubulum Edendum, (The Beefeaters), the 'big man on campus' club in his senior year.*

*He was a good friend of mine and the LSAA. I'd been in touch with him for 8+ years or so and exchanged information on both personal and Lenox-related matters. He shared his books with me as well as his periodic family history updates. He included several pages on his Lenox School days.*

*He and several of his classmates provided a lot of information on the school experience during their time, particularly on the 'War Years' and what it was like to know that sooner or later, you would be in combat. They also provided yearbooks, P&Ss, and photographs and always provided answers to my many questions about the school.*

*David did a lot to ensure that the Lenox School alumni who gave their lives in service to their country in WWII were remembered. As his health began to fail, his son was able to get him a spot on an 'Honor Flight' to Washington D.C., where he really enjoyed the WW II Memorial and many of the other monuments. He was especially humbled by the respectful way he was treated throughout the trip!*

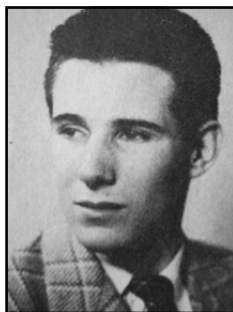
*From Randy Harris, 3/7/20*

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## W. Giles Ahern '50

Dear Pen and Scroll,

This is to notify you of the death of W. Giles Ahern, Jr., on November 26, 2019. He was the son of Dr. Wendell Giles Ahern and Carolyn Ahern from Pittsfield, MA. He was born February 27, 1932.



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He is survived by his wife of 64 years, Barbara, his son, Scott, and his daughter, Dana. His youngest son, Brent, lost a battle with cancer on October 19, 2019.

Sincerely,  
Barbara Ahern  
Jacksonville, OR

\* \* \*

## Lawton P. Bourn, Jr. '61

Lawton P. "Lonnie" Bourn, Jr., 77, of Colebrook, NH and a longtime resident of Laconia, died on January 4, 2020 at Lakes Region General Hospital of a chronic illness with family by his side.

Lonnie was born on June 2, 1942, in Hartford, CT, the son of the late Lawton and Hildreth (Aiken) Bourn.

Lonnie lived in Keene, NH for his elementary school years. He moved with his family to Pennsylvania and Massachusetts before attending and graduating from Keene State College with his bachelors' degree in education. Following his graduation from Keene State, he entered the masters' program at Purdue University in Lafayette, Indiana earning a Masters Degree in Industrial Arts.



Lonnie met his wife, Gail Axelson, in 1983, while volunteering with special needs adults. They were married in Lahore, Pakistan, on June 24, 1984, where he was working with United States

Agency for International Development training workers with Pakistan's Water and Power Management. In addition to the USAID work in Pakistan, he worked on USAID projects in Egypt and India.

After returning to Laconia, New Hampshire in 1991, Lonnie was the Tech Prep Coordinator for New Hampshire followed by the School to Work Coordinator for New Hampshire Department of Education. He took pride in working with school districts to set up the programs within their districts to support young adults in their future careers. Upon retirement in 2004, he began driving the LRGH shuttle and recently driving for Mr. C's taxi service. He enjoyed talking with all his passengers while driving around the state.

Lonnie's passion for the past 15 years was designing and building their log cabin in Colebrook, New Hampshire. He and his family would spend weekends and vacations at the



cabin. He especially loved sitting on the deck taking in the scenery and watching their Springer Spaniel, Rigbee, run through the fields. Lonnie named the place, Rigbee's Lair.

As an avid outdoorsman, Lonnie enjoyed fishing, hunting, and canoeing with his family and friends throughout the Great North Woods of New Hampshire. He spent many years researching his Aiken Family history, which has deep roots throughout New England and that include the Aiken



Knitting Mill and the Cog Railway. In addition to being an outdoorsman, Lonnie loved playing the banjo and autoharp with various groups spanning from his college years through his adult life.

Lonnie leaves his wife of 35 years, Gail A. Bourn; his daughters, Margaret Bourn of Portland, Oregon, Jennifer Bourn of Covington, Kentucky, Katherine Bourn of New York, New

York, and Rebecca Bourn of Boston, Massachusetts, and his son, Lawton P. Bourn III, of San Francisco; his sisters, Pamela Arend of Maine and Hildreth Trainor of Massachusetts; along with many family and friends.

A Celebration of Life will be held in Colebrook, New Hampshire in the spring.

In lieu of flowers, Lonnie requested that donations be made to the Lakes Region Scholarship Foundation, P.O. Box 7312, Gilford, NH, 03247, for students pursuing an education in Building and Trades.

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## S. Curtis Creasy, III '61

Capt. S. Curtis Creasy, III, age 64, recently of Manalapan, FL passed away Thursday September 25, 2008 following a long illness. Capt. Curt was a yacht captain in South Florida for most of his life and shared the seas with his wife.

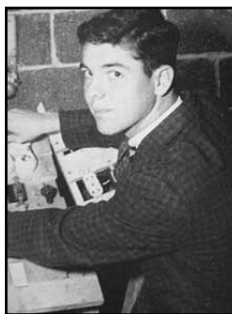
He leaves behind his loving wife of 23 years, Barbie Jo and her family and many loving friends.

Published in the Wilmington Star-News on Oct. 5, 2008

*Editor's note: I learned of Mr. Creasy's passing from a recent phone conversation with Hubie Eaton, '61.*

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Lenox, Massachusetts 01240

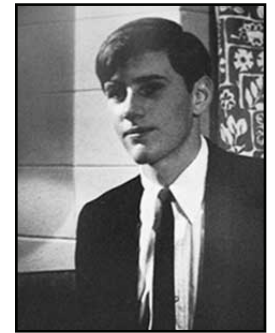


## Christopher Burt Brown '66

Christopher Burt Brown of Concord, Massachusetts, died unexpectedly on January 23, 2020.

Born January 9, 1949 in Jamaica, Queens, New York, to Patricia and Moody Brown, Chris was the first of what became a family of four siblings. At the behest of the Navy, the young family crossed the Atlantic to London for a few years where Chris attended Eton pre-school, before returning to eventually settle in Pittsfield, MA. Through the years growing up there, Chris became an excellent skier, an adept golfer and tennis player, an avid swimmer, and an always curious student, both in the classroom and in the natural world. Having three younger sisters instilled in Chris an appreciation of, respect for, and a gently teasing manner with women for all his life.

In high school and as a young adult Chris expressed himself through music. Playing guitar for Smashed, Inc., his rock and roll band, learning the sitar, singing in the choir for the Lenox School at daily church services, and mastering disco dancing in the 'seventies. His choir days gave him a lifelong appreciation for Anglican hymns; his soul was stirred whenever he heard a descant sung.



Graduating from Lenox School, a private Episcopal school for boys in 1966, he enjoyed competing on the soccer and squash teams. Chris soon became immersed in the turbulence of the late 1960s and early 1970s. Eschewing for the time being a traditional path, Chris sought meaning in alternative realms, rebelling, exploring ideas and philosophies, finding peace in nature.

His time of exploration gave Chris a clear vision for his life; as he reached his mid-twenties, he was ready to pursue new goals. He completed his undergraduate and masters' degrees in three years, graduating from Boston University in 1975. At school, he discovered his high aptitude to program and diagnose computers—the detailed logic and problem solving it required matched his mental ability to solve complex puzzles. He embarked on a career in information technology, working for financial and property management companies through the 1980s, then launched his own business in networked systems support in 1994. He supported a variety of small- and medium-sized businesses for twenty-five years.

In 1981, Chris met his eventual wife and love of his life, Lise Karen Stahl. They began as co-workers, became friends, and later started dating. Lise quickly learned that Chris had many passions that he dove deeply into, which would become her pastimes as well. Two from their early years together were wine and sailing. Chris studied the French vintages (excellent in the 1980s), purchased and laid down select Burgundy and Bordeaux wines. Some of these he still was enjoying sharing, most recently for his birthday dinner. Together they enjoyed Boston area game dinners featuring wine pairings for each course. Chris sailed competitively in Boston Harbor after work and encouraged Lise to learn to sail so that they would be able to enjoy cruising together. They had many sailing adventures up and down the New England coast, alone or with friends. Chris was happiest on a boat, enlivened by the constant challenge of reading, sensing and feeling the currents of air and water, using all his faculties to bring himself and his shipmates to safe harbor at the end of an exhilarating day sailing close to the wind.



Chris and Lise were married in 1988, moved to Concord, and welcomed their son Matthew in 1989. Chris was a devoted husband and father. He led Matt's Cub Scout den, taught him to ski and play golf, and encouraged Matt to pursue learning and his own interests. He enjoyed sharing meals with family and friends, finding just the right wine to accompany Lise's gourmet dishes, and always exclaiming at the end of the meal, with great pride and admiration, "You've done it again!"

The family spent many happy vacations on Nantucket, on Cape Cod and for twenty years went to Smugglers Notch in Vermont for skiing. They had enjoyed another winter vacation together in Vermont just before Chris passed away. Lise and Chris had special vacations in England, driving the southern coast; in Paris with Matt for their 25th wedding anniversary; in Barbados; and last summer, driving the Pacific Coast Highway from Santa Monica to San Francisco. Chris was an excellent travel companion who reveled in discovering new places and long road trips. In recent summers, Chris and Lise enjoyed kayaking on quiet waters, salt and fresh, and he was developing skills at kayak fishing.

About ten years ago, Matt introduced his dad to a competitive pool league in the Concord area. As he did with all new

pursuits, Chris threw himself into learning and mastering the game. He read every book he could find, watched endless videos of pro play, and practiced daily on his table at home. He led two teams to league championships and the chance to compete nationally in Las Vegas in 2019. As much as he savored the victories, he also immensely enjoyed the friendships he made during weekly matches.

In addition to Lise and Matt, Chris is survived by his father, Moody Burt Brown of Lenox, MA; sisters Barbara (David) Hawkins of Brookline, MA; Deborah (William) Travers of Darien, CT; and Nancy (Philip) Moss, also of Darien. Also affectionately remembering Chris's silly jokes and goofy magic tricks are his nieces, nephews, and godchildren Whitney, Lauren, Jack, Charlie, and Dalton as well as his many cousins, sisters- and brothers-in-law. Chris was predeceased by his mother, his beloved "Multsa", Patricia (Horn) Brown in 1992.

\* \* \*

## Timothy P. Cole '68

Timothy Perry Cole died at home in Washington, CT on February 13, 2020. The cause was an apparent heart attack. Born in Hartford, CT on May 16, 1950, Tim grew up in Pittsfield, MA. When he was 11, his family moved to Erie, PA. He later attended Lenox School in Lenox, MA. He was deeply impressed by their motto "Not to be served, but to serve." He also studied as an exchange student at Rugby School in England. He attended Dartmouth College, spent his junior year at Krogerup School in Denmark and a semester in his senior year in West Berlin.



After graduation, Tim returned to Berlin and Copenhagen. He did his doctoral research in Stuttgart, Germany, and received his PhD in Comparative Literature from the University of Wisconsin in Madison.

Tim enjoyed synthesizing the arts, philosophy, literature, poetry and science. Leaving the academic world, he moved back to Hartford and became a picture framer, enjoying the use of visual and hand skills as well as dealing with all sorts of people. He lived in Hartford for the next 31 years, ultimately working for nonprofit organizations, and

as the executive secretary of the state energy efficiency board. A committed volunteer, he was also a community leader and activist.

Tim struggled with depression for much of his life. After joining a 12-step program, he was sober for the rest of his life, rejoined the Episcopal Church and found further growth with meditation and yoga. In 2012, he suffered a near fatal heart attack and the experience profoundly changed him. Two months later, he met Missy Stevens, and shortly after moved to the Litchfield Hills to live with her.

Tim spent the last eight years of his life writing, photographing, volunteering, learning, sharing and being the curious, bright, compassionate, opinionated human being he was.

Tim is survived by his sister Carol Cole Flanagan; brothers Jeffrey Cole and Tom Jackson; niece Patsy Flanagan; nephews Benjamin Cole and Samuel Cole; his bonus daughters Lorna, Megan (and Jonny), Samantha (and Calvin); and his bonus grandchildren Tyrasia, Kaylin, Calvin, Allie and Freya.

In lieu of flowers, you may make a donation to Open House Ramle or Church St. Eats, Christ Church Cathedral, 45 Church St., Hartford, CT.

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*Presented By Class Of 1944 In Honor Of Alumni Killed In WWII*

## Once Again, Missing Alumni

As we've done in the past, below are the names of alumni and classmates whose hard copy Pen and Scrolls were returned as undeliverable. While these are, sadly, sometimes for recently deceased friends, they're more often addresses of classmates who have moved without remembering to give us their forwarding information. A few names on this list have appeared on previous "MIA" lists.

If you know the whereabouts of any of these fine folks and have contact info for any of them, please let us know.

Richard Cohen  
Alexander Piranian  
William Bergmann  
Frank Danforth Baker  
Ian Scott Larson  
Russell Spring  
Samuel Munson  
Guy Rainey

\* \* \*

The next issue will be published  
Summer 2020

Send your news today!

And stay healthy!

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







2 Kemble St. in Lenox recently served as the Kemble Inn. *Ren Nickson*

## This mansion built by a former secretary of state just hit the market for \$4.6 million

*Downloaded from Boston.com Real Estate section, April 2, 2020.*

*Megan O'Brien  
Boston.com Staff  
April 2, 2020*

From dormitory to inn, 2 Kemble St. in Lenox has worn many hats over the years. Now the Berkshire County mansion is up for grabs.

Thom Garvey of Sotheby's International Realty has listed the 9,000-square-foot mansion on three acres for \$4,600,000. Frederick Frelinghuysen, former US senator and secretary of state under President Chester Arthur, built the estate as his personal home in 1881. According to the listing, it was converted into a dormitory after it was donated to the Lenox School for Boys in the 1940s. It's been an antique store, a real estate office, and starting in 1993, an inn. Sarah Morgan, J.P. Morgan's sister, even lived there for a period, according to Sotheby's.

After it was last purchased in 2010, the property underwent a \$2,000,000 renovation that included creating reproductions of 88 of the home's original 113 windows, soundproofing, and additions like the Green Room Bar — likely named for its forest-colored walls and emerald tile backsplash.

Lenox, Massachusetts 01240

The home offers large entertaining spaces — the Frelinghuysen's are said to have thrown lavish parties, according to lenoxhistory.org, some Arthur allegedly attended. A wide front door leads into an entrance hall with a crystal chandelier, a staircase that wraps around the space, and impressive crown molding, which continues throughout the home. A grand dining room sits to the left, with a carved stone and wood fireplace, birdcage chandelier, and white columns contrasting oxblood-colored walls. Exit the dining space through sliding glass doors to find a commercial-grade kitchen — one of the perks of owning a prior full-service inn.

All 13 bedrooms have been renovated and offer fireplaces and en-suite bathrooms. Of the home's 13 full bathrooms and one half bathroom, 10 were gut-renovated and now boast steam showers and jetted tubs. Still, each space has individual charm — one bedroom presents coffered ceilings, while a bathroom even sports its own crystal chandelier.

Outside, a wraparound porch and veranda in the mansion's rear provide views of the mountains.

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*Editor's footnote: The writer said "according to the listing." Randy Harris noted several small inconsistencies between the narrative and what the LSAA believes to be accurate. We must keep in mind that a realtor's advertising sometimes includes puffery and intends to stimulate the reader toward purchase rather than to convey genuine factual information. Still, this is interesting.*

# The Pen and Scroll



*Mr. Rutledge Sets The Slalom Course*



*Everyone Helps To Get The Pond Ready, Mr. Wood Included*

*A few pictures from Randy's  
"Never-ending Archive."*



*Mr. Austin P. Montgomery,  
Third Headmaster  
(1969-1970)*



*Clark Connects*



*Winter Term Academic Advisor Counselling Session*

## Trivia Answers From The December 2019 Edition

1. (e) The following are true about the always welcomed, but short, weekday morning recess period. It was only twelve minutes long; it occurred between the third and fourth (10:08) or fourth and fifth (10:49) class periods; it was usually held in the basement of St. Martin's Hall; and it consisted of a bottle of milk or a fruit drink and a small snack.
2. (d) At graduation, a student may receive: a General Diploma (16 credits, but didn't achieve 12 core classes); a Diploma (16 credits including 12 core classes); or a Certificate of Attendance (less than 16 credits, good citizen, contributed to school).
3. (e) The differences between the Rev. Monks'-era Report Cards (1926-1946) and the Rev. Curry-era Report Cards (1946-1969) were that: all course grades, plus advisor's and headmaster's comments were on a single sheet; it had both study habits and performance as a member of the community ratings, rather than just a single citizenship rating; it had less room for individual course instructor's comments; and a student was placed in one of nine ranked groups with the number of students in higher and lower groups indicated.
4. (c) 'Report Cards' were prepared and sent to parents at six week intervals with the mid-year and year-end reports being matters of permanent record.
5. (a-4), (b-3), (c-1), (d-3), (e-4), (f-1). The following number of years for each of the following courses constituted the mandatory 'core curriculum' required for a Graduation Diploma: four years of English; three years of Mathematics; one year of a Laboratory Science; three years of One Language; four years of Two Languages (two per language); and one year of U.S. History.

~ Randy Harris

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