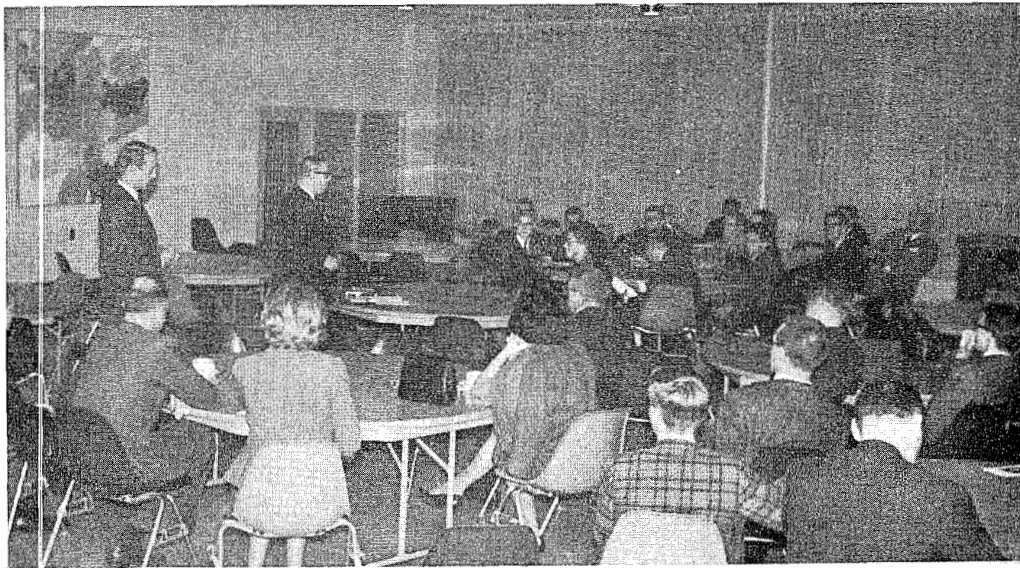


# THE AFFIRMATIVE NO

VOLUME 11, NUMBER 2

HAWKEN SCHOOL

OCTOBER 11, 1962



## AFS CHAPTER IS FORMED AT HAWKEN

The American Field Service, better known as the AFS, was formally introduced to a crowd of 54 Hawken students and parents last Friday at the Lyndhurst campus. Assisted by Mr. Young, Dr. Tom Rose of the AFS presented a film describing the Service's activities and then held an informal discussion about Hawken's exchange program.

Next fall Hawken School will have its first AFS student. He will enter the senior class and live with a member of the present junior class. The foreign student who comes to Hawken could come from any place in the world except Communist countries. He is chosen for his open mindedness, his adaptability to living in a strange country, and his eagerness to learn. The AFS student is given a scholarship by the school, but at least \$650 must be raised to cover his travel expenses. The student is chosen from the top ten percent of his country in scholarship.

In the summer of 1964 Hawken may be able to send a junior to a foreign country through the AFS for a period of six weeks. He will live with a family in the country to which he is sent. At the end of the six weeks, he is taken on a bus tour with the other American AFS students in that area.

For any one who wants more information about the AFS program, on October 17th at 8:00 PM there will be a meeting in the Social Room at Shaker Heights High featuring Kathy Stone who went to Pakistan last summer through the AFS.

---

'Get all the library study lights to work properly.'

## FOREIGN POLICY CHANGE NEEDED

by Alan Hoffman

Currently, a great deal of attention is being focused on the problem of Cuba, our communist next-door neighbor. Regardless of the angry advice being widely put forth there is no correct solution for this problem. But the United States should realize now that it should never have to face it again. The only way in which we can possibly prevent a repetition of Cuba within our hemisphere, or anywhere, is to begin making the policies of the United States acceptable to the peoples we wish to be allies.

Our policy is, and has been since the war, to give active support to any government or regime which is anticommunist. In some occasions (notably Indonesia) we have supported rulers who only appeared willing to cooperate. But the criterion for approval has apparently been: if it is against communism, then it is a free and democratic system. In a great number of cases, the opposite has been true. The United States has a record of giving prolonged material and moral support to oppressors and dictatorships

Continued page 3

## MR. SAHA STUDIES AT WESTERN RESERVE

Mr. P.K.Saha, who came from India to Hawken in 1957, is now working on his Doctorate in English at Western Reserve University and is teaching English at Case Institute of Technology.

He says he finds his pupils "very encouraging," and that everyone at Case has been quite helpful. Both students and faculty have been exceedingly friendly and on occasion have gone out of their way on his behalf.

At Western Reserve, he has taken courses in Chaucer, American Literature, and Modern Poetry, receiving in all of them a grade of 4, which is the equivalent of a solid "A" average.

His studies will take one and one-half years to complete. After he receives his Ph.D. degree, he says that he may return to Hawken to teach. His final comments were: "I wish the best of luck to the School this year. I think some of you gentlemen will need it."

Robert Moody

# THE AFFIRMATIVE NO

Edited and Published  
by the Studentry of  
Hawken School

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## CONTROLLED FREEDOM

by *Hamilton Eames*

There are some communities (including some schools) that delight in a code of conduct based on a wonderfully convenient philosophy: - whatever is not forbidden is compulsory. It is an easy philosophy, easy for the local bosses who need only multiply regulations and appropriate rigorous punishments for the slightest misstep, and easy for too many others who are quite willing to accept without question the nod or the headshake of authority. These others perversely enough, often lead their lives hypnotically convinced that what is compulsory (since it is not forbidden) is freedom.

The philosophical basis of the Hawken code of conduct, as you know, repudiates the authoritarian to the extent that the community permits and accepts the democratic challenge of a code rooted in individual responsibility from which it is hoped that there may grow a sturdy, self-reliant freedom assuring the strength to meet wisely the stresses both of the self and of the adult world. Freedom for the Hawken student to choose sanely and to act without the repressive force of either prohibition or compulsion derives from a solid moral commitment which will serve to identify him always as a person of good will and generous heart.

## MARTIN'S MISSIVE: CUBA- SI! or NO!

By *Don Martin*

When, by attacking a problem, the studentry procures for itself something it desires, or rids itself of something undesirable, then, and only then, is there ardent interest, suggestions, and solutions. If, however, the difficulty is not an integral part of the self-centered world of the Hawken student, the student does not deem it worthy of his time or thought. This selfish attitude was exemplified by the student responses to the question: "What should be done about the situation in Cuba?" Most students did not want or "did not feel qualified" to answer the question. Some cared so little that they tried to make a joke of the very peril which could deprive them of their egotistical lives. Those that did answer seriously displayed a startling ignorance. Besides lacking knowledge, the students lacked courage. They avoided the question, unwilling to take a stand, afraid to state their true feelings and back them up, (either with audacity or facts). Hence, there were few constructive comments and fewer solutions. This ignorance can stem only from a lack of pride. Indeed, love for our homeland, and the will to work for her have been replaced by love of luxury, and what is worse, love of self.

The following are responses to the aforementioned question. The names of the boys who could not be bothered have been omitted. But you will know these boys. They will be the first to condemn Kennedy when he works up the courage to make a decision.

"Personally, I think it's too late. They should have done something a long time ago. Kennedy has made a mess of it."

*Ramsey Weit.*

"It's too late, but it's Eisenhower's fault."

*Charlie Hoerr*

"Cuba is now irretrievably communist. There is no longer any need to spend our efforts on overthrowing Castro's communist dictatorship. We can now only prevent other Latin American countries from following the same route, perhaps, in time by assisting them in forming stabilized, democratic governments, while

continuing economic and education aid."

*Terry Halloran*

"We ought to cut off everything but medical supplies, and encourage other countries to similarly break off their ties with Cuba."

*Doug Dalton.*

"Enforce the Monroe Doctrine."

*Yonn Chapman.*

"We ought to kill all the bad guys."

*Dennis Friedman*

"We should invade and conquer it (Cuba) before it conquers us."

*John Van Ordstrand.*

## BUILD HAWKEN CITIZENSHIP

Citizenship is a responsibility that must be assumed and carried through by all in order for a democracy to be truly effective. At Hawken we have the skeletal structure of a strong democracy. But bones alone cannot stand. There must be other vital necessities, organs, nerves, veins, arteries, and muscles for our body of democracy to stand firmly. Those other necessities are you! You the students of Hawken make our democracy function properly.

The editors of The Affirmative No present this citizenship questionnaire in the hope that it will stimulate an awareness of what is needed to make our Student Council and our school function efficiently.

-Do you exercise your democratic franchise by voting in all school elections?

-When you vote, do you make your choices on the basis of friendship or ability?

-Do you criticize constructively or destructively and negatively?

-When you have a complaint, do you keep it to yourself, air it among your friends, or bring it to the attention of your Council representative?

-Do you assume your share of the responsibility for keeping our school neat?

Away from the campus, do you always bear in mind that you represent Hawken?



**MR. PICKERING JOINS HAWKEN FACULTY**  
by John Chirgwin

Bringing many new ideas to the English Department this year is Jack Pickering, who taught at Shaker Heights High School the last eight years.

An Advanced Placement program for eleventh graders is being introduced in English at Hawken this year. It is a vigorous program, including fourteen books related to the theme of values, standards of behavior, and success. Mr. Pickering believes most students understand the subject matter of books, their 'WHAT'. He plans to advise them on generic technique, the 'HOW' of a book.

"Flexibility of scheduling" to allow double period classes is one of his objectives, since a topic can be examined more fully in a longer session. Also, other teachers will be invited to speak to his classes on their particular fields of literature. "There is a wealth of knowledge on the faculty"

He intends to foster creative thinking among the students and to encourage independent study, which he feels is "the best learning environment, because what the student learns first hand will be much more meaningful and precious to him than anything learned second hand."

Mr. Pickering is well experienced as a teacher. Previous to his eight years at Shaker, he taught at Charles H. Brush High School and did newspaper work for a time. He is presently preparing his doctoral thesis with the theme of isolation

and loneliness in literature as his subject. He holds a B.S. in journalism from Ohio University and a Master's degree from Western Reserve University.

'Put news from H.B. and Laurel in the paper.'

**FOREIGN POLICY CHANGE NEEDED**

which is shocking, yet we wonder why we are so widely hated.

In our struggle to meet and stay the forces of communism we have forgotten that the principles of democracy do not oppose communism *per se* they oppose tyranny under any name. Yet we are guilty of using tyranny over others to protect our own liberties. This has proven practically unsound; of much greater import is that it weakens the moral structure of democracy to its very foundations. How can a person who has lived under American financed brutality have any love for America and the principles it professes to live by? How can we maintain the image of protector of liberty when our own dollars have kept millions in subjection? While our policy remains self protection at the price of others, the answer to these questions must be, "It is impossible".

The United States program should be: first, insure that the government in power provides the liberties and rights for its citizens that we demand, that it is just, and relatively honest, and remains so. Second, that our aid be true aid-education, social improvement, development of industry and commerce, and on a large enough scale to have impact on the entire nation in question. Hopefully, such a project gives the people the freedom they deserve as human beings, and a better way of life to make it worthwhile.

A program to accomplish these ends would be staggeringly expensive and difficult. Its goal is almost utopian, an idealistic dream. But an honest attempt at improving the lot of the unlucky people we have helped oppress would be worth the tremendous effort. Since, it has been proven that a program of military aid and Care packages is ineffective, there is little risk in a change. And if we are ever to gain self respect and respect from the world, we must begin making a democracy work for others. If we cannot do so, then it must be conceded that communism is their only hope.

**LETTERS TO THE EDITOR**

*Observations on New Library*

Our new library has been in existence only one week, and it has already been badly abused. As early as Tuesday, the supposedly quiet, peaceful atmosphere necessary to stimulate our intellects succumbed to the low, monotonous drone of private conversations. And, as if this wasn't enough, this dull roar was occasionally pierced by shrieks of laughter from the more inconsiderate Sophomores and Juniors. Hawken doesn't need a library, it needs a nursery.

John Lightbody

*Allow Students to Study in Halls*

Last year the entrance halls were available as study areas. Now we can no longer use these areas because of the shortage of chairs and a new "clear the halls" regulation.

The halls make an excellent place for boys to discuss assignments, and thus keeps conversation out of the classrooms and library.

The Administration should find a way to obtain a few chairs to put in the halls for students to use.

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### MOTHER'S COMMITTEE ASSISTS NEWSPAPER

In the past three weeks, a mother's committee under the direction of Mrs. Fred Wendel has been organized to assist The Affirmative No in the preparation of copy for the printer.

Consisting of Mrs. Robert Crossman, Mrs. Robin Anderson, Mrs. Arnold Royer, Mrs. John Fazio, Mrs. Charles Fitzgerald, and Mrs. Stanley Benjamin, the committee will ensure the regular publication of The Affirmative No. For this issue, Mrs. Kenneth Moody gave assistance in the vari-typing of articles and in the training of the mothers.

'Allow more time for boys to dress before the busses leave.'

'Put a pencil sharpener in the library.'

WANTED: Donations of chairs, tables, and desks for the new Affirmative No office. Contact any member of the paper staff.

Enjoy that  
**REFRESHING  
NEW  
FEELING!**



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michael kelley

"Whatever you attempt to do, your ultimate satisfaction is in public service" is the belief expressed by Hawken alumnus Willard Brown. Although actively campaigning in the Cleveland mayoralty race, Brown took time out on Friday, October 19 to serve part of his public, the Hawken studentry.

In his informal address, Brown concentrated on two themes, one, that today's youth should develop a sense of values and two, that the city of Cleveland should plan more aggressively for the future.

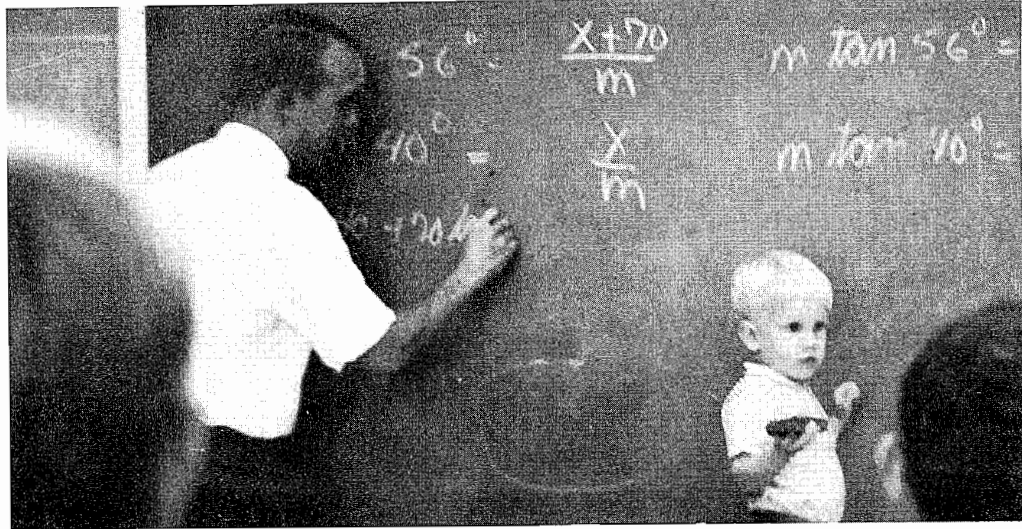
To produce a sense of values "Your job is to develop a mind sufficiently fertile and sufficiently exposed to ideas."

"You are," Brown said, "developing a sense of right, truth and fair play right here. Education develops a sense of values, curiosity, and interest. You must also learn by mistakes. Whatever you do, if you make mistakes, look at them as a valuable experience."

Brown expressed his hope that Cleveland will be able to enter a period of growth to keep in pace with the times. Cleveland, and all other large cities, hold a great responsibility in the cold war. In the cities the problem of discrimination, stagnation, and decay undermine free society. Cleveland is prepared to fight these battles if the impetus is given to the battle, for the city possesses the centers of business and learning.

But at the time, stated Brown business and politics do not understand each other and thus cannot work together. When these two interests are equated, progress will be more rapid. Ralph Locher, Brown feels, is not capable of producing community cooperation in the programs of economic development and social re-adjustment because he lacks leadership and initiative.

When asked his views on how to revitalize Cleveland, Brown proposed several steps. An enlarged port facility is essential, slum lands must be cleared, and new industrial sites opened. A Cleveland Metro-



Mr. Stephen Young joins Hawken's apprentice teacher program.

### FIRE HITS GATES MILLS CAMPUS

While peacefully enjoying his daily coffee last Wednesday, Mr. Young was informed that his house was on fire. Expecting the worst, he rushed from the Faculty Room.

Quickly rallying assistance, Mr. Young sprinted home trailed by Messers. Rickard and Wilson and a few curious students. Deductively pinpointing the blaze to be confined to the electric range, the group began deliberating the course of action.

After repeatedly opening the oven door, only to liberate an inferno of flame and smoke, it was ascertained that a CO<sub>2</sub> extinguisher was needed. An Affirmative No reporter covering the blaze dutifully fetched one from the White House. With it, the fire was quickly put out.

Quoth Mr. Rickard, "It's great to be a member of the Hawken School volunteer fire department."

Mr. Young congratulates Chief Rickard for his "quick thinking and prompt action which saved the Young household from near disaster. He got his reward."

### LANDY FORMS DEBATE CLUB

Under the Leadership of Phil Landy Hawken has started a debating club. Its moderator is Mr. Virgil Wood, a latin teacher at the Lyndhurst campus. The club is limited to the tenth and eleventh grades.

The debating team is currently an invitational member of the Greater Cleveland Speech League (G.C.S.L.) in which there are twenty members. It has sent in its application for the Ohio High School Speech League.

Hopefully, in the near future, the debating team will become an affiliated member of the National Forensic league, in which there are about one thousand debating teams from all over the United States.

In each debate in which Hawken participates the club will send four representatives—two for the affirmative and two for the negative side of the problem being debated. Each debate will last one hour.

'When students kill flies please pick up the dead bodies.'

'Get rid of the benches in the lunch room.'

## THE AFFIRMATIVE NO

Edited and Published  
by the Studentry of  
Hawken School

Dave Gleason Editor in Chief  
Associate Editors  
Dave Whittlesey Newty Barrett  
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Chuck Herndon Business Manager  
Editorial Board  
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Ted Kuss Sports Editor  
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## HUDGIN'S HARANGUE

SNAP, CRACKLE, POP

Kennedy says we'll win it  
Krushchev merely jokes;  
Both these boys cannot be right  
We may not do both, folks.  
Some one of these opposing two  
Will push the magic button  
And then those megaton ashcans  
Will make us hunks of nuttin'.  
You, your friend and neighbor, too  
Will float about the air  
Till you condense - solidify  
And distill from up there.  
There will not be an awful lot  
For our inhabitants  
If Russia gets an upper edge  
In space developments.  
All it takes is one platform  
Above our native land  
To carry the destructive force  
To wipe us out unmanned.  
Yet if we had a larger one  
High over Krushchev's head,  
Yes, he would think much more  
than twice  
Before he went for lead.  
Our country is on top right now  
Because we slaved it there;  
It took a lot of heaving up  
To reach our present lair.  
If Russia starts to take the lead  
And we drive with a flat  
It's very hard to pass in front  
Without a jack in back.  
Our country needs our whole support  
To fight this Russian foe  
For social insects often sting  
The open parts below.

## EYES ON CUBA

For some time now, the eyes of the world have been on the tiny Russian ally in the Western Hemisphere, Cuba. In Russian and Chinese dominated areas, Cuba is looked upon as an enclave of "freedom." In the American bloc, on the other hand, Cuba is a "Threat to internal security." Before any further discussion on Cuba is attempted, it would be wise to answer three questions:

1. Just who is responsible, historically, for the present Cuban situation?
2. What does Cuba mean, both to the American bloc and the Communist world?
3. What should be done about Cuba?

At the time of the Cuban Revolution, the United States supported the corrupt Batista dictatorship. American arms were used by Batista's soldiers, and it was with American planes that Batista shot down and bombed out the rebels. Even after the revolt was completely successful, with Batista gone and his lieutenants imprisoned or executed, the United States refused to recognize the Castro government. The U.S. actually cut sugar prices on exports from Cuba. This, even more than the long American economic exploitation of Cuba, helped to fix the Cuban identification of America with aggression. In this way, the U.S. drove Cuba into the Soviet Complex.

The Communists play Cuba for all it is worth. They send technicians and attaches by the hundreds, and boast about the "improved standard of living" and the "great progress of the Cuban people". Cuba, to them, is two things: a victory over the U.S. in its own hemisphere, and a showplace for Marxism-Leninism. To the United States, Cuba means a direct threat, and the most commonly heard words in connection with Cuba are "ninety miles off our own shores".

Finally, what is to be done? At this stage of affairs, nothing done about Cuba could conceivably be of any use, up to and including an invasion. But Cuba is useful as a warning to the United States. From Cuba, it can learn its mistakes and try not to repeat them. A program of economic support, not aid, to truly democratic countries would be of the greatest help to both American prestige and world anti-communism.

These three questions are of the utmost importance, both in achieving a rational solution to the Cuban problem and in preventing the spread of Communism throughout the world. And until the Free World learns the answers, it is condemned to lose more Chinas, more North Viet-nams, and more Cubas.

*Robert Moody*

## LETTER TO THE EDITOR

Because I fear that my dear friend Don Martin might be misquoting me, I have taken pencil in hand in order to clarify my position on the Social Code that is to be drawn up by Hawken, Hathaway-Brown, Laurel, and University Schools.

The code would consist of suggestions to both parents and students concerning conduct at private and school social functions.

I see no harm in drawing up a few suggestions in the form of a pamphlet. The student would feel no compunction to adhere to the suggestions because they could not be enforced since they are only suggestions.

However, if all four schools do not participate, and if the code is not supported by the faculty or students of any school, it will be wasted effort to formulate the code. If any party feels that the code is being pushed upon them, the code will not be followed at all.

Yours in freedom and slavery  
Mike Schlesinger

## HAWKEN GRADUATE RETURNS

Mr. Albert Conkey, a 1931 Hawken graduate and head of the Music department of Chestnut Hill Academy in Philadelphia, returned to his Alma Mater on Thursday, October 18 to fill the Lyndhurst Chapel with strains of beautiful organ music. Mr. Conkey was on the campus for two days, during which, in addition to playing for the morning and evening chapel services, he gave an organ recital which included pieces by Hindemith, Milhaud, Handel, and Bach. When his concert was over, Mr. Conkey received a standing ovation from the members of the Lower and Middle Schools. His presence here has stimulated a demand for more organ music at Hawken.

*Richard Schenk*



### SCIENCE DEPT. ADDS MR. MALBURG

Teaching physics and chemistry this year in the Upper School is Mr. Raymond Malburg. He received his Bachelor of Science degree in chemistry from Carnegie Institute of Technology.

At the University of Delaware he did research in the field of Gas Chromatography. He also participated in a literature Research Project for the Manufacturing and Chemists Association.

Mr. Knutson met Mr. Malburg at Kenyon College where they were both working on the Chemical Bond approach chemistry program. Mr. Malburg came to Hawken through this acquaintance.

He is teaching the Chemical Bond Approach chemistry course and the Physical Science Study Committee physics course for the second year. Last year at Shaler High School in Pittsburgh he began teaching these two programs.

This year he hopes to start a committee whose members will speak on their fields of scientific interest to the students during the activities period. The speeches will be voluntary for speaker and audience.

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### SCIENCE LECTURES OFFERED

Under the auspices of the Cleveland Association of Science clubs, a series of high-school lectures and field trips are being held this year. Science-minded students may contact Mr. Malburg or Mr. Roberts for details.

### MARTIN'S MISSIVE: SOCIAL CODE

The proposition of a social code, a regimen determined by the Student Council and intended to govern behavior at school affairs, was enough to send the studentry staggering down the halls in a state of shock.

With a "they wouldn't dare" grimace on their countenances and a "please don't fence me in" look in their innocent baby blues, the students then proceeded to plead their case against that heartless beast, the Social Code.

In reality, however, their condemnations all stemmed from a magnanimous pride. This pride varied from self-esteem and confidence in their companions to respect for their alma mater. The studentry, possessing justifiable faith in the self-restraint of their comrades and hence in the retention of Hawken's clean slate, were offended by the realization that there were still some who doubted their maturity. Thus, with indignation they responded to the question, "Do you think a Social Code is necessary?" I give you now "The Pride and the Prejudice."

"To have a set of specific rules is useless. Our action at any Hawken affair should be governed by our own maturity." Dennis Friedman

"We don't need it. It's our own responsibility to act properly." Towar Vilas

"We don't really need it. If by eleventh grade you don't know how to conduct yourself, you are in bad shape. Have a good time, but realize it is a school dance and you are representing yourself as well as your school. A code is possible as a suggestion, but it cannot be the basis for behavior; you should have this foundation already."

Marc Files

"You're the judge of what to do. No one should interfere." Bill Armington

"The school shouldn't interfere in the private life of the students." David Gleason

"We have to have a code to please the parents, but let it be very loose, not stating anything specifically. No one follows codes anyway."

Charley Hoerr

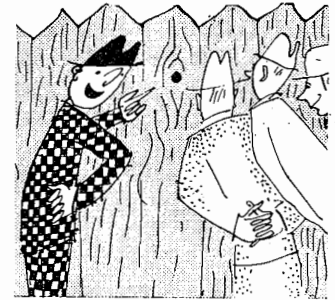
"It ought to be left to the individuals and their common sense. Gentlemen ought to know what their code of standards is." Phil Landy

### GLEE CLUB HOLDS FIRST CONCERT

Hawken's upper school glee club presented its first concert on October 18. The club, under the direction of Mr. Loud, sang two selections for an audience of fellow students and faculty members. Mr. Albert B. Conkey, a Hawken alumnus, now teaching at Chestnut Hills School, also attended the performance. Mr. Loud hopes to present additional concerts throughout the year.

---

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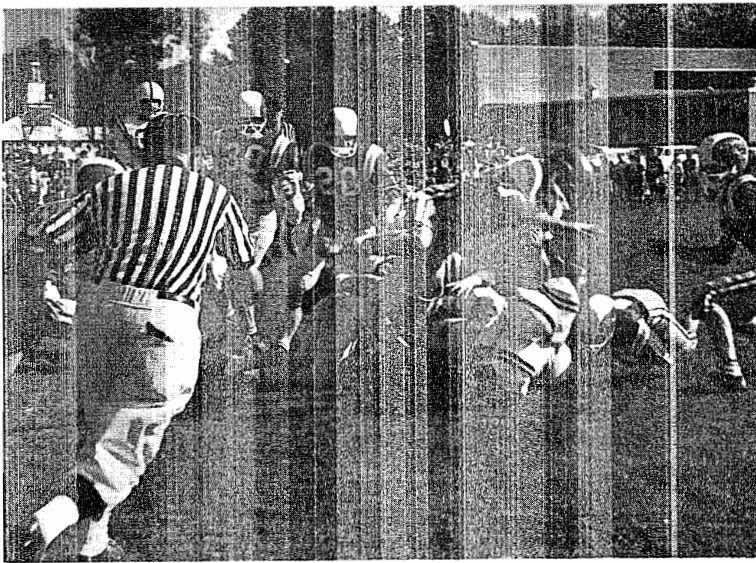
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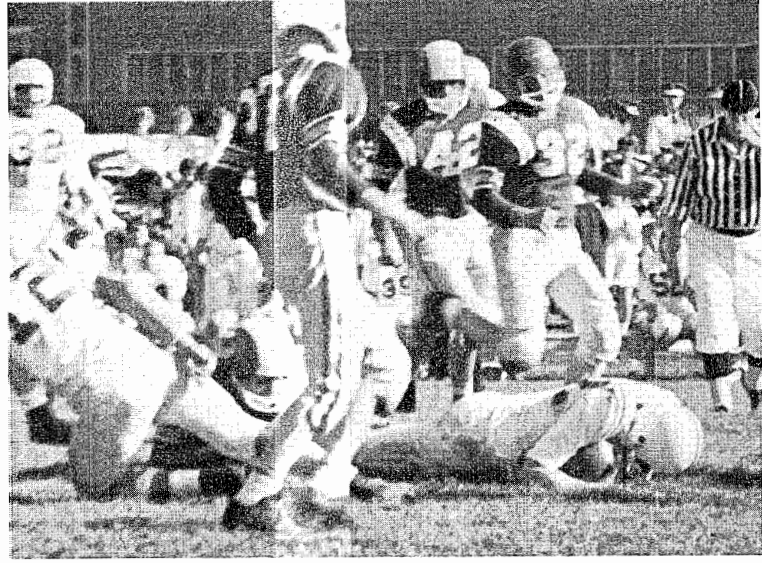
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King makes the tackle at Lutheran East



Captain Lightbody watches the tackle

### SOCCER TEAM SCORES SUCCESSFUL SEASON

The varsity soccer team breezed through its first six soccer games in fine style. In the first four games the team downed Gilmour 4-0, ran over Maumee Valley 5-0, triumphed over the junior varsity from W.R.A. 3-0, and defeated Columbus Bishop Hartley 4-1.

For their next match, the Hawks travelled to University School for their first road game. The fired up U.S. team scored first in a scramble at the Hawken goal. Mark Files then countered for Hawken with a goal to tie the score at 1-1, where it remained for the rest of the game, including two overtime periods.

Next the team travelled to Maumee valley for the return match. The Hawken team played without the eleventh graders, the backbone of the defense, and won by a score of 2-0.

After these six games the record stands at 6-0-1, with three games remaining. The Hawken scorers including Charlie Fitz-Gerald, Yonni Chapman, Kick Lightbody, Marc Files, and Tom Royer have outscored

their opponents 19-0. The fine defense is headed by Captain Rusty Lincoln, Halfback George Lorenz, Fullback Henri Coerdt, and Goalie Charlie Hoerr.

**WILLARD BROWN SPEAKS AT HAWKEN**  
 politan community must be formed to aid the financing of the port, the transit system and other projects which benefit people outside the city. And perhaps most important the political indifference evident in Cleveland must be eliminated.

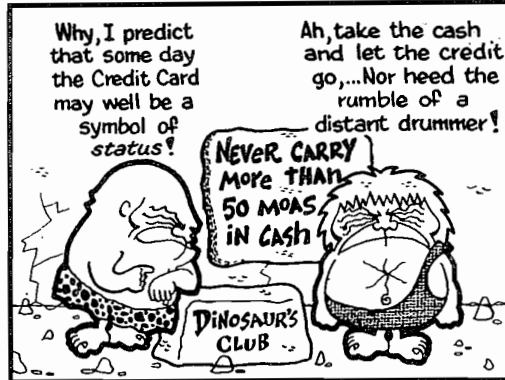
-----  
 'Don't slash the food.'

## All-America favorite ...ice-cold Coke



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On March 6, the students of Hawken School were given a pleasant change of pace when Bill Fleming presented his rendition of three folksongs in morning chapel. The first effort of its kind. Bill, with guitar in hand, played The Golden Vanity, a sea story in lyric form of a heroic cabin boy who gave his life to save his ship, East Virginia, an oldtime negro spiritual telling of the South, and Blow the Candle Out, an English folksong, made famous by the Kingston Trio.

At the beginning of his performance, Fleming said that he was attempting to give the guitar its rightful position as one of America's greatest means of self-expression. In effect says Bill, because of the sudden rash of electric guitar numbers on radio the guitar is getting a bad name, and he hopes that the trend toward Josh White and Odetta will regain the guitar its popularity.

For you guitar buffs, Bill used a Stella guitar, especially designed for folksongs. This particular model the neck of which is much wider than the normal guitar to allow for twelve strings, instead of the usual six. It is tuned normally, that is, in the standard fourth cycles, but instead of single strings, they are all doubled, adding greatly to the volume. Bill used a finger stroke called the scratch, a stroke using primarily the index finger and the thumb. It is used extensively by such folk-singers as Josh White, Bob Dylan, and others.

Bill Fleming also played at Hathaway Brown School, at the Freshman-Sophomore Prom. His numbers there included: Barbara Allen, Franky and Johnny, and Blow the Candle Out.

**THE PROGRESSIVE PARTY**

The Progressive Party began last December 'as an effort to create an active interest in the Student Council, which the student body lacked considerably, and as an effort to get the Student Council to do its job', according to John Lightbody, the chief officer of the club.

Mr. Day has asked for assistance from the boys of the Upper School in the quest for an interdenominational chapel for the Upper School campus. The request came in chapel (in the gym) on April 13 when Mr. Day reported that it was not at this time feasible to build a chapel on campus. About the only way left for the Upper School to obtain one, he said, was actually to search for one.

The Headmaster suggested that in their 'ramblings through the countryside', the boys look for apparently unused churches. If any are found, the finder or finders are asked to notify Mr. Day so that he can check on the building and explore the possibility of moving the church to the Upper School.

In recent morning chapel services the student body has shown a marked improvement in the selection and delivery of its speeches. Prompted by members of the faculty, the speakers have made a noticeably greater effort to present speeches which are interesting and pertinent to current affairs.

Two services have been particularly unusual. John Lightbody and Bob Horsburgh led the chapel in a Moslem service, and Lary Spitz and Dave King presented a Jewish service. The students have also been entertained three times: twice by Bill Flemming who played his guitar, and once by the sixth graders who gave an excellent play.

THE **AFFIRMATIVE NO**

VOL. 11, NO. 6

HAWKEN SCHOOL

APRIL 25 1963

**UPPER SCHOOL HONORS**

High Honors

X David Raish

IX Charles Hickox

Honors

XI John Chirgwin  
Richard Hudgin  
David King

X Dennis Friedman  
Charles Hoerr  
Richard Lightbody  
Donald Martin  
Robert Nash  
Brooke Stoddard  
Martin Weinstein  
Ramsay Weit

IX William Alexander  
Mario Boiardi  
Richard Fields  
Robert Newby  
Joel Skidmore  
Ashley Van Duzer

**SKIERS WIN CITY TITLE**

The Hawken skiers swept away with the city High School Ski title at Mont Chalet last month. The skiers gained an easy victory, finishing in all the first five places. Mark Taylor skied down the slalom course in 25.4 seconds and 26.8 seconds giving him a combined total of 52.2 seconds, faster than any other skier in the competition. Dave Bittenbender placed second in the individual honors, only three-tenths of a second behind Taylor. Bob Horsburgh was third; Dave Foster fourth; and Tim Geier placed fifth.

Each competitor skied twice down the tough slalom course, composed of ten or eleven gates. The high school whose skiers acquired the best time won the trophy. Placing in the first five positions put Hawken School beyond the reach of any competitor and gave Hawken its first city title.

'Get all the library study lights to work properly.'

The trophy may now be seen in the south corridor.

# THE AFFIRMATIVE NO

Edited and Published  
by the Studentry of  
Hawken School

## Co-Editors

Don Martin                      Yonni Chapman

David Whittlesey      Assistant Editor

Chuck Herndon              Business Manager

## Editorial Board

Mike Schlesinger              Al Hoffman

Bob Nash                      News Editor

John Chirgwin              Feature Editor

Ted Kuss                      Sports Editor

Richard Shenk              Lyndhurst Editor

George Lorenz              Production Manager

## DOW-JONES INDUSTRIAL AVERAGE

By Richard Lightbody

FLASH: Mr. Clean shaves his head!

\* \* \* \*

According to Reader's Digest, 'The harrassments of the federal regulatory agencies make it increasingly difficult for business to meet today's crucial challenges with vigor and initiative'.

\* \* \* \*

WORD FOR THE WEEK: tarkahon, the name of the key two octaves below middle C on the piano.

\* \* \* \*

Mr. Roberts, Hawken's soft-spoken biology teacher, has been conclusively proven to be Superman.

\* \* \* \*

A recent series of experiments by the B. N. S. L. has shown that the hiccups can be stopped simply by swallowing a marble.

\* \* \* \*

# MUSICAL GENIUS COMES TO HAWKEN

By Terry Hallaran

At the recent Fathers' Club meeting, when the Upper School Glee Club gave one of its rare performances, it was privileged to have as its accompanist Mr. Jerome Rosen. His exceptional ability manifested itself in his rendition of an elaborate accompaniment to a chorale by Bach. Originally scored for a full orchestra, when the accompaniment was transcribed for piano, it proved to be a considerable task for ten fingers. Mr. Rosen's brilliant execution of it was an inspiration to both audience and performers.

Clearly music has been the major factor in Jerome Rosen's life. At five he took up the violin, and at five and a half the piano. Though at ten he discontinued piano lessons, he proceeded on his own, the piano being his mode of relaxation after a strenuous session at the violin, now his principal instrument. He studied at, and was graduated from, The Curtis Institute of Music, thus completing his formal music education.

Mr. Rosen has had an extensive career in music, not to mention a varied one. He has held a post as apprentice conductor to George Szell, as assistant conductor to The National Orchestral Association, and has been a guest conductor of the Kansas City Symphony. For three years he played under Casals in the Prades Festival Orchestra, and he has been director of the Indian Hill Music Academy and conductor of its orchestra.

At present Mr. Rosen is attending Western Reserve University. His major is mathematics, another field in which he excels. His primary interest is logic, and being an avid chess player he has devised a system for determining chess moves by this means. In addition, he somehow finds time to be a part-time teacher in the Hawken music department.

## THE PROGRESSIVE PARTY

A member of the Progressive Party is not obligated to any specific course, but in applying for membership he professes an active interest in the affairs of the school, and he acknowledges the need for active participation. The party dwells on no definite issues, although it will support a ticket in the next council elections.

The party feels that there is not enough communication between the Council and the rest of the student body. Would Mr. Lightbody continue his efforts were the Progressive Party to die from the same disinterest that seems to plague the Student Council? His answer was 'yes'.

## THE ABILITY TO USE KNOWLEDGE

By Charley Hoerr

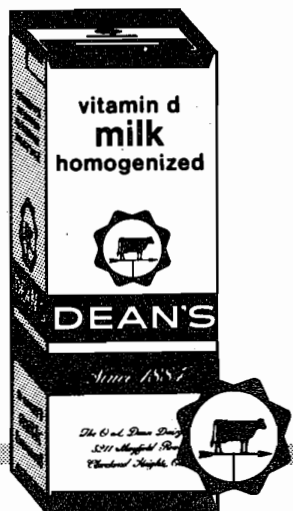
One of Hawken's shortcomings is that it gives the students insufficient motivation for learning. Most students learn in order to get grades that will get them into college where they can learn some more. With his attentions focused upon high grades the student learns not so much what he is taught, but learns and soon forgets what he thinks he will be tested on. This shallow sense of values obscures the purpose of education to the point where it becomes nothing more than the means to get into college. The student should be officially acquainted with the long-range benefits of their education, either in the form of a course, or in a series of lectures or more likely, each course should have as an integral part of its format the practical and universal reasons for taking the course. Knowledge is useless without the ability to use it.

The purpose of learning modern languages is self-evident, and inherent in almost any history course is an understanding of the application of said course. English, it is explained, is to improve the student's communication with his fellow man. It is not explained, however, how reading 'Ozymandias' specifically contributes to this objective. We are told that mathematics has thousands of applications in daily life. With arithmetic this is plain to see, but it is difficult to grasp how the average man applies trigonometry in the course of his daily functions. Latin's purpose seems to be the most dubious. It is occasionally discussed informally, but a question as important as this should be dealt with directly in the course itself; for unless a student definitely understands why he is learning Latin, there is no point to his learning it, and chances are he won't learn it well. In fact one of the arguments defending the teaching of Latin is that it disciplines the mind and is an aid in general learning. But what is the purpose of learning? We come to school to learn. Certainly we should be specifically informed why. Education is not just teaching information; it is teaching how to use the information that is taught.

## PREFACE TO COLLEGE

By Yonni Chapman

Long before they have to apply for admission, high school students should know as much about college and college requirements as possible. There are many sources: material published by the colleges themselves and by other authorities, visits to the various campuses, or mere conversation with present college students or alumni. Of course the most desirable type of information is that obtained by actual contact with a college and its students. Although such visits are not always feasible, they are extremely important since many colleges require an interview. If the student has the chance to see some colleges, he will not be able to see more than a few, and the impression he gets can only be superficial. Other types of research are necessary to form a more complete image. Many students put off such investigations until they are ready to apply, and when their senior year at high school looms up, they are under constant pressure for they finally realize that they are not prepared and they fear that they will not be admitted to a college of their choice.



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However much the student would like to put off preparation for college he cannot afford to do so. The student must take the initiative to write his college applications, and these must be well written for deans of admissions will probably discard any poorly constructed letter as soon as they have read it. Nevertheless, it must be realized that a mere application means relatively little. Colleges often have three or four candidates for every vacancy. They admit students on the basis of potential, reflected by scores on the required SAT tests; production in high school, determined by grades and rank in class; character, reflected by the letter of recommendation; and CEEB college entrance examination scores (three tests in various fields must be taken although all colleges do not require these exams. The Hawken student must also have at least sixteen college credits. Needed is much review, much sharpening of old skills. A good vocabulary and extensive experience in the classics are indispensable. The ability to read quickly and comprehensively is essential. Later at college, proficiency in typing and some kind of short hand would be invaluable. Most of these preparatory measures must be undertaken by the student on his own initiative. The faculty, of course, stands ready to give assistance, and the newspaper, too, will try to ease some of the student's research responsibility. In the next two issues and in those of coming years, articles pertaining to individual colleges, college life, and education will appear.

Perhaps a good way to start off is by giving the student some guidance in his attempt to find intelligent discussions of individual colleges and the problems involved. We have in our own library a large selection of college catalogs, many periodical publications by these colleges, and a recent addition, 'The New American Guide to Colleges', by Gene Hawes. There are many other authoritative books to be found in local libraries: 'How To Be Accepted By The College Of Your Choice', by Benjamin Fine; the 'Lovejoy-Jones College Scholarship Guide'; 'American Universities And Colleges', ed. Mary Irwin; 'College Entrance Examinations', by Wechsler, Blum, and Friedman; 'Lovejoy's College Guide', 'American Junior Colleges', by Edmund Gleazer; and 'Barron's Guide To Two Year Colleges.

## COUNCIL CANDIDATES NOMINATED

On Tuesday morning, April 23, the Hawken School Progressive Party nominated candidates for the upcoming elections of next year's Student Council officers. Since the purpose of the Progressive Party has always been to strive for a more efficient and effective council, it has put forth candidates which it is sure will do this. The gist of Progressive Party Chairman John Lightbody's nominating speech was this:

That the present council has not been efficient nor effective, as evidenced by the poor management of the council's A.F.S. Fair booth and the long gap between the time when the constitution was to have been presented to the students (November) and the time when it finally is to be presented (sometime in the near future).

Therefore, the Party nominated for President Bob Horsburgh, whose great success in running the A.F.S. Fair and whose efficient work in getting the social code presented to the students show evidence of both effectiveness and efficiency; for Vice-President, John Chirgwin, whose punctual council minutes have made him the most efficient council secretary in a long time; for Secretary, Dave King, who has made a constant effort this year to keep the council on the move; and for Treasurer, Don Martin, whose interest in the council is demonstrated at every meeting by his remarks and suggestions.

---

**WANTED: Donations of chairs, tables, and desks for the new Affirmative No office. Contact any member of the paper staff.**

---



# BASEBALL WINS FIRST VARSITY CONTEST

By Kip Horsburgh

Hawken School won its first varsity baseball game, defeating Cardinal High School 5-4. Although the Hawks' style of play was not as flashy as their new red and white uniforms, there were signs of encouragement.

After a shaky first inning in the field when Cardinal scored a run, Hawken scored two runs to take a 2-1 lead. Bob Nash lead off with a fine bunt, and Marty Feller got an infield hit. Both runners advanced on a passed ball. Joe Oblonsky hit a grounder to the shortstop who overthrew the ball to first. Both runners scored. In the next inning, Marty Feller knocked in two more runs with a single to right center. One more run was scored and Hawken held a 5-2 lead.

Starting pitcher Yonni Chapman was removed midway through the game in favor of Bill Ruple. Chapman had made two costly throwing errors, and he was becoming increasingly wild. Ruple came in with the bases loaded, and after one run had scored on an infield grounder, he struck out a batter to retire the side.

In the next inning with the bases loaded and one out, Charles Fitzgerald caught a foul fly midway between first and home. He then sprinted to home to tag out the Cardinal runner coming in from third on a close play.

With darkness closing in, Hawken was in trouble again in the last inning. A walk and an infield error had put runners on first and second with one out. Ruple made the batter hit a sharp grounder to Lightbody who stepped on second and threw to Don Martin at first to end the game.

Marty Feller had three hits, and the Hawken pitchers, although extremely wild, held Cardinal to four runs on two hits. Cardinal had scored 39 runs in its first three games, all victories.

## SCORE BOX

### Varsity Baseball

Hawken 5	Cardinal 4
Atwater 3	Hawken 1
J.V. Tennis	
Hawken 3	W.R.A. 2
Freshman Tennis	
University 5	Hawken 0
Freshman Track	
Hawken 50	University 41
Freshman Baseball	
University 11	Hawken 0

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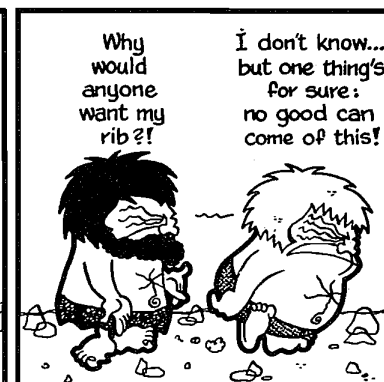
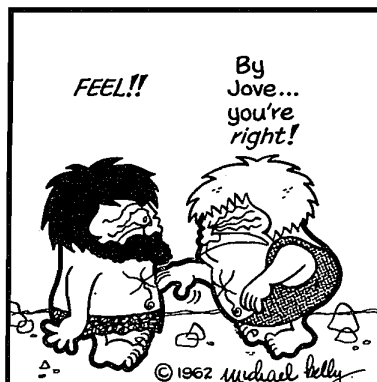
King



Regular



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## STUDENTS VISIT SPACE FAIR

On Monday, the 26 of November, Mr. Malburg and Mr. Roberts took 27 Upper School boys down to the Space Science Institute, a special program for students at NASA - Plain Dealer Science Fair.

First the group attended a one hour illustrated lecture of general introduction to the Institute.

Next they split into two groups: one group attending a talk on areospace instrumentation: and the other a talk on spacecraft design. These two lectures were chosen by the boys from out of a group of seven; ranging from geophysics to space mission planning.

After the lectures the two groups met and made a tour of the twelve significant areas in the Exhibition.

The entire program was conducted by NASA scientists.

## COUNCIL DRAFTS CONSTITUTION

During the past few weeks the student council has been preparing the final draft of the Constitution. At the meeting on Wednesday afternoon, November 14, the council's draft was completed. This draft will be submitted to the studentry for additions, corrections and ratification at an open meeting in which everyone will participate. At this meeting the final draft of the Constitution will be decided upon.

Get rid of the little bugs crawling all over the library desks.

## FATHER'S CLUB HOLDS MEETING

On Tuesday night, November 20, the first Father's Club meeting of this year was held. It opened with Mr. Loud and the Glee Club singing three selections. Following a short business meeting, the academic and athletic awards were presented. A total of seventeen books and seventy-nine letters and numerals were given out. The meeting concluded with two movies of the football team. The first was provided by Mr. Seth Taft, and the other by Gilmour Academy. After this, refreshments were served in the dining room.

# THE AFFIRMATIVE NO

VOL. II, NO. 4

HAWKEN SCHOOL

NOVEMBER 29, 1962



The Studentry evacuates for Thanksgiving Vacation.

## THE FACULTY SPEAKS

During the initial two months of this school year there has been much criticism of Hawken by its students. It seems to be the thing to do. There's nothing wrong with criticism in fact, often it results in necessary and beneficial changes. It can, however, be meaningless when it becomes redundant or is being used to benefit only a few individuals rather than the school as a working organization.

Many of the 11th graders question the academic demands and standards of the faculty. It is easy to see why, especially when there is no class ahead of them from whose experience they can benefit. They are forced to place a great deal of faith in the faculty and what it feels constitutes an adequate college preparation. If it is of any consolation to the students, the majority of your faculty have been preparing students for college for many years and by now are fully aware of the stringent standards that must be met. They were students once, so they fully understand the burdens of your task. At the same time they have a tremendous obligation and responsibility to you, and if they chose to shirk these responsibilities your present situation would be greatly eased, but your future would be in jeopardy.

## HAWKEN REPRESENTED AT COUNCIL ON ALCOHOLISM

On Tuesday evening, November 6, Bill Fleming and Bob Horsburgh attended a discussion on alcoholism in today's society. The discussion represented the expanded efforts of a group of doctors and sociologists who have been studying this problem for the past two years. It was held at the Academy of Medicine at Carnegie and 107th Street and was attended by a group of thirty distinguished Cleveland doctors and educators, including the original pilot group.

The original group felt that the most effective way to combat alcoholism would be to disseminate information about it to high schoolers so that they would be exposed to the facts before they formed any ideas about it. Students should be warned about the psychological effects, so that when they drink they will drink intelligently.

Dr. James Bell expressed an idea shared by most of those present that alcohol is a treatment, not a cure.

When the meeting broke up after three hours everyone agreed that the approach to the problem was good and that there was a need for more support of this approach in actual practice.

# THE AFFIRMATIVE NO

Edited and Published  
by the Studentry of  
Hawken School

Dave Gleason            Editor in Chief  
                         Associate Editors  
Dave Whittlesey        Newty Barrett  
Don Martin             Assistant Editor  
Chuck Herndon         Business Manager  
                         Editorial Board  
Mike Schlesinger       Al Hoffman  
John Chirgwin         Feature Editor  
Ted Kuss               Sports Editor  
Richard Schenk        Lyndhurst Editor  
George Lorenz         Production Manager

The Faculty should give homework assignments a week at a time in advance

## LETTER TO THE EDITOR

Sometime in the next couple weeks Mr. Larry Call from Herff Jones Company, manufacturing jewelers, will come and talk to the 11th grade and the Student Council about a class ring. When he is here we will make a final decision as to the size, shape, and design of the class ring.

Before Mr. Call talks to us we should have in mind a good idea of what kind of ring we want. The ring could be either rectangular or oval with or without a stone. The possible colors of a stone are red, blue, and black. We have to decide what kind of metal to make the ring out of, gold or silver.

If the 11th graders and the members of the Student Council will think about what kind of ring they want, the meeting will be very successful and we will be able to get the rings sooner.

Thank you  
Dave Whittlesey

Thanks to Mrs. Winzer for this edition.

## MARTIN'S MISSIVE: DREAMS

Anxious looks, frightened stares, and furrowed brows have always filled the Hawken halls, but as of late the gravity of the situation has increased to the point where twitching eyeballs are to be found lurking in the shadows. An occasional twitching nose or spastic ear - these are to be expected. But twitching eyeballs are indicative of only one thing, mental instability, the most hopeless type.

But you and I, we must not forsake these unfortunate boys in their hour of need, for we possess a mighty tool with which we can probe the cause of their condition. This tool is simply psycho-analysis, now as any run-of-the-mill psycho-analysist knows, the key to the mind is dreams. Realizing this, I immediately went forth, approached the Hawken studentry, and, when they had ceased foaming at the mouth, questioned them as to the nature of their dreams at home as well as in class. Sleeping in class? It's true, for research projects often necessitate staying up into the wee hours of the morning. (Regretably, however, the heavy snoring which results during class has a tendency to awaken the teacher.) In revealing their dreams, these poor souls concede to make public their inner sensations, hoping that you, the reader, will either offer suggestive criticism or send a "Get Well" card.

"I dreamt that Mr. Malburg poured acid over me in lab and disintegrated me."

Terry Hallaran

"I dreamt I was playing shortstop in the World Series in my back yard."

Newty Barrett

"I dream of barrels rolling down a hill with telephone poles on the left side."

Jim Connor

"I dream that I'm living in pre-historic times and dinosaurs are invading the land."

Bob DuLawrence

"I dream of choo-choo train."

Chip Fiordalis

I dream of choo-choo Drane."

John Van Ordstrand

## EXTRA-CURRICULAR ACTIVITIES

There is a curious and unfortunate attitude at Hawken. Boys who do not do well academically in school are eager to join extra-curricular activities, either to find something of interest to them or deeming it necessary to be allied with one or two as an unwritten college requirement. At the same time many very capable students do not seem to find the time to serve any committees.

It is a fact that activities come second to school work, and boys floundering academically must realize this. Belonging to three or four groups while neglecting studies is not a solid foundation for anything.

Unhappily, many good students consider activities the last important facet of Hawken life. This is a distorted viewpoint because the available pursuits will strengthen the school's spirit and give to the boy the satisfactions of contribution and accomplishment. By joining the Glee Club, or the Newspaper, or the Debating Club the individual can break the strain of scholastic duties and round out his school life.

Those of the studentry who need to devote more time to academics should slack off in extra-curricular participation. But the impressive number of good students must be less selfish and must give of themselves to raise the level of participation and achievement in the outside activities here at Hawken.

Newt Barrett

## THE STUDENTRY SPEAKS

Responsibility he aims us for.  
Education is his trade.  
Lasting influence he has on all  
Initiating minds to higher planes,  
Casting men from molten boys.

East he went across the sea  
And back again on revenue free.  
Married now and settled down,  
Easing boys through the toils  
of youth,  
Standing with experience by his side.

The Poets

## MARTIN'S MISSIVE: DREAMS

"When I am not dreaming about being cool or naturally attractive, I dream most about custard pie and strained pears."

*Bill Millan*

"For two straight years I dreamt that I drove to the bank with my father, that he left me in the car, and, while he was gone, the car started to roll. The car would head toward a brick wall, but I'd always wake up before the fun began."

*Dennis Friedman*

"Lay off it, Martin! With all this homework how do we have time to dream."

*Marty Weinstein*

"I've dreamt that I've been eaten by a coyote. But don't worry, I'd always fall out of its stomach and be perfectly all right."

*Marty Feller*

Hey! in case you get any wrong ideas about me, I dream of Julie with the light brown hair - that's all. I wouldn't kid you.

Let's start the H.S.C. (Hawken Swamp Control) and drain our own diphtheria pit.

## THE FACULTY SPEAKS

We are all a part of the challenge of Hawken's transitional period. The end result, if successful, will reap many rewards and offer great satisfaction. If unsuccessful, each of us will have had his part in the failure. It is up to us, and the odds will be in our favor if the student body and faculty work together and not against each other. After all, education is not a game where students and faculty are battling each other. It is a joint struggle where the students' success is the faculty's satisfaction.

Next time you feel the urge to complain, stop and contemplate the over all picture. You may find your criticism a little petty. You may even find yourself rather glad to be at Hawken and to be a part of this unique educational opportunity.

*Mr. James Young*

## EXSUL EGO

I am a weary and a lonesome traveller  
A weary and a lonesome traveller  
I am a weary and a lonesome traveller  
I've been a travellin on:

I

Past is the oasis.

Limpid pools no longer mirror azure skies;  
And silent are the sighing leaves of summer.

II

The sift of bonewhite sand,  
The muted roar of sun and arid wind  
And grumbling men now ruffle the desert air.

III

Our camels guide the way  
At home in sand, they drag us abject pilgrims,  
As on we trudge to Mecca with downcast eyes.

IV

Our steps are seldom light  
And often we cry against our heavy burdens  
Often against the rapid pace or burning sand.

V

But rarely comes a time of  
Joy. A happy word, and for a while we slough our  
Burdens off, rejoicing in the Eastern sunrise.

VI

Then the camels urge us  
And we travel on with slight encouragement  
Inside our hearts. -- Then we're alone again.

VII

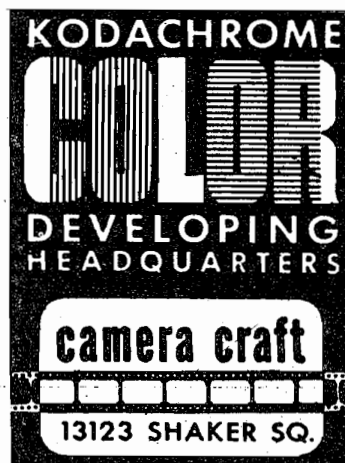
One more oasis;  
And we reach our goal. The last oasis though  
Is a long way off, and farther still is Mecca.

VIII

A long way off.  
And our delight in progress seems to wane;  
But let some remain to make our journey bearable.

IX

Yet we'll press on.  
Our eyes may be downcast and dim from cares,  
But still they glow. And Mecca lies to the East.



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### KUSS' KOLUMN

"Thank God that's over," I thought to myself as I came off the field after our football game with Gil-mour. But next morning, I was thinking, "wait 'til next year."

We were battered, bruised, and run over as we compiled a 1-5 record. But we lacked a Senior class, size, speed, experience, alertness, and a few other essentials. Next season we hope to have all these, and a little more.

We scored 22 points this year, against 128 for the opponents. Thus we averaged less than 4 points a game, while the opposition averaged more than 21 points.

I, for one, am glad we played varsity football this season. It gave us the experience we would have lacked had we started from scratch next year, and showed us that everything is not peaches and cream coming off the undefeated season we had last year in J.V. competition.

Next year, I assure you, we will do better than 1-5 and a good part of the improvement will be a result of this season's experience.

keeping enabled Hawken to outscore its opponents 23-6. Hawken's leading scorer was Yonni Chapman with 8 goals. Charles Fitz-Gerald was second with 7, and Marc Files was third with 4 goals. Dick Lightbody booted in three goals, and freshman Tom Royer tallied once. The Hawk's defense was lead by Capt. Russ Lincoln, Doug Dalton, George Lorenz, Henry Coerdt, and David Raish. Ramsay Weit and Marc Files moved the ball well down the field. John Burry, Terry Hallaran, Bob Nash, Tink Veale, Jon Boyer, Jim Fawcett, and Rookie Firman also saw considerable action. With one full season of experience under their belts, the Hawken Soccer Team looks towards even better things next year.

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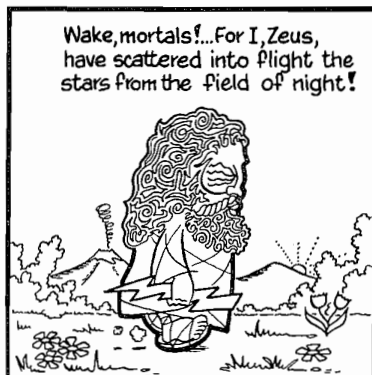
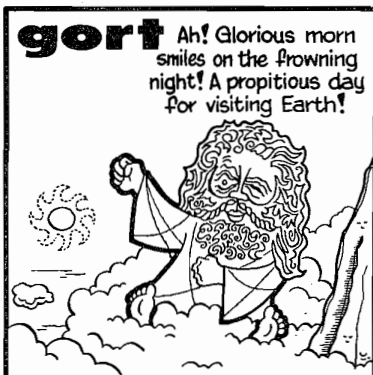
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### BOOTERS FINISH GOOD SEASON

Hawken School's first Varsity Soccer team finished its season with an excellent 6-1-2 record. A combination of the front line's good shooting and Charlie Hoerr's excellent goal-

**Cleveland Coca-Cola Bottling Co.**



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# THE AFFIRMATIVE NO

VOL. 1 NO. 1

HAWKEN SCHOOL, MARCH 21, 1962

## DAGGER CAPTURE GILMOUR

Despite a mediocre season, the Hawken Freshman Basketball team wrapped up the year by winning a Frosh basketball tournament held at Lutheran East High School. The participants were Gilmour, Lutheran East, Lutheran West, and Hawken. (These four teams will be seen grouped together more often in the future, for they are planning a new league.)

In the first game of the four Lutheran West upset Gilmour by a narrow five point margin. Next, Hawken took on Lutheran East. In the first quarter Hawken rallied with fourteen points. This lead gradually waned in the second and third quarters until Josh Oblonsky and Bill Ruple took control and led Hawken to a 35-26 victory.

In the first evening game, Gilmour romped over Lutheran East in the consolation match scoring 50 points. Then Hawken took on a strong Lutheran West team for the championship. Having scouted Lutheran West, Hawken discussed and weighed their observations, which proved very helpful in the game itself. The battle was nip and tuck all the way, with neither team yielding an inch. Then Lutheran West began to pull away. Bill Ruple  
( Page 2 )

## HANDBOOK PLANNED

With the recent change in schedule at Hawken many committees were started. One is the Handbook committee with Tim Geier at the head. In two weeks the organization has developed a good idea of the Handbook's contents, the purpose of the book, and a few ideas on how to finance it. The Handbook will come out every year with revisions and new athletic schedules. For new students, the Handbook will be a guide to the faculty and the school. For old students it will be a memento. The Handbook will be sent to the Alumni so that they can learn of the changes in the school and of new records. The committee's goal is to have Handbooks in circulation by next fall.

## FIELD HOUSE

Last fall Mr. Day spoke to the students of the Upper School about the need for a field house for the storage of athletic equipment as well as a tractor for the maintenance of the fields. He suggested that this would be an excellent student undertaking. Several weeks afterwards a student committee was formed to carry out this project.

The student body is now in the process of drawing up the plans for the building, which will encompass about 720 square feet. It will be situated on the athletic fields at the South end. The building will be built entirely by the students and their fathers. Construction of the building which will be built primarily of donated materials, will begin this spring.

## SCHEDULE REVEALS BUSY TRACK SEASON

Coach Rickard promises a challenging season for the Track team this spring. Thus far six meets are lined up for the squad. Our relay teams will have two full time opportunities to better their past records when Hawken meets seventeen inter-city teams at Cuyahoga Heights and four more relay squads at Lu-

theran West on another date. The remainder of the schedule is filled by contests with U.S., Moody Jr. High, Euclid Central, and a triangular meet with Gilmour and Reserve.

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"There should be a chapter of the Foo Wong Society at Hawken"  
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