The Pen and Scroll

VOL. XXXVIII | LENOX SCHOOL, LENOX, MASS., WEDNESDAY, JANUARY 25, 1967 | NO. 3



Look out, Sakini! Purdy's trying to get your goat.

'Teahouse' Stars Denzel In Wood's Extravaganza

The Lenox School Dramatic Society presented, on the evening of Saturday, December 3, *The Teahouse of the August Moon.*

Directed by Mr. David H. Wood, this second production of *Teahouse* starred Paul Denzel as Sakini, an interpreter by profession, Okinawan by the whim of the gods, and philosopher by his own sanction. His boss, Col. Wainwright Purdy III, the commander of the U. S. occupation forces on Okinawa, (Lawrence Hennion) is a typical member of the army bureaucracy with the constant preoccupation of gaining rank and placing the laurels in his wife's crown. Purdy's life is a serene and quiet one until interrupted by a stroke of lightning from the gods, Capt. Fisby, (Gilbert Skidmore) a jinx who throws a monkey wrench into Purdy's occupational works.

The play is the story of Purdy's attempt to rehabilitate the island by building pentagon-shaped schoolhouses and instructing the people in the techniques of democracy. Purdy is hampered by Fisby who is hampered by Lotus Blossom (Terry Linstead), a first class Geisha girl who is given to Fisby when he arrives with Sakini in Tobiki, the village of which he is in charge.

Plan B, (the Colonel's Bible for reconstruction) doesn't appeal to the natives of Tobiki who convince the good captain to build a Teahouse rather than the pentagonal school. All is fine until the souvenirs, getas, cricket cages (yes, cricket cages), and lacquered cups don't sell to the American soldiers. Facing a depression, Fisby searches for a product which will sell. He finds it - sweet potato brandy, an age-old Tobikan recipe for birthdays and funerals. It sells like a five-cent cigar, and Tobiki prospers.

The colonel, who is convinced that Fisby is completely off his rocker, [illegible] Capt. McClean, a psychiatrist, to analyze Fisby. The captain himself goes "native" when given the chance to grow hybrids. Purdy catches wind of Fisby's stills and goes to Tobiki to investigate in person. What he finds is shocking, so he orders his faithful attache, Sgt. Gregovitch (George Cleveland) to destroy every still and the Teahouse, a duty in which he does not waver.

Suddenly, the colonel discovers that a Congressional Committee, which has heard of the incredible recovery of Tobiki, is on its way to see the village. His dreams for

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Fall Sports Night Ends Term, Yale's Giegengack Is Speaker

The annual Fall Sports Night, held this year on the evening of December the fifteenth, was, once again, the perfect climax to a great fall. After eating the traditional roast beef dinner, the dishes were cleared from the tables and the Headmaster began the presentation of awards by calling on the lower team coaches to read off the roster of their teams.

Mr. Sturges, the varsity cross country coach, then came forward to present varsity certificates to the members of his team. Although this year's Harriers had a poor season, Coach Sturges looks forward to next year's team which will have a wealth of returning lettermen.

The presentation of the varsity football awards followed. Head Coach LaPointe commented upon the nearly perfect season which was marred by only one loss, and expressed his sorrow on the loss of a number of fine football players. Special mention was given to John Sumner who won the Coaches' Award.

In giving the varsity soccer team the position of honor of the evening, Mr. Curry expressed his great satisfaction and pleasure in the finest soccer team in the history of the school. Mr. Rutledge, head coach of the varsity team, distributed the varsity certificates to an ethnically diverse yet purposefully united team, the likes of which Lenox will probably never see again.

The awards ceremonies over, Mr. Curry introduced the speaker for the evening. Mr. Robert Giegengack has been one of the most prolific coaches in track history. In his first year as Head Coach at Fordham University his team captured three indoor world's records, and two years later, Ford-

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Mr. Robert Giegengack

A First At Lenox; Debaters' Society Heralded By All

After reviewing the verbal scores of juniors and seniors, the headmaster and faculty became concerned that, here at Lenox, there was not enough emphasis on verbal expression. This is how the Debate Society began. In seeking ways to improve the verbal expression of the students, debating was brought up as a possibility. Therefore the primary purpose of the society is not to debate interscholastically but to offer the opportunity of verbal expression in a contest. The topics that are debated are timely and useful, lending themselves to discussion. Topics yet to be debated in the winter term are: "Resolved: that Science alone is able to benefit mankind", January 29; "Resolved: that military conscription in any form should be abolished in the United States", February 5; "Resolved: that no power other than the United Nations should possess or have the right to use

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Lenox Warblers Journey To Kent

The first Glee Club concert of the year began as two yellow buses pulled away from St. Martin's containing Glee Clubbers from all four forms. It was the afternoon of Friday, December the fifth, and The Lenox School Glee Club was bound for the Kent School for Girls in Kent, Connecticut.

After a long bus ride and a brisk mountain climb, the boys arrived at the school and were immediately ushered into the gym where the concert was to be held. The Lenox club practiced its numbers, and then the Kent School Glee Club joined them to run through the joint number a few times. As was the case last year, the Lenox boys enjoyed the animated direction of Dr. Gilian on this number.

Practice over, dates for the post-concert dance were introduced. The girls led the way to the dining hall and the excellent dinner which awaited them. Many boys were struck by the magnificence of the meal, but were assured that it didn't happen every day of the week. After dinner, the boys and their dates braved the wintry blasts and ran back to the gym for the concert.

The four selections of Lenox, **Poor Man Lazrus, Erie Canal, See That Babe** and **Hallelujah!,** (by Handel) were all well received by the audience. The club sang well, but Mr. Blanchard feels that there are still a few areas which can bear some work after the Christmas Holidays. Kent School sang next with their usual precision and perfect harmony. The Kentettes, a small group of girls, performed several beautiful and lyrical songs which were welcomed by people in attendance. Finally, both clubs combined for the finale, a spirited rendition of **Ride That Chariot.**

At this point, a dilemma faced the Lenox warblers. They had the

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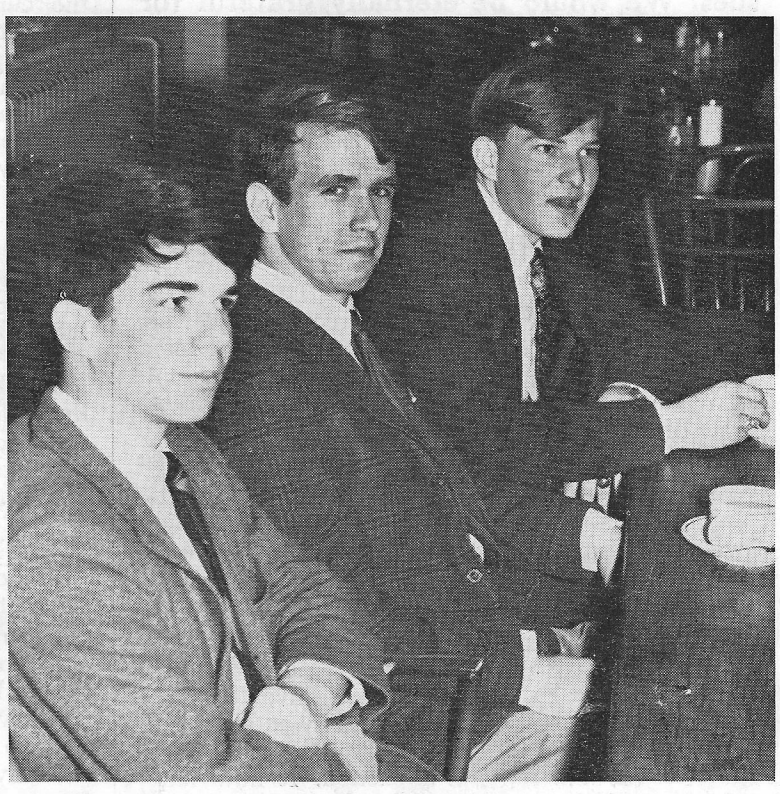
New VI Form English Seminars Begin Jan. In Four Sections

At the half-way point in the school year, in late January, the format of the Sixth Form English curriculum will be changed to an experimental program. The present sections will be dropped and the student will be given a chance to elect his own course for the remainder of the year. There will be four courses offered which cover the gamut of the English language, and an additional area for special independent study. This represents a great improvement, for the student will now be able to pursue an area of study for which he is best suited and in which he has the greatest interest.

One of the more popular courses offered is **The Comic Spirit,** taught by Mr. Fawcett. This is an excellent opportunity for the student to continue in the same vein as in the fall term, balancing off

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Three Gain Early Decision



Early decision winners: Ken Lord at M.I.T., Jon Bashor at Dickinson, Andy Osmun at Williams.

Pen And Scroll

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Published monthly October through June by the students of Lenox School, Lenox, Mass. 01240

Entered as second class matter June 4, 1958 at the Post Office, North Adams, Mass. Printed at Lamb Printing Co., North Adams, Mass. 01247.

Debating? Finally!

The most practical addition to the extracurriculum of the school in the last months has been the institution of a debating society. The organization develops one's ability to reason and cope with a problem. A person must view both sides of the topic in question and analyze the strength of his particular contention through contrast.

The first debate was a collection of loose arguments which attacked the question of "Should Theology be Taught as Part of the Curriculum?" from, basically, one point of assumed fact that was derived from the first speaker's speech. Thus a back and forth, standstill argument, lacking a well-rounded view of the subject, was developed. Preparations for the second debate are complete and improved strategy is evident. The speakers have examined the problem on a pro-con basis, have recognized its several facets, and have made decisions regarding it. This is a good illustration of what the debating society is aimed at and that is to develop the ability to consider all aspects of a situation and to draw sensitive conclusions through observation. This is being accomplished.

But I think that this organization can have a twofold purpose. The majority of the student body sees itself at a disadvantage with the lack of freedom and suppression of expression contained in the school policy. The administration contends that the student is given the freedom "which counts". This difference of opinion is a mellowed one and the whole problem lies in the lack of unity concerning the interpretation of "freedom". The situation is, in fact, a childish exchange of generalities, and specifics are required for a solution. Some medium must act for a comparison of views from a central point—i.e. a common concept of freedom and the debating society is a perfect vehicle for this. The problem can be treated in a specific manner and some definite conclusions can be drawn.

The debate society should submit matters of school policy for discussion. The result would be a clearer view of the "Policy Dispute" and a closer rapport between the administration and the students.

DWW

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The Staff of the PEN & SCROLL is endeavoring to establish a file of back issues. We would be eternally grateful for any b a c k issues with which alumni or friends would be willing to part.

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Responsibility For Seniors?

The headmaster and faculty recently received, from members of the Sixth Form, a proposal for a Senior Honor System. This proposal has been adopted unanimously by the form in an incomparable show of unity. This system, if adopted and put into effect by the administration, would replace the mickeymouse which now prevails.

A system which is based upon trust and a high level of responsibility would be the replacement. This new system would place upon each student the responsibility of making the school exactly what he wants it to be.

The success of an honor system depends solely upon the integrity of each person involved. This Year's form has shown, in its unanimity and desire to place themselves under this system, the ability and integrity to take responsible action. It now lacks only the authority to see it through.

JLG

Is Your Gasoline Pink?

Fellow American:

In the past year, subversion has crept across America in one of the most cunning and clever fronts ever devised. By gaining control of the major oil companies, the conspirators have begun a program of destroying America from within. Their method?: offering to the innocent and susceptible public a variety of bingos, sweepstakes, and other gambling games.

The first, and most obviously detrimental, effect that these subversive games have upon America is an economic one. The oil companies sponsor these games in order to attract customers, the bait being the idea that they might get something for nothing. Actually, they do not get something for nothing but rather, the price of gasoline is raised, ever so slightly, to pay for the cost of the games. This rise in prices contributes to the inflationary tendency which is disrupting the already tedious position of the American Economy and threatens to send it down the Ladder of Recession into the Depths of Depression, meanwhile destroying the entire American Way of Life, as we know it.

The second way in which these "gasoline games" contributes to the Desolution of America is the Moral Way. By instructing their agents (your local gas station attendant) to encourage customer participation, the vice and corruption of Las Vegas has spread to every street in America. They laugh at the archaic gambling laws as they slowly tear families apart, sending men to their ruin. One case-worker tells the story of a man who had become so addicted to playing these games that he left his family and disappeared in the car. He then stopped at a gas station and purchased a dime's worth of gas, just so that he could play the free game. He would then drive around the block and buy another dime's worth. He was perfectly content, until it happened —he discovered that he didn't use a dime's worth of gas when he drove around the block and that extra gas had accumulated. His tank was full; he couldn't buy any more. He was driven completely berserk.

Before it is too late, revolt against this terrifying and dastardly attack on American Society! Refuse to buy gasoline, go back to the horse and buggy, if necessary, but make sure that you tear up your bingo cards and burn your Sunny Shekels. Then you will be able to sleep soundly, with the assurance that you have helped keep America safe for Apple Pie, Motherhood, and the Girl You Left Behind.

Patriotically yours,
J. Burch

A Letter From An Alumnus

October 30, 1966

Dear Sir,

I would like to take issue with the implication in your article about the Lenox School Drama Club that the school was devoid of interest or activities in the dramatic arts prior to the founding of the Club with the arrival of Mr. Wood twenty years ago.

While one would have to admit that our activities on the stage during, and even prior to, that so-long-ago era within my memory were far from the current ambitious undertakings, nonetheless a Dramatics Club did function at the school many years ago—even during World War II when the enrollment dropped well below 100.

I am sure Mr. Hinman will recall the fun and laughter of a riotous (or so it seemed then) one-act comedy (was it called "A Missed Steak"?) produced by the faculty (their productions were almost an annual tradition). The Club itself performed in what George Willis (c. 1931 and subsequently of the faculty and director of the Club's productions) called "a telephone booth"—the stage at old Thayer Hall, where the Dining Hall was then. "Curse you, Jack Dalton" was a favorite with the theatre-goers of the era and we even went "on tour" to a local home for the elderly. For that performance the script was changed somewhat in order not to offend the tender audience!

So, proud as you may be of the Lenox School Drama Club and its "twenty year" history, do not overlook the fact that it had a predecessor whose heritage, though perhaps not glorious, was certainly brilliant.

One further thought—your report of the dance with Foxhollow seemed to equate the era of "twenty-three skidoo" with that of the "jitterbug". Surely you have enough historians on the faculty to be able to keep the 1920's quite apart from the 1940's? After all, they're a whole generation apart!

Sincerely,
Edward G. Williams '44

A Letter For All Lenoxians; Faxon Writes From Madrid

Dear Lenox,

As you know, the three major parts of any school are: 1) the administration and the faculty, 2) the student body, and 3) the physical equipment of the school. Nearly all the independent schools here in Spain are handicapped in all three of these areas and thus cannot compare with any good independent school in the U. S.

Consider the administration and the faculty first. The prime hope of all good schools is to get a faculty which is good, experienced, receptive to new ideas and continually rejuvenating itself with 10 to 15 per cent new faces yearly. This is an ideal which Lenox has attained. At Madrid it is non-existent. In the upper school (grades 7-12) about 40% of the faculty is new. Next year the *entire* science department is leaving. Only one in four of the math department is returning. Can you imagine yourself faced with a problem like that, knowing that whoever you get for replacements will probably only stay for two years at the most? Not only that, but the Headmaster's contract ends this June and he may possibly be replaced. How would you as the new Headmaster like that for a headache?

Then take the student body. Madrid's number of students is approximately that of Lenox, *but* — there is no continuity! Students here are sons and daughters of businessmen on two or three year contracts. That is how long they stay and the children come and go as their parents are moved around the world. Next week, for instance, we are starting an ungraded class for 12 pupils ages 6 to 12 who have just arrived, sons and daughters of Esso executives. Or look at it the other way, within the next month 4 of my 12 analytic geometry students are leaving for other parts of the world. No continuity! Rarely does a student remain for three years. In addition many of the students have difficulty with the English language. Even though they may be American citizens, they have never been to America and have only an elementary grasp of the English language—not to mention the language problems of people from eighteen other countries.

Finally, the physical equipment. Usually it is poor. Madrid's is indescribably so, though next year they hope to move to a new, more adequate building. The upper school is housed in an apartment house. I believe they took over two or three apartments, made them into classrooms, put in a few chairs and blackboards and opened up for business, six years ago. There is one lab used for all sciences (grades 7-12), with practically no equipment and room enough to have eight students working in pairs do experiments. One of my Algebra II classes has twenty pupils in it. If anyone is to put any work on the board practically half the class has to move to let him get through to the board. As for the athletic fields, etc., we have none. We use the University of Madrid's from 3 to 4 p.m. three afternoons a week (it usually rains at least one or two of them, so sports are called off). Since it takes fifteen minutes to get there and fifteen minutes to shower and dress, the net result is, for example in tennis, that about thirty pupils have the use of three courts for thirty minutes, three days a week at most.

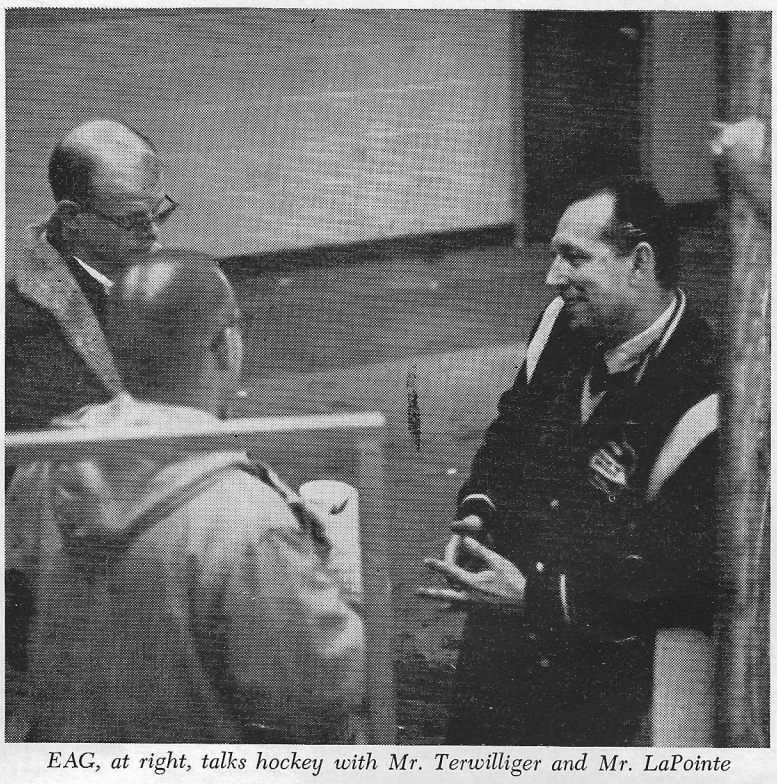
So what should we learn? I guess the main thing is to realize that at Lenox we are fortunate in having a good faculty, a stable student body and excellent physical equipment. It is something never to forget when you (we) get into our often necessary "griping" sessions. On the other hand this is a school, it does have standards, and it shows what can be done even against such handicaps.

What especially pleases me about the Madrid school? 1) It is co-educational. There is nothing like having girls around all the time to make life more normal and enjoyable. 2) There is no chapel. There is voluntary religious teaching, entirely up to the student and his family whether he participates or not. 3) The diversity and background of the students and the faculty. I often feel Lenox is not heterogeneous enough. It is gradually getting more and more foreign students and boys with different racial, social, religious and economic backgrounds, but the process is a slow one.

Finally, our biggest problem here? Not how long is too long for the hair to grow, but how short is too short for mini-skirts? A fascinating problem and one that requires constant research.

(signed)
Sincerely,
George R. Faxon

DON'T FORGET
The Winter Term Dance Weekend begins on February twenty-fifth.



EAG, at right, talks hockey with Mr. Terwilliger and Mr. LaPointe

Gleason Returns From Sabbatical; Enjoys France And Its People

This fall, Mr. Gleason traveled through France, Germany, and Switzerland on a half-year sabbatical. He left for Europe in late September and began his tour from Paris. Mr. Gleason traveled primarily by train, visiting the numerous small towns and cities of France. He passed through nearly every area of France, enjoying, especially, Nice and the Riviera. He characterized the atmosphere of the Riviera as "relaxing", adding that the weather was better there than in the rest of France. The Pyrenees and the Jura Mountain areas were also of great interest to Mr. Gleason.

While in the town of Toulouse, he stayed with the parents of Mr. Poulet. Unfortunately, his time was limited, and he could stay with them for only one day.

From France, Mr. Gleason moved on to Switzerland, where most of his time was spent in the town of Neuchatel. He stayed with another American and his host. He interrupted his visit at Neuchatel to go to Germany and see a medical student whom he had known at the hospital in Salem, Massachusetts. The student lived at the University of Friedelberg, and during his stay there, Mr. Gleason discussed many diverse subjects with the students there. Upon his return to Neuchatel, he spent much of his remaining time discussing the finer points of sailing with the local sailors.

Mr. Gleason's main interest, on this trip, was meeting other people and polishing up his mastery of French on the side. He wished to see how others lived, and what their respective customs are. He was most interested by the Swiss, a leisurely people, who can't understand the obsession of Americans with work. His total trip, taken in perspective, was one which brought him closer to the understanding of other people.

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Honor Society Reports Tackus Takes Charge

The Lenox School Honor Society is one of many examples of Lenox's growth as a school over the past few years. After its formation approximately two years ago, the society chose to become a chapter of the National Honor Society last year accepting and biding by the constitution set up by the National Honor Society. This year the supervision of the society is under Messrs. Burger and Borger and the assistance of Mr. Southworth, Director of Studies, with John Tackus as President, Laurie Hennion as Vice-President, and Timothy Cole, Secretary.

The basic requirement for election to the society is a minimum average of eighty per cent. The members are elected from eligible candidates by the masters and not by the members. Elections take place two times a year; January and June, based on the Fall Term and Full Year grades respectively.

The society stresses continued academic excellence and not a sporadic one. Therefore, members are given one marking period as a warning if their average drops below the required level. If he is unable to raise his grades during the next marking period, he is dropped from the society.

This year the society has been active in offering a tutoring service to the members of the student body in academic trouble.

The idea behind the Lenox School Honor Society is to challenge the minds of those students who have already proved their academic ability, and to provide a goal which others might attain.

Peter Rose Relates Nautical Adventures

On November nineteenth, Mr. Peter C. Rose came to Lenox School to show slides and relate the experiences which he had in crossing the Atlantic in a small sailboat. Mr. Rose, an Englishman, was educated at University College School in Hempstead, London, and later at Oxford and London Universities. He was a member of the Royal Air Force from 1948 to 1950 and later a French teacher in a English "public" school. Before setting off on his voyage, he worked in a camp on Lake Sebago, Maine. He is currently lecturing at New England prep schools in order to raise money to finance his return voyage.

He began his trip in April of 1965 after spending many long hours preparing his boat. Food, supplies, and various forms of liquid refreshment had to be stowed away on his boat, a twenty three-foot cutter named "Odd Times". He was accompanied on the first part of his cruise by an old Austrian friend and a nineteen-year-old friend from London who joined him at Gibraltar. His route for the first part of his trip, from London to Gibraltar, was through the French waterways to the Mediterranean. After sailing for two months on the Seine and Rhone Rivers, connecting canals and passing through two hundred and twenty-nine locks, they arrived at Gibraltar. Mr. Rose showed many interesting slides of the country through which they passed.

From Gibraltar Mr. Rose and crew sailed south to Morocco and then the Canary Islands, where the final preparations were made for the trans-Atlantic crossing. They headed out to sea following the trade winds. The only major storm which they encountered was off of Morocco and lasted two days. Mr. Rose was not ashamed to admit his seasickness during the storm. "It happens to the best of us," he commented.

After thirty-seven days of rather uneventful sailing, they reached the Caribbean, exactly where they had aimed. From there they traveled up the coast stopping at some of the beautiful Caribbean islands. From Miami on to New York, Mr. Rose sailed alone, his companion having returned to England. The route from Miami might have been monotonous without a companion; however, a Florida hurricane and curious Atlantic City board-walkers, spiced up the trip. Mr. Rose sailed into New York harbor on a foggy morning having left about two months before the Queen Mary, who entered the harbor under the Verrazano Narrows Bridge at the same time he did.

He concluded his lecture with this bit of English humor: "If the Statue of Liberty had her arm cocked just a bit more, she would appear to be saying 'cheers'." Mr. Rose brought a general knowledge about sailing and a fascinating account of all the countries along his route. His pictures were impressive. On the whole, most people found the lecture not only entertaining but illuminating and left with a touch of "sea fever". The lecture was supplemented by a question-and-answer period. The combination of Mr. Rose's fascinating topic and his dry English witticisms created an extremely enjoyable evening.

Rev. Cummings Returns

Finds Many Changes In The School

Lenox School opened for the first time in 1926 with a student body of forty boys and a faculty of four, which included the original Headmaster, Canon Monks. Early in 1967, one of the original four returned to Lenox for his first real visit since 1936.

Rev. John deBoer Cummings, Rector-Emeritus of Trinity Church in Redlands, California, returned to the school whose character he helped form. He had been the history teacher at Lenox from 1926 to 1936. He was the first advisor to the PEN & SCROLL and Dramatics Club, and taught an art appreciation course which has since been discontinued.

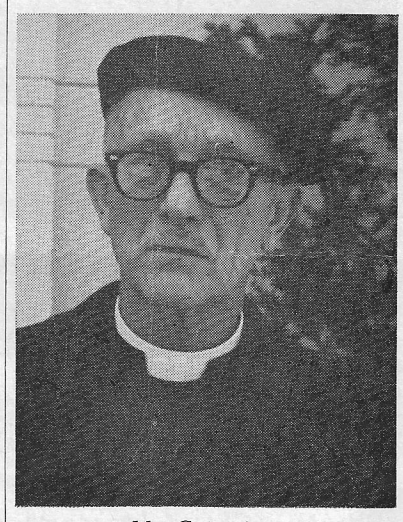
Rev. Cummings became interested in the school after reading an article in a church magazine about the school which the dioceses of New England were forming. He wrote and inquired if he could be of any use, and was immediately accepted.

The duties of a master at Lenox were slightly more demanding than they are now. Not only did each master have the burden of six classes a day, but everything except the cooking was also their responsibility. All the grounds work and maintenance couldn't be done by Gramps alone, and so the boys and masters were expected to do their share. In 1967, the office of duty-master isn't one especially relished by our faculty. In 1926, however, things were a little tougher. The Master-of-the-Day (duty-master) was on duty twenty-four hours a day, and since there were only three regular masters, one was Master-of-the-Day every third day. Rev. Cummings, after reflection, said that he wouldn't go through those ten years again unless he were considerably younger.

He also mentioned the change in the town of Lenox. He remembers going to formal dinner-parties at Schermerhorn, presided over by the Grande-Dame herself. Basset Hall was also the scene for similar revels. He remembers going down to Highlawn Farm to play hockey, and then being invited into the house to sip cocoa served on a silver tray by the butler of Mrs. Field, the mother of Mrs. Wilde.

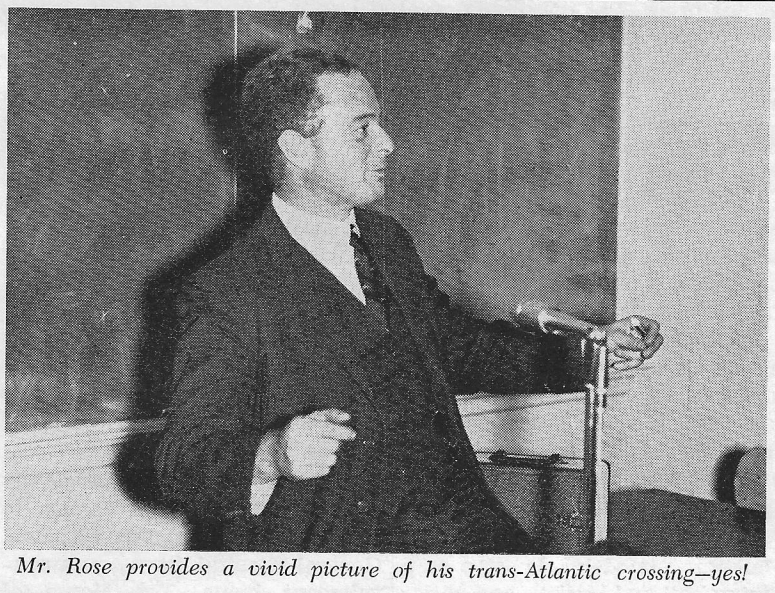
The changes of the school itself, said Rev. Cummings, were nothing short of amazing. The physical size and the facilities are both on a much larger scale than when he was teaching here. When asked to compare the student of his day and the student of today, he said that he thought that they were much the same.

Rev. Cummings went from Lenox to a teaching position at Hotchkiss, and then on to an active life in the ministry. He retired a year ago and has recently returned from a world cruise. His permanent residence is now in California.



Mr. Cummings returns after thirty years

It is always interesting to see a person associated with Lenox in its early years return to see how it has grown. It brings home the fact that Lenox is not ours alone; it has existed before us, and it will exist after we have left. Only by holding the school in the perspective of someone like Rev. Cummings can both its merits and its faults be realized.



Mr. Rose provides a vivid picture of his trans-Atlantic crossing—yes!

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Gramps and the Mailmobile

Gramps Reminisces, Early Lenox Unfolds

In this, the fortieth year of Lenox School, the staff of the PEN AND SCROLL has recognized that very little has been written about the heritage which the school enjoys. In an attempt to enlighten its readers, members of the staff met recently with Mr. J. Arthur Howland to discuss some of the aspects of the early days of the school. The following article has been written as a result of that conversation, bearing in mind that a school is more than buildings and a campus.

The PEN AND SCROLL wishes to thank Mr. Howland for his invaluable help in preparing this article.

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In the summer of 1925, Gramps came to Lenox as the groundskeeper for the old Haven Estate on Kemble St. facing the J. P. Morgan Estate, which had recently been bought by a Mr. Huntress, an electrical contractor from Brazil. That winter Mr. Huntress died and his estate was purchased by Mr. William Thayer and the Rev. Latta Griswold, both Episcopal clergymen (the latter was the rector of Trinity Church) with the intention of creating a boys' school based on Christian ideals and named for the town. The two chose Rev. G. Gardiner Monks of Boston to serve as headmaster of the newly-created Lenox School and began plans for opening it in the fall of 1926.

All that spring, and up until August, Gramps recalled, the place was desolate with absolutely no one around. Suddenly, things began happening. One day in September, forty boys appeared at the main building of the estate (renamed Griswold Hall) and the place hasn't been the same since.

Griswold Hall was to serve as the entire school complex; dormitory, dining room, classrooms, and office. When the boys were arriving, the third floor, which was to be the dormitory, was nearly barren. Rev. Monks and Gramps worked late that night hauling the beds and bureaus needed upstairs.

One of the first bills incurred by the school was a bill from a veterinarian. A horse with lockjaw, which had been inherited from the estate, had to be put away. It was buried at the site of the hockey pond.

The closest stable to Griswold Hall was remodeled to serve as a dining hall and kitchen and christened Thayer Hall. The lower portion, where the chapel is today, once contained several stalls. The horses could be led up a ramp into the main hall where they would be hitched to the carriage and driven out. Thayer also served as a garage for Gramp's car and Mr. Huntress' electric automobile.

East Cottage was moved up from the lower athletic field, where it had been a summer house for the butler. An addition was built onto North Cottage and it became the infirmary with Singried Tongring, sister of the Dutchess, coming from the Grennville Mission in Canada to be the first nurse while the Dutchess was at Hotchkiss School.

Clipston Grange was originally given by the Sturges family to the House of Mercy, now Pittsfield General Hospital, for use as a convalescent home. The House of Mercy had no use for it so it was given to the fledgling Lenox School to be used as the headmaster's residence.

Back in those days the students ran the square as a means of punishment. Often they would get into greater trouble with landowners by hopping fences and crossing lawns. They even had a work squad and Gramps sometimes wonders whether it was worth it after picking up forty rakes scattered across the school grounds.

Once the four masters were puzzled with the problem of catching a boy who was up after lights-out. They solved the problem by sprinkling flour on the floor and tracing the footsteps to his bed.

At the time of the opening of the school (to add to the confusion) Gramps' three cats became mothers simultaneously. In an effort to make some money, one of the boys sold a cat to the Vanderbilt family for fifty cents. The Vanderbilts sold it for a dollar.

The Vanderbilt estate, now Foxhollow School, was also the scene of the first football game. The opponent and the outcome, have however, been forgotten.

Gramps has watched the school grow from those first forty boys and few buildings to its present size of 230 students and approximately two dozen buildings. The only thing he regrets about the growth of the school is that he no longer knows everyone personally.

John Birch Lives

January 19, 1967

Dear Sir:

It is not a pleasant experience to see one's self-image as a "rational man" thoroughly obliterated in a moment or two of irrationality. It was a "mistake", therefore, (though I didn't think so at the time), to attend a meeting of the John Birch Society in Pittsfield last night. In the interests of avoiding psychological pain, I should never have gone; but it is like the toddling child who learns for the first time the meaning of "hot" by innocently resting his hand on a blazing stove.

The meeting was opened (after the Pledge to the Flag) by a member of the Society from its regional headquarters in Connecticut. This gentleman described the Society as a "non-political" organization which existed primarily for purposes of "education", and he invited the members of the audience to engage with him in an "intellectual" exchange of views. A film presentation was to be the basis for discussion.

It was my first exposure to the John Birch Society in any concrete way; therefore, despite my self-conscious prejudice against the Society, I did hope to be somewhat "objective" about the whole thing in an attempt to learn as much as I could. My education was swift in coming.

If I remember it correctly, the title of the film was **Anarchy, USA.** If I understood its content, the film purported to be an analysis of the civil rights movement of recent years in this country, the conclusion of the film being that the movement was, unconsciously if not self-consciously, under the control and direction of the "International Communist Conspiracy". To show how this could possibly be so, the film set up what it considered to be legitimate comparisons to the (allegedly) Communist-controlled U. S. civil rights movement, comparisons taken from among the (allegedly) Communist-controlled revolutionary wars in Cuba (Castro), Algeria (Ben Bella), and mainland China (Mao-Tse-Tung). The film attempted to show a clear, five-step "blueprint" *(see below) of Communist preparation and take-over in each of these countries which led to their "downfall", and which "blueprint" was now supposedly being utilized against the unsuspecting American populace. The film attempted to show that the "blueprint" was "in operation" within the U. S. civil rights movement, its leadership, and the significant legislation (Civil Rights Act of '64; Voting Rights Bill of '65) which ultimately emerged from the work of two Presidents (JFK & LBJ) and a Congress, all supposedly "duped" by the "Big Lie" of the Communists (meaning that the intolerable situation of the Negro in America has been "grossly exaggerated" by "Communist agitators", and that the civil rights legislation of '64 and '65 is "tyrannical", "vicious", and "un-Constitutional").

*1. divide the people; create dissent
2. build an appearance of public support for the "cause"
3. neutralize the opposition: insinuation, slander, "smear", etc.
4. promote mob violence; take control of demonstrations, etc.
5. create a semblance of social-political revolution

After the first three minutes of the film, one tended to become rather accustomed, in a way, to the incredible onslaught of unsupported "facts", "statistics", and assumptions; therefore, one could then begin to sense the true "artistry" of the film, its true merits as a splendid piece of nearly subliminal propaganda.

One began to think back to the opening of the film. This was at first a rather garbled scene showing a group of young Negro men, one of whom was orating quite passionately into a microphone. The scene then shifted to the interior of a church in which we saw an apparently all-Negro gathering of people who were singing and clapping in a great, tumultuous joy (as only the Negroes seem beautifully to do), out of which onto the screen, as if quite "naturally", emerged a black and white montage pattern spelling out the words **ANARCHY, USA.** The implication was utterly clear: one celebration of Negroes equals one state of Anarchy. Such subtlety needs, I suppose, to be admired for its own sake.

As the film progressed, the "facts" were made manifest: e.g., Kennedy "sold out" to the Communists in Algeria; Kennedy "sold out" to Castro; Johnson "sold out" to the "Communist-controlled" civil rights movement in adopting, as his own, their (Communist-inspired) slogan "We shall overcome". (How China and Mao fit this particular pattern was never quite "established".)

Then, (after dismissing Medgar Evers as a "dupe") the film began to focus in on its prime target area, the person of Martin Luther King. The "case" against King was built up by using the technique of "guilt by association". King appeared in a photograph shaking hands with Algeria's Ben Bella; ergo, ipso facto, King is a Communist. (The film used the same technique to cast aspersions upon both Walter Reuther and Hubert Humphrey, as well as upon unidentified clergymen, assorted "fellow travelers", etc.) And as a final offering to soothe anyone's doubts about King being a Communist, the film announced King as the winner of the Nobel Peace Prize and followed this up immediately with names and photographs of two or three prominent winners of the **Lenin** Peace Prize. King equals Communist, Q.E.D.

But then the "discussion", after the film; by which time, I admit, I was in no mood to be calm and objective about anything. As a sampling, however, the Society representative from Connecticut asserted during the "discussion" that: 1) "atrocities" committed during a war are not "atrocities" unless undertaken with "premeditation"; 2) Nazis, in WWII, could **not** be considered human beings, nor can Communists, at any time, be considered human; and 3) the minds of the youth in this

Continued on Page 6, Col. 5

Giegengack . . .

Continued from Page 1

ham's first I.C.4A. title. Mr. Giegengack went to Yale in 1949 as head coach, and in his second year, Yale captured the I.C.4A. championship. Since that time, his track teams have taken innumberable titles and have broken countless records.

The 1956 Olympics at Melbourne, Australia, saw him as one of the assistant coaches of the United States Track Team. Eight years later, as Head Coach of the Olympic Team in Tokyo, he coached the dominant team of the games. In his lengthy but absorbing talk, Mr. Giegengack described the "behind-the-scenes" picture of the Olympic Games. The combination of brooklynese and the humorous content of the anecdotes made his delivery of the subject truly enjoyable.

Debate Club . . .

Continued from Page 1

nuclear weapons of any kind", February 19; and "Resolved: that the United States should withdraw from the war in Vietnam on the grounds that the United States involvement in the war is contrary to the best interests of the United States, both at home and abroad", March 5. The above debates will be held at 7:00 P.M. on the designated dates at Thayer Hall. The judges for these debates will be faculty members.

After the debate on science, a President, Vice President, and Secretary "for the Society" will be elected. Until this time, one of the faculty advisors, who are Mr. Khan and Mr. Fredericksen, will be the chairman of the debates and take notes. After the officers have been elected, the President will serve as chairman of the debates. If the President is absent or wishes to debate the issue himself, the Vice President will be asked to take charge.

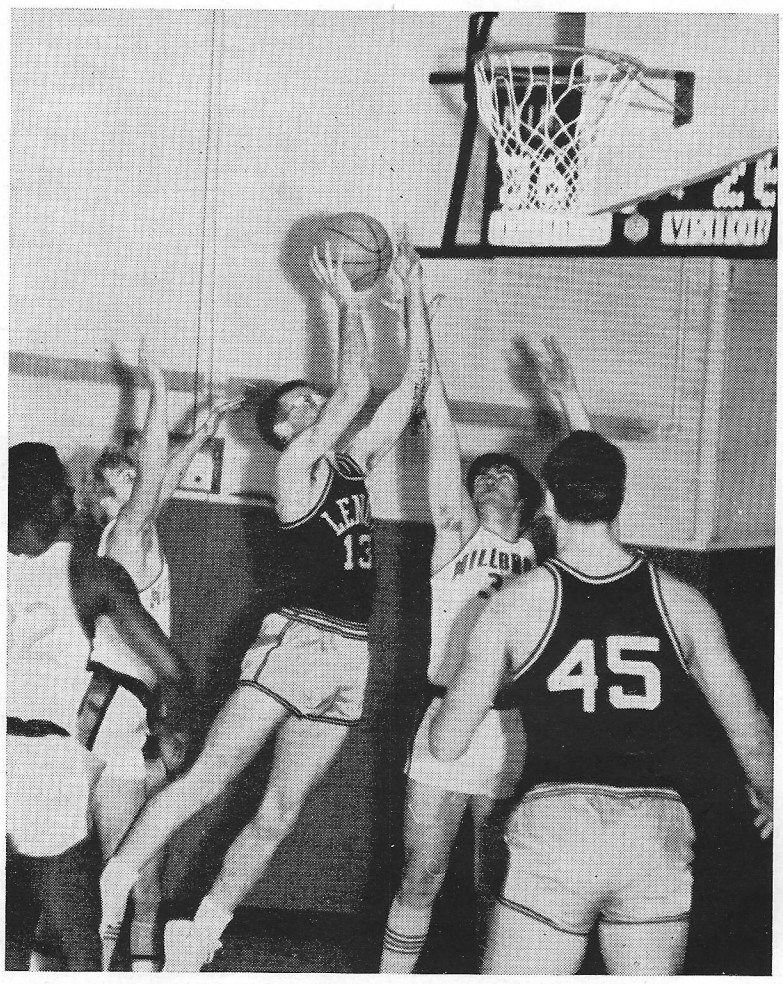
On Sunday, the eighth of January, the first debate was held. The topic: "Resolved: that Theology should be taught in all schools as a compulsory subject." Following on the heels of the Christmas recess, the debators had little chance to consolidate their ideas as they should have and, as a result, the debate was a rather rough beginning for an activity which has been long dormant here at Lenox.

Glee Club . . .

Continued from Page 1

choice of going either to a dance or to the evening's movie, **The Hustler** with Paul Newman and Jackie Gleason. The majority went to the dance, but many elected to stay and watch the movie with the denizens of the Boys School. Unfortunately, the fate of Minnesota Fats must remain in the hands of the gods, for Lenox had to leave in the middle of the flick.

As the two Lenox-bound buses rolled down the mountain, the day was suitably ended as the first smoking permission of the year was granted to the happy carolers.



Phau hits for two against Millbrook

B-Ball Shows Rugged Start; Future Games Will Be Better

This year's varsity basketball team promised to be one of the best in years, with our two top scorers, Frank Pfau and David Retallick, returning as co-captains. The team was also strengthened by four others returning from last year's team: Peter Sauter, Andre Taylor, Rick Horton, and Bob Beecher. New boys to the team this year are Jimmy Mayo, Randy Harris, Chris Church, and Mike Carley.

The first game was against our public school rival, Lenox High. Due mostly to a lack of practice time, Lenox came out on the wrong side by sixteen points, 55-39. Frank Pfau led Lenox scoring with fifteen points.

The next Saturday, Lenox played their first league game against Windsor Mountain School. Trailing at the half by six points, the Martins couldn't catch up. Thusly, they dropped their second game, 42-32. Dave Retallick was high scorer with fourteen points.

After an all too brief Christmas vacation, Lenox travelled to Millbrook where they met a hustling, good ball-handling team. Though trailing by only eight points at half-time, Lenox was literally run off the court in the second half, despite a sparkling performance of twenty-three points by Frank Pfau. By the end of the game, Lenox had fallen behind by twenty-one points, 60-39, and found themselves with a 0-2 record in league competition.

The following Saturday night found Lenox at Monson Academy in a seat-squirmer. Trailing by fifteen points at half-time, the Big Gold out-scored their opponents in the second half and, on a number of occasions, came within four points of tieing them. However, the final buzzer found Lenox trailing, 67-60, even with the help of nineteen points by Frank Pfau. Although they lost, Lenox, for the first time had kept calm and hustled the entire game. All felt that this was the turning point of the season.

The next game against the Lenox rival, Berkshire, saw Lenox give up a six point lead in the fourth quarter and lose by the score of 62-55. The only bright spot in the game was Bob Beecher's fourteen points.

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Skiing Season Opens; Season Looks Bright

This year, Lenox has a two-fold ski program under the supervision of Mr. Jan Selkowitz and Mr. David Blanchard. Lenox offers recreational skiing for the leisurely skier and team competition for those who take skiing seriously as a sport.

The recreational skiers have an ideal ski program. They meet at Bousquets for lessons and free skiing. Their counterparts, the team skiers, practice at Beartown State Ski Area. Though Beartown does not offer tows or snow-packing equipment, it still remains one of the best slalom practice areas in this region. The coaches are Mr. Selkowitz for Alpine skiing (slalom and downhill) and Mr. Blanchard coaches Nordic skiing (cross country and jumping).

Lenox has already competed in two ski meets. The first meet was a quadrangular slalom meet in which teams from Pittsfield High, Drury High, and Darrow School participated. The Lenox skiers triumphed over their competitors with a score of 95.6 Pittsfield High School was next with 84.7, Darrow following with 58.8 and Drury last, scoring 30.7. Those who helped spur Lenox on to victory were Roy Ballantine who placed first with the fastest run of 24.3 for a first place and a combined score of 51.3 seconds and Steve Tracy, third place, with a combined score of 54.6. Fourth and fifth places were taken by Jay Busch, 55.4, and Bob Gulick, 61.6.

The second meet was not so successful. Hotchkiss School of Lakeville, Connecticut, beat Lenox with a score of 97.6 to 85.4. The meet was hampered by varied poor conditions which did not permit the competitors to perform at their potential best. First place was captured by Sumner Erbe, a former Lenox student of Hotchkiss, with a combined time of 47 seconds, and second place was taken by Roy Ballantine of Lenox. The Martins did not place again until Jay Busch and Steve Tracy took seventh and eighth places.

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English Seminars . . .

Continued from Page 1

the first part of the course in which all sections dealt with classical and modern tragedy. Comedy will be read and discussed in its many forms and papers will be written on this age-old field.

A course which will go hand in hand with the newly formed debating society is **Public Speaking.** Each member of this class will be required to speak in front of the others. They will then be criticized on the presentation and delivery of their speeches by the instructor, Mr. Borger, and by their classmates. Various types of speeches will be studied and analyzed.

The third course to be offered is **Modern Poetry,** which will be taught by Mr. Fredericksen. Primarily, 20th Century English poetry will be studied in an attempt to learn how poems are "made" - not "written".

The final full classroom course presented will be **Creative Writing.** Here, the student will have a chance to learn to express himself through numerous themes and papers. Different authors and works will be studied with respect to their style. The teacher of this section will be Mr. Wood, the head of the English department.

The fifth course is a special project limited to high ranking members of the form. These students will work individually in fields of their choice such as literature, linguistics, writing, or other suitable subjects. They will work under the surveillance of the masters in their chosen department. This course will give the student an excellent opportunity to concentrate on the area he is most interested in and to work as an individual.

With these possible choices, a student in the Sixth Form will certainly be able to pick one to which he thinks he can contribute the most and which suits him. Although this has never been done before, the enthusiasm for this program already is great. It is hoped that this system will be continued.

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'Teahouse' . . .

Continued from Page 1

generalship are shattered. He sees himself standing before a military tribunal facing courtmartial. Sakini has, however, saved the day be getting Gregovitch drunk and having the natives take the Teahouse apart, screen by screen, and hiding it in the woods. He accomplishes the impossible and the Teahouse is assembled in one and a half minutes.

The scenery was excellently executed by Mr. O. deM. Putnam and his band of creative carpenters. The more complicated parts included a full-scale jeep and a Teahouse which could be easily taken apart and assembled. Mr. David Blanchard helped to create the oriental atmosphere by his adept use of the new lighting system.

From props to production **The Teahouse of the August Moon** was a refreshing and enjoyable performance which did great honor to Mr. Wood.

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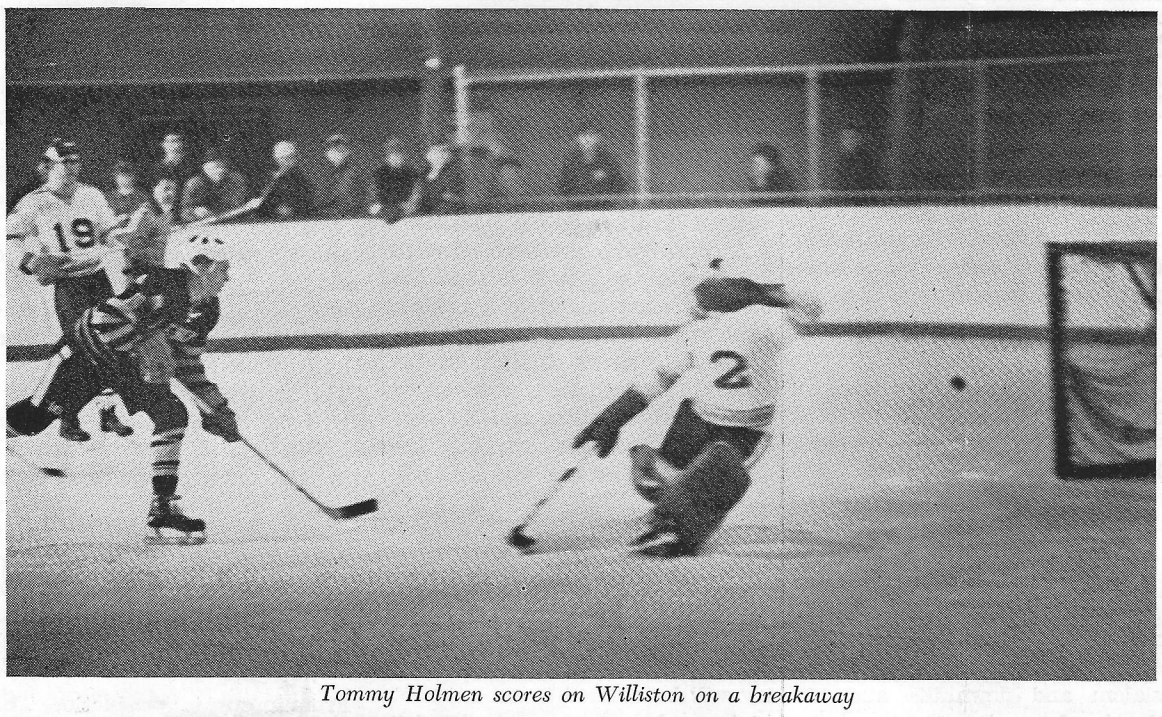
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Tommy Holmen scores on Williston on a breakaway

Varsity Hockey Has Record Of 2-1-1; Holmen, Sumner, Greenshields Star

The varsity hockey team is looking forward to another successful season this year. Their record stands at 2-1-1 after four games, the only loss coming in a 4-3 sudden death overtime decision to Williston.

Making up the team this year are defensemen Goff Greenshields, Bob Sansone, Paul Hartshorn, and Nick Solley, centers Tom Holmen and Mike Terwilliger, wings John Sumner, Brant Keller, Bob Winston, and Captain Paul Denzel. Playing in the goal is the impenetrable duo of Gordie Kunzelmann and Ken Lord.

In pre-season scrimmages, the team defeated the Williams Frosh, 5-3, and Pittsfield High School, 11-3, before their opening contest with Albany Academy. The Black and Gold jumped off to a 4-1 lead in the first period with John Sumner tallying three and Tom Holmen one. But then disaster struck and the Martins were hampered by six major penalties, including a five minute misconduct penalty. Mike Terwilliger scored the fifth goal for Lenox but the lead slowly dwindled until it reached a 5-5 deadlock at the end of regulation play. The score remained the same after a seven-and-one-half minute sudden death overtime.

The next game scheduled was the annual Alumni Classic, but it was cancelled due to rain and warm weather.

In the third game of the season, the Martins overpowered Hoosac School, 11-1, on home ice. Sumner scored four times, Brant Keller three times, and Goff Greenshields, Tom Holmen, Bob Winston, and Paul Hartshorn each put one in the net. Holmen also assisted three times.

On the evening of Saturday, January 14, the squad played and overwhelmed the Darrow School, 9-1, in a preliminary to the Highlawn Jersey game. Holmen tallied a hat trick, John Sumner and Bob Winston each scored twice and the two stalwart defensemen, Sansone and Greenshields, each tallied once.

With a 2-0-1 record, the Black and Gold went down to Williston and suffered their first defeat of the season in a 4-3 sudden death overtime thriller. It was an even game all the way, but Williston got the breaks and took advantage of them. Several times Lenox shots bounced off the opposing goalposts but just would not go in. At one point in the second period, Lenox led 2-0 but Williston soon tied it up and forced the game into overtime. In seven-and-one-half minutes of sudden death overtime, Williston slipped one in the nets for the Lenox defeat. Holmen scored twice and assisted once while Sumner scored once and Sansone assisted once. The team put out maximum effort yet did not have the bench depth that Williston had. The Martins will next play Millbrook on Wednesday, January 25, before they face seven other league opponents.

High scorer on the team now is Tom Holmen with seven goals and eight assists for a total of fifteen points. Runner-up is John Sumner with ten goals and two assists. Terwilliger and Keller follow, each with five points.

SecondStick-Handlers Begin Season With 1-1

Junior Varsity hockey has split their games so far this season with one loss and one win. In their first game against Darrow, Lenox had trouble for the first part of the game with the rainy day and soft ice, but Bill Varian finally came through with a score in the last part of the first period. Chip Whitmore scored on a scuffle in front of the Darrow cage, and John Collyer scored from the blue line in the second period. Bob Foster picked up his score in the third period by shooting from behind the goal, neatly bouncing the puck off the back of the Darrow goalie's leg and into the goal. Darrow picked up their lone score in the third period to make the final score 4-1.

Last Wednesday Williston came here to show the jayvees that all play and no work makes Jack a losing hockey player. But, even though Williston showed much better control of the puck most of the time and generally outskated the Lenox pucksters, they were only able to edge the jayvees 3-1, their last goal coming on a fluke in the last few seconds of the game. Lenox's only goal came from left wing Bill Graesser in the second period.

Lower Hockeys' Clubs Is New Innovation

The Lenox Athletic Department has made another advance with the institution of a program which has proved to be quite successful in past years as part of the soccer and lacrosse programs. This year the club or intramural system of competition has been extended to the hockey program. The thought behind this club system is that more boys play more organized hockey more of the time than the regular varsity, JV, and Jr. teams could possibly squeeze in. This is good for everyone - from the aspiring hockey player who is not quite ready for interschool play, to the hockey program as a whole because the club system trains more players sooner and makes them better by the time they get to the varsity level.

We have four club teams in action now. After two games, Team 3 is leading the pack with two wins, no losses, and no ties. Teams 1 and 2 are tied for second place with one loss and one win each. Team 4 at present is skating behind everyone else with two blistering losses but, as everyone else, they have great determination to make their season successful. Dave Hurst is high scorer in the club games with four goals and three assists, while Bill Varian and Dud Zinke hold five points each - Varian with four goals and one assist, and Zinke with three goals and two assists.

Junior Hockey . . .

The Junior team dropped its first and, so far, only game of the season to Williston last Wednesday, 3-0. The Martins found that they were being generally outplayed in most aspects due, probably, to the fact that Williston is fortunate enough to have its own new artificial rink, therefore giving them more time to work on their playing skills rather than shoveling snow. Slight overall inability on Lenox's part and touches of disorganization proved to be a great asset to the Williston team.

Fredericksen . . .

Continued from Page 4

country are being corrupted with unhealthy ideas - this last in response to questions directed to him from a Lenox School student.

It was rather well demonstrated to the gentleman from the Society (by a history teacher from Lenox School) that the tactics employed in the film to persuade the audience of its "truth" were precisely those tactics so violently attacked by the film as being the "tools of Communist conspiracy" (insinuation, slander, "smear", etc.). The point, however, was not well taken.

On my way out of the meeting I chanced to meet a clergyman from Schenectady who challenged me on a point. I responded by asking him two questions: 1) "Do you accept the principle of 'guilt by association'?" - to which he replied "Yes"; and, 2) "Do you also accept the principle that 'a man is innocent until proven guilty'?" - to which he also replied, "Yes." I asked him, "Do you mean to say, as an American, that you find these two principles **compatible?**"; to which he replied, "Yes." All with a smile on his face. Absolutely sincere. Utterly convinced.

As I said to the man from Connecticut, and as I say to you, Mr. Editor, if there is cause for fear in the hearts of men who wish to live their freedom, however they know it, that cause is perhaps largely a myth when it is found only in the empty shape of an alleged "International Communist Conspiracy". One finds it irrational to fear what no longer seems to exist (if perhaps it once did). But the Birch Society is a reality.

"Meanwhile there is still some freedom left in the world. Many young people, it is true, do not seem to value freedom. But some of us still believe that, without freedom, human beings cannot become fully human and that freedom is therefore supremely valuable. Perhaps the forces that now menace freedom are too strong to be resisted for very long. It is still our duty to do whatever we can to resist them." (Aldous Huxley, **Brave New World Revisited,** final paragraph.)

(Signed) Carl L. Fredericksen, Faculty, Lenox School



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