The Pen and Scroll

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Where Are We Headed?

I am increasingly concerned about the future of Lenox. The most obvious fact that confronts us is that enrollment is down eleven per cent. There are any number of reasons and probably guesses as to why. But the fact remains, that if we want to open next fall with 230 students, we must find and accept a minimum of 100 applicants. Where are they to be found? Why have they not appeared?

Certainly part of the answer lies in "spotty relations". As we are built we are ever thus. But steps are afoot to spread the news of the school. Assuming these are successful, what will we sell the school on? To the prospect on the street the immediate answer is plant. If it appears unbalanced at the time it will always be so - every school has ready the next phase to take care of "x" area. But I believe most of our students come from word of mouth. Buildings may get them in the gates, but the approach of the school will keep them.

Twenty years ago, Lenox was a school of seventy-odd boys. The school was financially unsure and the students sure were odd. In looking back, however, there was a greater amount of individuality within the school. Yet we were a powerful community. We had a shop for puttering - I spent many hours there. Some boys were collectors. We even had "Dr. Doom" who cut into the local air waves. When the flood hit South Lee, the school went to help. And that help is still remembered today. There was time for individualness. It was allowed. It was encouraged.

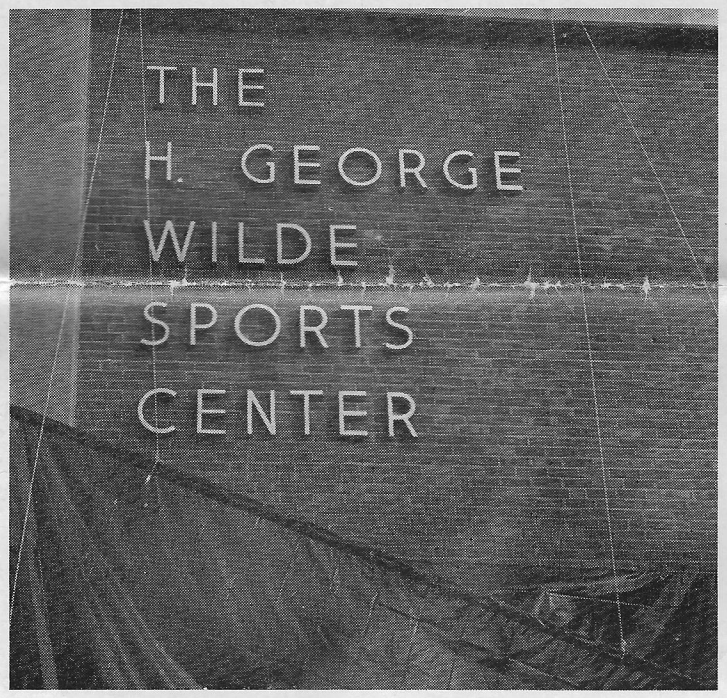
Time passed, the school grew, the town grew. Boys were increasingly restricted to the campus from need. But at the same time, other avenues of expression became closed. The print shop and linoleum blocks are gone; woodworking is unknown; and all the "free" time has become enmeshed with the schedule. We have deadened the creative, the original, the individual aspects of our students. This has made the appearance of fadist styles all the more important to the students. Superficial styles become a manifestation of the basic need for individuality.

I suggest that we have lost sight of some deeper areas that have meant Lenox to me. They are: time, individuality, trust, and, community.

The easiest to deal with and the most obvious is the area of time. We are now structured so that

Continued on Page 2, Col. 4

Dedication Of Sports Center



THE OFFICIAL UNVEILING OF THE IMPOSSIBLE DREAM

On the afternoon of Sunday, December first, the winter sports center was officially opened, following the dedication ceremonies. Mr. Curry presented opening remarks in which he outlined how the school has grown and how this building will be a tremendous asset to the community as well as to the school, a subject further discussed by Mr. Gleason at sports night. He then told how this project, as well as others, might not have been possible without the backing of Colonel Wilde. To honor him for all he has done for the school, the removal of a canvas which covered the building's name revealed its title to be "The H. George Wilde Sports Center." Mr. Wilde then spoke for a few minutes about his pride in being a part of the school and this project.

After Mr. Wilde's talk, a time capsule was placed behind the cornerstone of the center. As the headmaster had explained earlier, this capsule contains items reflecting the current life of the school. Among these items were a copy of the 1968 Martin, a school list, the 40th anniversary issue of **The Pen and Scroll**, and one of the leaflets being circulated which contained building statistics and an outline of different areas of the sports complex. The capsule was set in place and Mr. Wilde fitted the cornerstone, after which the crowd entered the building.

Mr. Gleason had numbered every room so that by referring to the leaflets given out, the public could guide themselves on a tour. Finally the crowd filed into the bleachers to watch the alumni battle against the varsity and all-club hockey teams.

It was a fine afternoon and an historical day for the school, made even more successful than anyone had hoped because of the contributions of many to help clean up and organize the new building.

New English Curriculum

Time was when the English curriculum consisted of a dense tome of "selections" and an auxiliary grammar book. The former was read, a selection at a time, and the latter was regarded as a kind of crutch, to be used at certain intervals to help teach that most elusive of skills, writing.

It is so no longer. The last few years have seen an evolution in the teaching of English and the concepts which it embodies. The class has been emancipated from the ponderous anthology and, while the grammar book has not disappeared from sight, it is no longer regarded as a sulfur-and-molasses thing, to be taken periodically in large doses as a kind of preventive against all ills.

What are some of the things being done in the field today? What has Lenox School done to change its teaching and its techniques?

The actual subject matter of the

Continued on Page 4, Col. 2

Have We Lost The Vision Of Cicero?

One of the things which characterizes our social order is the large number of associations laying claim to the loyalties of many people. There are political associations like the major parties, which have defined purposes and a definite identity, and there are the undefined and unchartered associations such as those of the "liberal" and "conservative." There are still others that have more local goals, some even, that are secret. Some seek the public good and the advancement of society and civilization, some serve only to provide man with the satisfaction of identity. It is difficult to fit them all to a category and difficult to find a common bond for all.

This problem of a common bond is perhaps the problem of our fragmented society. Association is unavoidable yet a common bond is a necessity. Several associations

Continued on Page 4, Col. 1

The Rt. Rev. W. Appleton Lawrence, D. D.

During the holidays, a headmaster's office is a delightful place—it is quiet and peaceful. As I was leaving it, the telephone rang—unusual for the Saturday before Christmas—and the message was to tell me that William Appleton Lawrence had died.

My world had stopped for a moment for here was one of my saints. When youth protests and demonstrates and wants to know what the Christian Faith does for anyone—look at Appleton Lawrence.

I was a postulant and then a candidate under Bishop Lawrence. He has served as my shepherd for more than thirty years. He dispensed me from Greek to ETS., which was a wise move. He had a small mission for me on graduation, but when he heard that Norman Nash wanted to take me to St. Paul's School with him (and I wanted to go), he allowed it. He ordained me to the diaconate and then a year later to the

Continued on Page 4, Col. 3

Black And White Inside And Outside

Black and White, inside and outside. Adversity abounds at Lenox, and goodness is its end product. A society comprised of different races and creeds is one where an inhabitant learns through a process of give and take. A world within **the** world. One of the intrinsic qualities prevalent at Lenox is the fact that the school is one where black and white become one in life and friendship. This is often difficult, for pressures from occurrences in the outside world often tend to change views and opinions. But truth is an element of friendship, and through the communicative art of talk, problems are worked out and solutions proposed. There are many here among us who are hesitant to seek friends different from themselves due to things which occur in the outside society. Perhaps possession of a seeking and adventurous mind is what is needed. For those who have not yet tried it, a recommendation is merited, for the experience may be exceptionally rewarding, and I assure you that a look beneath the surface is worth a few ticks from Mr. Timex.

During the past year, racial problems grew and their tension reached a silently thoughtful peak with the assassination of Dr. Martin Luther King. Death coerces an individual to think of past events and memories of things to come. Death in this instance coerced a group to stop and wonder about what was to come. Death brings about a realization of the beauty of life, and the shocking ugliness of the manner in which it was ended. A charismatic figure became suddenly non-existent, and fears of events which would soon occur ensued. Cities burned, people were killed, and lives were marred due to destruction of past achievements. Did the riots possess a meaningful purpose? There are two answers to this question. First of all, the riots are analagous to the present war in Vietnam, not solely because the factor of death is involved, but also because there is an underlying hope within the purpose. Those who rioted did so because they were confused and lost spiritually, and perceived that destruction would justify a means-ends theory and terminate in a purposeful manner. More harm than good was done in actuality, and the second view of the question is proposed. Through rioting, the Negro hoped to establish for himself a name and a place in the supposed affluent society of today. Having been oppressed by and subjected to unjustified ridicule and denouncement for too long, the border line between pacification and realization was crossed in a manner which to them seemed not the best, but appeared to serve possibly as a stepping-stone to further amelioration of their race. Afterwards, another realization became apparent, and thought became the main theme. The thoughts were of what they had accomplished through their destruction. They had accomplished one thing: they had made the white society aware of what they actually were as a people, and what they sought to better their race.

The suddenness of the Negro's acts baffled and scared the whites, for something such as this had

Continued on Page 4, Col. 1

Pen And Scroll

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EDITORIALS

It should be obvious to the reader that all articles and editorials submitted to the Pen and Scroll have been printed. Your comments and letters concerning this or any copy of the paper are welcome at any time.

—G. James Fawcett

STUDENT CONCERN

Lenox is in the midst of an internal revolution. What the dispassionate observer misses, is the reason. The reason exists in the hearts and minds of people who are beginning to think for themselves, to involve themselves in something that they have chosen to make their business. And it is not an easy road, and some must fall. Perhaps because the evil is most evident, the good, the fertility that this mood evinces is ignored. And so we follow this road at our own risk, and at the risk, my friend, of your leisurely uninvolvement. They are beautiful people, perhaps idealists, certainly dreamers. But we need these dreams, all of us, to survive. They include faculty and students alike, and there is a quiet, confident relationship between them. To have someone in a position of authority who always has a sympathetic ear, who understands perhaps, because he is experiencing a similar turmoil. They are always there, these men, and they go about spreading soothing oil on the troubled waters . . . They give of themselves, they project themselves completely, to the extent where they risk the similar pain of involvement and suffocating frustration. They are our mentors. And they grieve with us for the martyrs. They feel our loss when a friend is sacrificed. They are our confessors. And they make Lenox the experience it is. This is dedicated to them, and to those whom we have lost, and who, in some way, we love—to those who are trying to make Lenox what it should be, can be, and shall be.

hjl

ANTI-DRUG ESTABLISHMENT

It has come to my attention and to the attention of the Editorial Board of the Pen & Scroll in the past few weeks the knowledge of a very unique movement involving a few members of the Lenox community.

This movement could be called any number of things, but for simplicity, I will call it the Anti-Drug Establishment. The members of this group are trying to stop all use of drugs which are and have apparently been in use at Lenox. The members of this group are the reformed users of drugs. It should also be understood that when I speak of drugs, I mean drugs such as Marijuana and Hashish, not drugs such as Heroin or Opium.

The reasons for the establishment are many, but all those who are part of it agree on several basic ideas. Briefly these thoughts are:

1) They feel that they are only stopping the use of these drugs while at Lenox, and will probably continue their use outside the school. This is because at school there is too much at stake for themselves and others.

2) The reason they have stopped is because there is so much to lose if caught. A person's life could be ruined for only a short time of "high".

3) Lenox to these people means more to them than just a school. It means everyone who is part of it and what Lenox is based on. They feel that there are a few men who have dedicated their entire lives to this school, and why should an individual or individuals completely take their life and everything they stand for away from them.

As far as I can determine, the headmaster has only the knowledge of rumors concerning this group. But it is a reality.

Mr. Curry says that he is all for self-healing, but that sometimes surgery is needed to get rid of the problem. Well, concerning this matter at Lenox, this may be true, but I don't believe so. If students can stop or prevent something by themselves, then at least let them try.

pbb

Letters To The Editors start on page 3

HONOR SOCIETY

Members during the Fall Term
David Lewis - President
Ken Lo
Steve Shedd

Associate Members (Fourth Form)
John Catlin
M. Peter Guthrie
Gordon Rutlege
Leonard Shepard

Full Members

Fifth Form:
Steve Kelsey
David Laube
Jeff Smith
David Wong

Sixth Form:
Mike Benson
Frank Henton
Lewis Johnson
Ken Lo
Kim Sanders

Freedom

The students of this school have been asking over the last three years for more and more freedom. As we the student body have been putting on the pressure, the administration has been yielding. In these three years I have seen many changes. We have been able to receive a larger and larger amount of freedom. But as we have received these freedoms we are satisfied for a short period and when the novelty of the privilege has worn off we become bored with our life again. Soon the monotony of the days starts to get us on edge. So we start to look for new privileges. And when we are told that we cannot have them we slink off to try to find another way to get the freedom. We keep harassing the administration until they, to stop the haranguing, give in.

I feel that it is about time that the administration put a stop to this. They should create a system where the maturity of the person decided the privileges.

After a time the demanding of freedoms becomes a pleasure and then people start to pass out sheets of ten demands which they defy the administration to fulfill. If the administration does give them these demands, they run riot anyway.

I do not think that this student body is mature enough to receive the responsibilities of the senior form. I feel that certain masters at this school are not mature enough to lead the students. They are supposed as teachers to lead us in the quest for maturity. It is almost a system of the blind leading the blind.

A master or teacher should not have to hope to be accepted by the students; he should go in and win their respect by the leadership he offers. Yes, I think there should be familiarity between the master and the student, but the master should draw the line where and when it should be.

Maturity does not mean going out and getting drunk so that you stagger into your dorm in the early morning; this does not mean that you ridicule others of your profession behind their back and in front of the students just to be "in".

I think that yes the student body is mostly to blame for the situations of today, but who led them and who should lead them now??

If you can see the answer—ACT —Please.

LF

Where Are We Headed?

Continued from Page 1

every moment of a boy's day is used. If we are going to allow for the questioning suggested - we will have to make time for the student to question. At present there is none. Seven class periods, three minutes for each change, jobs, sports, chapel, meals, extra-curricular activities, study halls. This is the schedule. As a consequence much of the work takes place after ten o'clock. Boys find time to talk to masters, bull sessions go on, painting in the art room, or photo work in the darkroom. Where can time be found? At present, I see three areas: during class periods; during sports; and during study halls. Science has double periods, one section of History and English have gone to double periods - why not other subject areas? Or if there is not enough time in the morning, then perhaps schedule them for the evening. Second—sports: For many this provides a necessary excess-steam period. For others there is the real desire for competitive sports. For all there is the need for exercise. Why not some form of physical training—the President's Council—to last for an hour. Dismissed at mid-afternoon, they would then have time for library work, art, reading, photography, and even sleeping. For those interested in a team there would be the full period. Third—study hall. Structured as we are, this is really the only time a seminar can meet—for it is the only time there is a single stretch in which both masters and boys are free. In an area of mutual interest, other masters (and boys) might be able to attend and enliven the given session. It calls for a higher degree of co-operation and awareness of mutuality than we have been able to exhibit yet.

A second area to consider is individuality. This is the aspect of a boy to which we give the biggest lip service and the least actual recognition. Individuality has often meant 'me'. If X does not conform to 'me' than I as a master have the power to make him conform—outwardly. What is an individual? We are ever the same and infinitely varied. Created in the image of our gods; having the hopes and the fears of our parents, our culture and our society. To know another, we must first respect him as an individual. He cannot be like me, for we are at once unique and yet . . . All too often individuality comes to mean length of hair and mode of dress. Perhaps that is individuality—if so, it is the least important. We are trying to foster individuality of the mind. Individuality means diversity. In diversity there is richness there is strength. As Senator Brooke told us: "It is the magnificent pluralism which has made this country great."

This leads to the third area of trust. If I say the least about this aspect, it is because it is so basic to life it should not require explanation. Unfortunately, however, most adults do not trust youth. They are apprehensive, scared, not in control, and generally suspicious that youth is always doing wrong and thus needs to be constantly supervised. In order to grow there must be failure. As adults, all of us have failed at times. Perhaps to aid youth in its groping toward maturity, we should allow more to take part in our decisions. They will live under the new curriculum changes—why not listen to their suggestions? They will be taught in the new classroom annex, what would they prefer? There could be established a real climate of trust, responsibility and respect.

Finally there is the community. If we believe in the end result—the preparation of youth for the travails of life, then we must believe in Lenox. Likewise we must believe in community. But a community is individuals, is diversity—and that is the strength of the community. The ability to see a problem from many sides; to work at its solution to the mutual satisfaction of most. It derives its strength in first recognizing the limits of freedom; in then recognizing the individuality of harmony with us, with their fellow man. For if not they will either so pollute their environment that man will not survive; or they will destroy themselves in a hallocaust which will render everything useless. There is but one alternative and that is to live in harmony with Nature, for that is God. We dare not do less.

Whether we at Lenox can rise to this remains to be seen. It calls upon the best within each of us—for compromise, for understanding, for compassion, for truth. The social sciences are a bridge between. Between the technology witnessed during Christmas week with the triumphs of Apollo 8 and the explosion of a hydrogen device in the wastes of China. Will we attempt to understand the nature of man? Will we train our students to ask the difficult questions? Will we allow them to show us part of the path? Will we respect their individuality, and they ours? As a student of history, I fear the answers to these questions. For repression has generally been the easier course for the human race. As a father, I plead for something more. We must lose ourselves in order to be found—Christ did no less.

Research Center

At the heart of the new learning is the research center—more than a library—it houses books, pictures, microfilm, audio-visual outlets, memory banks, print-out stations, seminar rooms and most important a highly skilled, well-trained librarian. One who can direct students to any and all sources of information.

The Library Committee should have the authority to divide the budget between departments. The budget should be known by September 1; allocated to departments; and, any not used by February 1 would revert to the librarian's special account.

The most basic conception for this building lies in its name—a research center. Perhaps this is primarily for the humanities, however, with the advent of computer technology, audio-visual advances, we should soon be tied in to the larger research centers of Universities. It is not beyond the realm of possibility to dial for an experiment in vector forces, the final scene of a play, or a lecture on John of Salisbury's theory of Church and state. This is surely one direction computers are taking us.

The research center should become the locus of all learning. Of course, most formal "guiding" will be done in classrooms. What

Continued on Page 3, Col. 1

. . . Headed?

Continued from Page 2

should they include: Seminar appointments; display areas; equipped for projection of movies, film strips, overhead projectors; equipped to get information from the research center—i.e. cmputer storage; closed circuit TV; Educational TV; record and tape players; classroom libraries; and incandescent lighting.

The rooms should be made as versatile as possible—as free, as open, as unclasslike as possible. The instructor should be able to be either above or in the class. Again, students should be consulted for ideas.

An Art Program

Art has been too long considered a frill in the basic college-preparatory education. In the new curriculum, it should come as close to the core as possible. Art, aesthetics, soul. Witness any civilization: as soon as it has advanced beyond subsistence level, it has turned to art as an expression of its hopes, fears and desires. This is so basic a drive within some men as to defy words. It is both as broad as the imagination and as narrow as a single medium. Art: what does it include—dance, ballet, film, photography, drawing, watercolor, oils, sculpture, wood, metal, plaster, clay, ink or the shapes of nature itself. Art is limited by imagination and ability. Each of us need express ourselves. At Lenox we have recognized but two of the outlets of man first noted by the Greeks—mental and physical prowess. There is still the soul of man. We know of it in religion. Perhaps it may be expressed in art.

What is an art program? There are four basic parts of such a program. First, the discipline of learning through various mediums, graded in difficulty. This is a recognized course, offered for credit, dealing with the practical development of skills necessary for an artist and given in any medium. Second, a recognized course in appreciation. The "Masters"—knowing the types, the styles, the men, the countries and in various mediums—art, architecture and sculpture. Third, an area for the dilletante. An area for art, an instructor, an idea for the boy who needs to express himself, perhaps badly, but temporarily. And finally, the ability to relate art to other areas of man's inquiry. To demonstrate technique in a history class; to show conceptions of the solar system in Physical Science. To relate art to the every day life of the student as well as to his most glorious moments. This is perhaps the most important qualification—art's applicability to all of life.

The needs are quite wide. It should be possible to carve a Christ for the altar and prayer sticks for life. To paint the agony of the cross. To relate the wish-fulfillment of the cave paintings with the photographer who tries to catch the sun on a flower. For far too long, art has been depreciated as not quite masculine, not necessary, second-rate. It may be that the ability to express oneself through art will be more important in the long run than the circumnavigation of the moon. Mind, body, soul—they are equal and deserve equal emphasis.

Such a course would require extensive facilities. There should be provision for all mediums of painting; sculpture; pottery; ceramics; metal work; woodwork; photography; and perhaps the old printing press can be rejuvenated for line cuts, wood blocks or even small school jobs. The romance for some boy to be a new Gutenberg. And then the men who are artists—who can direct, exhibit, explore and show channels to this creativity.

Mind—body—soul. A community within one. Individuality within the community. One with the community.

Oliver deM. Purnam

I Know I've Touched You

Tongues tangle
In hot wet pursuit
But unless your minds
Have embraced
You haven't touched
At all

dv

Letters to the Editor

AUDIENCE APPRECIATION

Dear Editors,

This past Saturday night I was present at the production of *A Man For All Seasons* given at Lenox School by Simon's Rock and Lenox. The play was done very well, far beyond what was expected. The performance that night however could have been much better, without further effort on the part of the players. Almost as important as the actors themselves, the audience plays an indispensable part in the success of a given production. Unfortunately the moment I state this I also put "the kiss of death" on all productions given at Lenox. The audience at Lenox that night was all the bad things that could be said about an audience; inattentive, rude, distracting to others in the audience. I left the play that night feeling that under the given circumstances I couldn't do any justice to my opinion of the play. The following night I went to the Simon's Rock and found the atmosphere refreshingly receptive. The audience did not laugh in the very serious scenes and did not interrupt the acting with applause. My point does not lie in the ill manners of a specific audience, but why an audience is this way.

About two weeks ago Lenox School dedicated a sports center a building larger and more impressive than any other building on the campus. This will be, as it has been pointed out many times a large influence on the school community. It is in fact a large influence on the school community now. The average student graduates with three Varsity letters. On the other hand, at most, thirty per cent of a given class have participated in some art activity. This is not surprising considering the art facilities on hand. I would say that very few students have been inspired to use the art facilities.

In this respect we can see a hole in the present framework of the school. We now find the entire school is required to attend an art function, the play. Included in the entire school is that number who have not been "turned on" to art. Should they be expected to appreciate this art? The majority I speak of will increase and the problem grows worse now that we have a sports center, the center of attention for all prospective students.

—Keith Simpson '70

CHAPEL

Dear Editor,

The function of any institution that is self-contained should be to try and please those embodied within it as best as possible.

Lenox, on a whole does this rather well except for an objection to chapel raised by much of the community. The services themselves seem to be interesting, but not the kind of thing the students would like to hear or think about seriously.

One day a week should be set aside for an outside speaker who would talk on a subject that he is knowledgeable in. This would be a day to look forward to. One would be assured that the talk would be interesting. Another service could be set aside for the students. Perhaps the students could set up a chapel program.

There are many openings for new ideas for future chapel services that could be tied into the meaning of Lenox, as a community.

—Seth Peter Margoshes '72

The topic of this letter is perhaps a little over done, but at least it shows some concern as to where Lenox is headed. If more people would take the time to involve themselves in things other than personal interests new ideas could certainly be initiated.

mcg

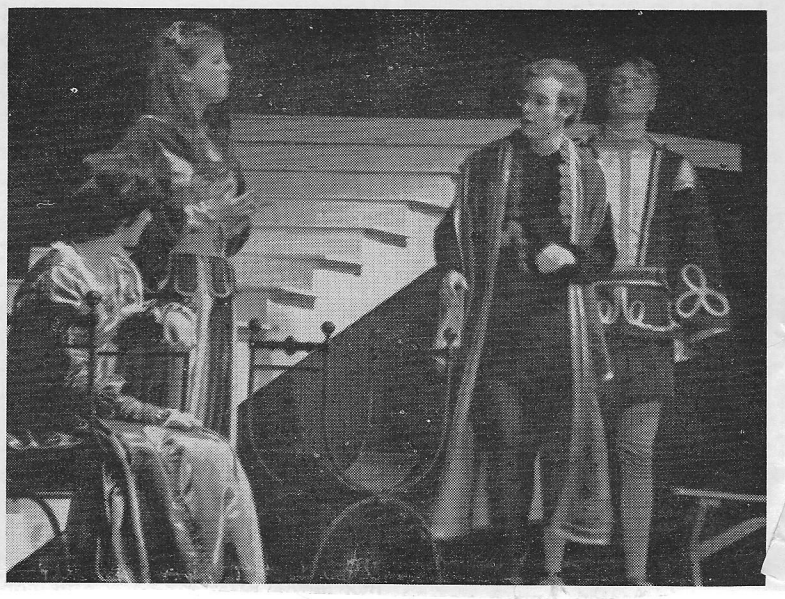
UNITY FOR UPPER FORMS

Dear Editors,

In this time when unity and communication are major topics of discussion, I feel that every effort should be made to air all views in the upper forms. Since there is not a great deal of time during the day, most of the talk about these problems goes on in the Common Room. For obvious reasons, the fifth and sixth formers should state their views to each other. However, there is no time when this may be done, because fifth formers are not allowed in the sixth form commons room and vice versa. Sixth formers are the "leaders" of the school. Fifth formers are the future leaders of the school. For this reason I feel that fifth formers should be able to use the sixth form commons room. After all, are we trying to separate the students, or unite them?

—D. Scott Ingram '70

Continued on Page 5, Col. 2



To Be

The most important thing to me, would be to be me and not just to be. To absorb rather than just pour out, to be kind rather than to be worn out. Trying to be what's not natural to me. Too often in a lonely walk I dream of how it should be and walk and wish that it would be. As I walk.

And in the sky the sky much bluer than any color tinted hue, or anything else that I may see. A color that I want to be. And in the sky the sky much bluer, that anything older or much newer, lives free and wild a newborn child, much older and truer than anything you or I can be.

Labels

Black Power, White Power, Indian Power too,
Certainly there's a groove for you.

Left wing, right wing, middle of the road,
To all is given an equal load.

Militant, moderate, who are you?
They say that indecision will never do.

We've labeled them all, large and small,
Now let's see just where you fall.

ks

Black & White

Continued from Page 1

never before occurred. Some thought that the Negroes were totally unjustified in their actions, while others agreed with the course of events and simply stated their surprise that it had not occurred sooner than it did. There was one feeling prevalent among all, however. That feeling was a futuristic one, a feeling of the why and a pondering of what to do. The only apparent solution is the presently dormant Renaissance art which is due to be soon revived: communication through conversation. This the only way in which any problem can be accept-

century B.C., that of inequal wealth and overpopulation in concentrated areas, could not be found without compromise or war. Failing in the former, Rome was turned into a confused state headed for dictatorship. Chaos in the streets, the reliance of many on an extensive public food program (which often served well the political ambitions of a Caesar or Pompey), unemployment and permissiveness were but a few of the things confronting the Roman man in the street. Discontent came to politician, plebian and intellectual alike.

In the midst of this situation we find Cicero, the author of **De Re Publica,** attempting to find the means by which social readjustment and social order might be re-established. If our present situation is like that of his time, then we might do well to take into mind ideas experience had fostered in his mind.

It is first apparent that Cicero had faith in the Republic and felt it to be the one way of government which could give ear to the many associations which Rome witnessed. Power, he realized, was necessary and inescapable. What was needed in equal portion, however, was justice; and he admitted to the possibility of economic justice as well as corporate. To avoid ambitious men in political and military affairs power must rest with the political body and con-

Myths and Epics, works which show the imagination of men in the creation of worlds apart from the threadbare reality of everyday living.

The matter of course-combination has been examined and tried. The Fifth Form course in English at present is coordinated with the American History course; a chronological sequence of literature is read which keeps pace, roughly, with the progress of American History, perhaps illuminating some of the concepts which the history elucidates.

The important skill of writing has received new emphasis. Difficult to teach and even impossible to categorize, the technique of self-expression is practised long enough and often enough, perhaps to help evolve a beginning of style and its appreciation in the mind of the student.

More emphasis has been placed on elective courses; this will continue and be amplified as the program is studied and improved. The obvious advantage of this system is that the student has some say as to what he wishes to learn. The notable point at which this operates under the present curriculum is at the Sixth Form level, when last year students choose (this year from seven) courses which they wish to follow at greater depth. Although at present the course offerings concentrate primarily on literature (five out of seven), other types are being tried and will be adopted. This year, for example, a pioneer course in Drama Workshop is offered, and Creative Writing has been a choice since the institution of the program two years ago.

Individual study projects in a field of the student's choice are offered at Lenox, and will continue to be, as the program is strengthened and adapted to the student's needs and desires. Some boys are freed from regular class participation to investigate a subject, writer, or field in which they have definite and demonstrated interest. The advantages from such a system, I might add, do not accrue only to the student involved; they benefit faculty, too.

The English curriculum today would hardly be recognizable to an observer of twenty years ago. Both as to content and method, as well as the depth and breadth, there is not the slightest correspondence between the two curricula. It is not a cheap pandering to popular taste which prompted such radical changes; rather it sprang from a desire to make the English course offerings more truly correspondent to the student's own needs and interests. Many a teacher, under the old planning, emerged "triumphant and alone." As the course which undergirds the entire plan of study at Lenox, English is assumed to be the most nearly native field of a student's study; if it is not alive and vital, changing and adapting itself constantly, then we must assume there is little which is alive in the world either.

David H. Wood

W. A. Lawrence

Continued from Page 1

priesthood.

I was a resident in the diocese of New Hampshire during World War II, and it was not until later upon my return to Western Massachusetts that I learned how much flak he took through the war years for his pacifist position.

At the end of the war, Bishop Lawrence, as president of the Board of Trustees of Lenox School, called me to be the school's second headmaster. Over the past twenty-three years, he has been a chief guide and counselor. No folder in my correspondence file is as thick as Bishop Lawrence's—none is so hard to decode until his later years, when he took up typing.

Life was not easy on Bishop Lawrence nor did he expect it to be. He has served in a time in our history when we have changed from a stable society to one of 'instant' change. He never pulled back or withdrew. He was among the first bishops of the church to try whatever was suggested at National Council level. We had that team of Christian Education experts right off the bat which presaged the Seabury series. Any change in-the-air he sniffed and asked the experts to come and present it to the diocese. He was never a "saver" but a "giver".

As a result of spending himself in the simple way which was always his, he suffered a heart attack—it was a rugged one. He recovered and kept on with his duties and then retired, but never did he move off the active scene. He set up the office for clergy placement. He lived around the seminary in Cambridge, and watched, listened, and supported the new movement which appeared within the life of the Church.

While he had some doubts about what was happening, and some reservations about what was being thrown aside, I have no letter in my files of despair or pessimism. I know there were bleak years in his trying to keep the fold together and move it forward; he knows from my letters to him of my bleak and despairing years, but he always wrote as he believed—"that all things work together for good for those who love God".

His calls were many and usually short—he often took only a quick look at the parson and then headed toward the wife and children. At meetings of the Board of Trustees, he was mostly silent except to ask the pertinent question to zero in on the issue. He was simple and he wanted only that all men should love one another. When he came to preach, it made no difference really what he had to say, for he said and preached the gospel by his very presence and was not dependent upon words.

He was never interested in world power—he did not try to hold it or hang on to it. He had grace with his simplicity of approach.

Lenox School has lost one of its supporting pillars; the Church has lost one of its finest apostles; the coast of Maine has lost one of its finest admirers; the cause of Peace has lost one of its warmest supporters. The kingdom of Heaven indeed has cause for rejoicing this Christmastide as it bids Bishop Lawrence welcome—"thou good and faithful servant".

Robert L. Curry

Outcast

Ungodly hour you woke up
For another period of eternal charade.
And you wondered why.
But you couldn't rend the answer from the insipid superficial.
So you withdrew into the erect walls of stoicism,
Because you knew you didn't mesh into
The stultifying pattern of the micro-monolith.
Again you reached.
But they didn't feel.
They stepped on you.
They tried to take you away from yourself.
But you wanted **I**
And you screamed,
But your screams were hollow in the emptiness.
You dissolved, your mind throbbing,
Into a void

malcolm

Black Power

A few weeks ago, approximately forty students, masters, and master's wives assembled in Thayer Hall to hear the Reverend Isaiah Jenkins speak on the Black Revolution. Reverend Jenkins was formerly the minister of the Second Congregational Church in Pittsfield.

After beginning his talk with the statement that Black Power began in 1619, Reverend Jenkins proceeded to trace the Black mood as it has progressed from slavery to the present. He also told of instances in his own life which made him aware of the various inner and outer differences between Black and White.

Reverend Jenkins' suavity, straight-forwardness, and eloquence captivated his listeners. The Black members of the audience were amused and impressed by his opinions, the white members were enlightened by them.

The talk was followed by the traditional question and answer period, during which Rev. Jenkins displayed his vast knowledge of the black past and present, and of the racial dilemmas currently facing the American people.

BACK DOOR PEACE CORPS

This year we are fortunate to have five boys involved in the Berkshire Tutoring Project in Pittsfield. Four days a week the boys, Billy, Louis, Denny, Andy, and Tommy meet with their tutees in two buildings of the Berkshire Christian Youth Center. Students from Pittsfield and the Miss Hall School also work here. Most work applies to helping each tutee with his school home work, but games and films are brought into the activity.

Last year the tutoring was done most successfully in the children's homes, but the new group tutoring of this year has created a problem of discipline. Much of the time there is a disturbing amount of commotion in the room which makes the teaching process rather difficult. However, to cope with this problem Mrs. McCarthy who runs the program, is letting the children stay in their homes to be tutored, and come to the center one day a week for a group project of some sort. This new plan is expected to iron out all or most of the problems in order to get the program running smoothly again.

Even with the problems of discipline the tutees and the tutors seem to be close friends. At least there is an effort to attain a reasonable amount of beneficial light.

Prefect System Reviewed

The prefects are a group of thirteen seniors. Seven of these Seniors are elected by their classmates, the other six are appointed by the administration. Their duties consist of running the job system and administering general discipline.

The advantages of this are numerous. The prefect gains self-confidence in himself while learn-

Continued on Page 5, Col. 1

Prefects

Continued from Page 4

ing how to cope with a sense of responsibility. The student also gains from a trust relationship which is created by taking orders from a colleague.

The principle hangup with this job comes not from the work but from the disciplinary policy. A prefect catches his roommate drinking or doing some other major offense. The ethical thing for him to do would be to turn him in for the offense. The administration has put their trust in him so he must carry out his obligation to the school by upholding the rules of the school. The dilemma comes when the decision must be made. The prefect can turn in his roommate or warn him of the offense and let the offense ride. In the event that the prefect does turn in his roommate, he will create "a breach of trust" between his roommate and also his formmates. Being hated and distrusted can lead to the destruction of the prefect. Yet he must choose to either do his job for the school or to keep his friends. This decision is an extremely taxing one for anyone to make.

I feel that the prefects as a nucleus have done a good job in improving Lenox. I do recommend that the dilemma of school or roommate be reviewed. I regret that I cannot offer a panacea for this argument, but it is entirely dependent on the situation and the individual.

FTC

A Sixth Former's Suggestions

So far the winter term has been a rough one. Three seniors have been expelled and several students have run away. The D.C. has been working over-time. A few weeks ago there was a record number of 25 students on the work squad. One prefect had to give out 42 marks. The apathetic students are growing in number.

It is obvious that something has to be done. Lenox seems to be heading towards a big explosion. It appears that more dismissals are in store for the future.

Some new activities and projects should be started. There should be more weekend vacations. A student could leave once a month after Saturday classes and return for church on Sunday. These weekends could be put in the school schedule and could be arranged to the desire of the students, Berkshire school uses this "student choosing" system and it has been quite successful. On Sundays the school should organize bus trips to the movies in Pittsfield or Springfield or to the local ski areas. A higher caliber of movies should be brought in to the school. There should be more sports events on Saturday nights. The Lenox-Williams hockey game had an excellent attendance and proved to be very exciting. This kind of entertainment should be provided on Saturday nights for it is then when most of the school rules are broken.

It is also recommended that Lenox take a more realistic view on the students' social life. It would be nice if there were more dances with the same schools in order to establish more lasting relationships. The tuck shop is also an area of concern. It should be opened on Saturday nights.

When suggestions have been made some masters have said that if you don't like the school you should leave. But there are many aspects of the school that are good. This is all the more reason why we should try to improve the situation. We must work within to bring about reforms.

Letters . . .

Continued from Page 3

LEBANESE CONFLICT

Dear Editors,

On December 28, 1968 the State of Israel launched an attack against the civilian airport in Beirut, Lebanon. The Israeli commando helicopters bombed and machine-gunned the airport, dropped incendiary bombs on fuel storage dumps, and set fire to the airline headquarters. Would-be passengers ran for cover while flurries of machine gun fire raked the airport terminal.

Within hours after the attack ended, while the military forces of Lebanon were deployed to *protect* the 4,000 Jews living in Beirut from mob reprisal, Israel sent its jet planes on reconnaissance flights over the still smoldering wreckage of the airport, stirring panic in Beirut for the second time in less than twelve hours.

Apologists for Israel seek to justify this wanton act as a reprisal for the *private* actions of two Palestinians who departed from Beirut airport for Athens, Greece the previous week and attacked an Israeli airliner. At this point I would like to pose the following question: *if these two Palestinians had flown out of Kennedy International Airport to Athens, would the Israeli government have bombed the New York airport?*

Defendants of Israel have also pointed out that not one life was lost in their attack at Beirut, and the "one Jewish life lost in Athens is worth all the scrap and iron of Beirut's airport." Now I ask: *what price did Israel place on the 34 American sailors killed and 75 Americans wounded when its aircraft attacked the U. S. S. Liberty during the war in June of 1967.*

I would now like to add a few comments on how I feel about the people of Lebanon after personally seeing the conditions in which they must survive. Though these people do not live in tents, walk barefooted, and ride camels, they are not the most progressed people of the world. For this reason they cannot afford to have 50 million dollars worth of their air fleet destroyed as they did in this "eye for eye" supposedly retaliatory measure that was taken.

I am very proud to be of Lebanese ancestry mainly because both of my parents were born there, my mother is still a citizen there, and I have many friends and relatives there. For this reason I hope that something evolves in the form of better relations with Lebanon and the other Arab States with the institution of the new administration here in the United States.

I would like to acknowledge the New York Times of Monday, January 20, 1969 for portions of this letter which have been reproduced from an article that appeared in that issue of the paper.

"But the real and lasting victories are those of peace, and not of war."

Ralph Waldo Emerson, "Worship"

—Robert Abu Hashim

"COOL REASONABLENESS"

Dear Editors,

To the discontent of no one I have changed the theme of my article. What was going to be an article on the evils of our community has now turned to one or two of its problems. The subject which was to be centered around boring statistics has now been changed to a highly controversial subject.

The spirit of the boys in this school has died. The optimism that was so strong throughout the fall term has now turned into stagnant nihilism. The only rebel left in the school is the Disciplinary Committee. It has done away with the others one way or another. Undoubtedly we cannot have this protest, but Utopia is not looking for us, we must look for it.

Apparently this vacancy of life does not only exist in this school. In a recent letter to the editor Martin Pertez, Assistant Professor at Harvard University (editor of the New York Times Magazine section) said that "young people had 'smoked out" political opposition to the Vietnam War." This parallels to the thought that I am trying to express. A bit further on he makes some more generalized statements that exactly coincide with this article. He used the expression "cool reasonableness" for the stagnancy and contrasted it to the "Hysteria" of political opposition and protest. He said "cool reasonableness" is not always or necessarily preferable to hysteria . . . Cool reasonableness is unrealistic and evasive when hysteria is constructive and creative.

There is no better way to evade a problem than to use "cool reasonableness" of not giving a damn. There is no one in a void that can hurt you except yourself.

Mr. Curry has the essence of the problem when he said that "individualism erodes the community". I also agree with his solutions of "loyalty and concern" but a rock has more of these qualities whether it looks like all the other rocks or not. Dress regulations are harmful to a community. Instead of identifying with his own generation and conforming with his community a boy must conform to something that is against his will, thus alienating him from the members of his generation.

I'm sure you know how hard it is to reach one boy. It is just as hard to reach a group or a community, but it is two hundred times as hard to reach that many individuals; in fact, impossible. We must be reached.

—Bill Blount '69

FINAL EXAMS

Dear Editors,

In only a few months the warm weather of Spring will be here again and the old saying "the year is over" will be the common phrase starting in the first week of April. Seniors will have received their college acceptances and the question "Why work?" will be raised.

The question I ask is why should seniors have to take final exams? What purpose do they serve? In my mind the only purpose they serve is to supplement the final grades and transcripts which play a minor roll for college acceptance.

I recommend that seniors who maintain an average of 75 or better in a certain subject should be exempt from taking the final exam. This incentive program will be advantageous for both students and teachers. This exemption from exams would be an incentive for the students to do hard work not only to the end of the fall term but right up to the last day of classes. The teachers would also be relieved of the last minute corrections of the finals before the deadline of graduation.

Therefore, I feel that if the administration would look deeply into this idea it would find that the advantages of this system are numerous to both the students and the administration.

—Louis Rosenfield '69

O.N.A.S.

The Organization of Native American Students (O.N.A.S.) was initiated in April of 1968 at Lenox under a different name, The Independent Secondary School Indian Council. Its goal was to arrange conferences for Indian students in Eastern high school and college situations, who usually lead lives of isolation in their schools. Howard BadHand and Steve Fastwolf were the acting co-chairmen, with Michael Benson acting as Public Relations Director. The council now had a nucleus, and what they had to do was spread interest in the movement.

The council's first conference was held in Boston in May of 1968. They held their first formal elections, and the following Lenox students were elected to office; Michael Benson, President of the Board; Floyd Ballesteros, Treasurer; and Howard BadHand, Public Relations. At this conference, they also decided on other concrete goals; to curtail the dropout rate among the Indian student in secondary schools and colleges, and, according to President Benson, "We are concerned with the apathy of our people, especially the young." They hoped to encourage the members to go back to their respective reservations and communities to get the adults interested in the future of their children, to join P.T.A.'s and not be as apathetic as they have been.

At the next conference, in November, 1968, they decided to change their name to the Organization of Native American Students (O.N.A.S.). With the change in name they also had a shift in policy. O.N.A.S., previously opened to membership to Indians now asked the Aleuts and Eskimos to co-ordinate with the program. Elections were held again, and Michael Benson retained his title as president, while David Redhorse, a Lenox Alumnus currently at Amherst, was elected to the board.

Now that O.N.A.S. is on its feet, it has started strongly. Presently they are working on fund raising in co-operation with the ABC (A Better Chance) program and also the USS (United Scholarship Service) in Denver, both operations which give scholarships to high school and college students. The combined effort is to have members go back to the reservations or the communities to work among their people recruiting the young for private secondary schools and universities. O.N.A.S. wants this to be a personal learning experience for the members, one where they can regain what they have lost in prep schools or colleges. The A.A.I.A. (American Association of Indian Affairs) and private donations give them their backing, along with ABC and USS. These organizations realize that this is a sound goal.

When an Indian student goes away from his cultural background, he sees the problem of his people more clearly and gains a greater attachment to his people and their ways. Only by increasing awareness can the Indian overcome the feeling of apathy which seems to dominate many of the Indian nations. O.N.A.S. is acutely aware of this and strives to carry out programs which will rid us of this apathy.

Pot

There is an egotistical group in this school who need a crutch to stand on. Pot is their crutch. They parade the school in "hippie" garb. I think that this atmosphere is degrading and creates disunity in this school.

Marijuana is illegal and "it is a drug which causes psychic addiction." 1 It is putting prefects and masters into a spot where they must take action. Do you like living in an environment with these children? If you really can't face reality and must use drugs for an escape you are definitely immature and insecure. This drug-taking points out to me the lack of sensible responsibility of certain individuals within the school. It is worth five years in prison and a police record? Of course it is not, if you want to depend on smoke to run your life, I suggest that you become a head. But if you are responsible enough to reason and somewhat intelligent you will know "Grass is for the crass!"

F. T. Calabro

1. The New York Times (January 21, 1969)

"Hello, It's Me . . ."

M to C

Varsity Hockey



VARSITY SCORES AGAINST ALUMNI

Although the 1969 varsity hockey team has a lack of depth, it shows great potential. Unfortunately, it has only had a mediocre season so far (3-3-1). This is due to the fact that it has been very difficult to keep the team intact. Expulsions and identity crises have caused so many changes on the squad that there seems to be a different group at every practice. These conditions have also been detrimental to the morale of the team. The high spirit that has normally been characteristic of Lenox hockey teams is no longer apparent. It only appears in sporadic bursts. When it's there, the team exhibits its true potential. When it's not, the detrimental effect is obvious.

The Martins opened their season on December 1. They opposed the alumni in the first hockey game to be played in the H. George Wilde Sports Center. Lenox lost in overtime by a score of 5-4. The winning goal was a blistering slap shot from the stick of the legendary Geoff Greiner. On December 4, Lenox was not playing up to par and only managed to come out with a 5-5 tie against Lasalle Academy. The following Saturday, December 7, the Martins finally came out on top with a 6-4 victory over Troy High School.

After Christmas vacation, on January 8, Lenox overwhelmed Darrow 10-0. The high point of the season came on January 11, when the team opposed a strong Williams Freshman squad. Although it was a 5-4 loss, the team played well above its head and it was one of the finest efforts that Mr. Gleason has ever seen from a Lenox team. On January 15, the team travelled to Williston and picked up a 4-3 win. The game was not as close as the score would indicate. On January 18, the team was totally overpowered by a strong Berkshire squad, 7-2.

The starting lineup is Larry Larson, Jeff Lewis, and Jim Couch on the line, Bob Fitzgerald and Fred Kenady on defense, and Kim Sanders in the goal.

Supporting them are Bill Boswell, Fran Huidekoper, Scott Ingram, Tim Robinson, Steve Solley, Bill Varian and Dud Zinke.

SKI TEAM MAKES THE GATES

The Ski Team began its season with its first varsity ski meet against Millbrook and Salisbury, at Millbrook. The team coached by Mr. Scott Berry, won the two run slalom meet overwhelmingly, winning the first three places with the scores, Lenox 98.6 per cent, Salisbury 87.8 per cent, and Millbrook 86.7 per cent. The individual orders of finish were: 1) Jeff Gulick 2) Bob Gulick 3) Bill Brown 7) Jeff Ballentine 8) Bill Williams 14) Brewster Goode.

One week after the Millbrook ski meet, the Lenox Varsity and J. V. teams raced against Cranwell in a two-run slalom. Again Lenox won overwhelmingly by winning the first four places. The following Saturday, the team, coached by Mr. David Blanchard, had a cross-country meet against Darrow and Hotchkiss at Darrow. Lenox finished second with the scores, Hotchkiss 100.0 per cent, Lenox 87.5 per cent, and Darrow 84.1 per cent. The individual orders of finish for us were 7) Jeff Ballentine, 9) Larry Kerr, 11) Brewster Goode, 12) Earl Engelmann, 13) Dave Clarke and 17) Keith Simpson.

Pickett's Fencing

This year has been largely a rebuilding year for the fencing team. With only one returning letter-man in the person of Tom Ebitz, the captain, the team is in the process of training new talent for the years to come. Nevertheless, Mr. Pickett and the team are hopeful for a winning season this year.

In the first meet, one in which foil was the only weapon fenced, against Ludlow High School, from Conn. it became evident that the team lacked experience. This lack was increased by the fact that the starting foil was taking college boards and in spite of much effort by juniors and sophomores fencing, the team was overwhelmed by the score of 11-5.

The following Saturday, however, the team showed its true potential by coming from behind, in a five match winning streak, to beat St. Peter's High School in Peekskill, N.Y. by a score of 16-11. The outstanding members in this meet were Jim Santos, Gordon Rutlege and Chris Woodward, each one winning all the matches they fenced.

This new team should improve with experience.

Varsity Basketball Opens With Best Record In Their History

Varsity Basketball is off to a fine start this year, contrary to tradition at Lenox. Driven on by the desire to prove that basketball is no longer the number two sport the Goldmen are twice defeated after five matches and have yet to win a game by less than twenty-five points.

In the first contest, a scrimmage with the J.V. of Berkshire Christian College the score was lopsided, Lenox scoring over 100 and B.C.C. less than 50. All members of the team contributed to the massive total points and every player was given twice the opportunity to show his ability under game conditions. From the score one can see that the '69 Martins have plenty of ability, and the team, consisting of Captains Bob Wilson and Larry Morrison, seniors Geoff Lyons, Jerry Way, Frank Henton, Rodger Green, and Howard Bad-Hand; juniors Jim Hinson, Rog Hoefer, Chris Higgins, Jeff Smith and Jody Haddow and sophomore George Morgan, took the precarious trip to Millbrook, eager to meet their first league opponents. The resulting score was 57-32. Millbrooks high-scoring Goodwine being held to 8 points and Capt. Morrison leading the way to victory with his quick drives and classy ball handling.

Mount Everett was next to fall, 92-60. Morrison again did well, scoring 18, but his performance was overshadowed by Rog Hoefer who poured in 37.

Lenox's two losses were sustained at the hands of tough opponents, Berkshire and Windsor-Mountain. The Gold lost to Berkshire 45-32 in a game which should have been a lot closer had Lenox's shooting percentage been a bit tougher. At the Mountain the shooting was better but the home team took an early lead and held it, winning in the end 74-61. It is hoped that in the next two matches, which are at home, the Martins can get back on the winning track.

HINSON REACHES HIGH FOR BALL

J. V. Hockey

The All-Club hockey team has achieved a 2-2 record to date. The first game was against the Alumni "B" team on Dec. 11, 1968. After barely beating the Varsity earlier, some of the same alumni and others who could find skates and a stick managed to overwhelm the new-formed 'J.V.' team. The scoring was held to a minimum by the All-Club's defense and the tally ended at 2-0

Returning from vacation, the team looked very sharp as they took on the Longmeadow High School 'J.V.' team and routed them for a 7-3 win. The next game, on Jan. 11, was played without the able-assistance of the team's Sixth Formers as they were taking the CEEB's that day. But the All-Club managed to stay in winning form as they held the Darrow 'J.V.' team to only one goal while scoring 6 themselves.

Then on Saturday, Jan. 18, the J.V. met a very competitive team. Having the name Pittsfield Bantams, it consisted of a group of junior high school age students who worked very well together under the excellent coaching of Mr. Carl Moffat. The All-Club tried vainly to hold the 'little pros' but fell to a 7-3 loss in the end.

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