

# THE BEACON

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## Faculty Changes Announced For Next Term

There has been widespread interest among the students in the changes to be made in the faculty next term. Those leaving are Mr. Burke, Miss Bizzoni, Mr. Czaja, Mr. Pasinetti, Mr. Penny and Mr. Rose. Some of these faculty members have already announced their plans. Mr. Burke is taking a year's leave of absence to work on his new book in New York. Mr. Pasinetti will be working on a collection of critical studies in New Haven. Mr. Rose will be associate professor of sociology at Washington University, in St. Louis. He will also do summer research in connection with the University in a field not yet defined.

### Replacements

Mr. Bernard Kessler will replace Mr. Czaja in the architecture studio. Mr. Kessler received his degree in architecture at Oklahoma Agricultural and Mechanical College in 1944. He is also a graduate of The Cooper Union School of Art. Since 1944 he has worked with William Lescaze, except for a period of service in the army, from which he has recently been discharged. Mr. Daniel Shapiro, who is replacing Mr. Penny in the graphic arts studio, is a graduate of Cooper Union Art School and Columbia University. He has done work in all the graphic arts media. His work has been exhibited in the Brooklyn Museum, the Library of Congress, the Oakland Art Gallery, and in numerous other galleries throughout the country. He has done commercial work in applied graphic arts for Fortune, Random House, George Cooper Rudolph Associates and others. During his service in the army he painted murals and taught recreational art classes.

### Some Plans Tentative

Any statement of changes to be made in the courses offered in the literature and social science divisions would be premature at this time. Some plans have been formulated and are awaiting the approval of Mr. Burkhardt. There are still some faculty appointments which are being left open until the new president has an opportunity to formulate his plans. Some of these vacancies will be filled this summer; others, in all probability, will remain open until the spring semester. More definite information will probably not be available until the Bulletin comes out at the close of this term.

## Professor Schuman Discusses Truman Doctrine

A review of the far from cheerful events concerning the Truman Doctrine was given in a talk on June 3 by Professor Schuman of Williams College. Professor Schuman stated that he thinks the Truman Doctrine is a false move diplomatically, ideologically and strategically. Before he discussed this point, however, he wanted the audience to keep in mind that he believes that if the purpose of the Doctrine is "to keep Greece and Turkey outside the Russian sphere of influence and inside the Anglo-American territory, then it is necessary, legitimate and proper."

### Use of Atomic Bomb

Professor Schuman feels that strategically, the Truman Doctrine makes no sense. In the event of a future war with Russia there is a question as to whether or not we will use the Atomic Bomb. If we do not use the Bomb, our influence in Greece and Turkey will not keep the Russians from occupying these two countries at the first sign of conflict. If we do use the Bomb, militarizing Greece and Turkey is irrelevant. If the assumption of the majority of American people is that Russia wants to communize the world, then we should have war with Russia now, while she is weak. Distasteful as it may sound, this is sensible.

### Why the Doctrine Fails

In ideological terms the Doctrine fails because, first of all, Turkey is a one-party dictatorship frankly modeled after Russia. Shortly after Turkey's fraudulent elections, the Turkish army issued a statement saying that freedom of the press would no longer be tolerated. "Marxists" were arrested. Secondly, Greece is a totalitarian dictatorship of the Fascist type. Even though 80% of the population had been supported by the Republican party, British troops, combined with American ammunition, put the Royalists in power. There was an election and the Royalists won because, in protest, the opposition refused to vote. Our newspapers stated this as a "true and valid verdict of the Greek people." Because of the murders of Republicans, the "asphyxiation centers" and the exile of government leaders by the Royalists, the rank and file have been driven into the Communistic army out of self-defense.

It is our money that is paying for the further extermination of these anti-Fascists. In Greece, the word "Democracy" is now synonymous with death. "Ideas," stated Professor Schuman, "cannot be fought by money, guns or Fascist terrorism. Ideas can only be fought by better ideas."

### Politician Truman

Professor Schuman also went into the domestic, political and economic implications of the Doctrine. Truman, he believes, after a long period of error, has emerged a rather shrewd and calculating politician. Truman will be up for re-election in '48 and has put the Republican party in a horrible position. Truman has become the symbol of anti-Communism. The Democrats now "carry the ball of anti-Russianism". The Republicans have sunk themselves by supporting the Truman Doctrine, and so have the American progressives.

Professor Schuman implied that he would rather not go into what he, personally, thought the final outcome of this situation would be, but ended his talk with "Eat, drink, and be merry, and hail to St. Harry."

—Ann Pierce

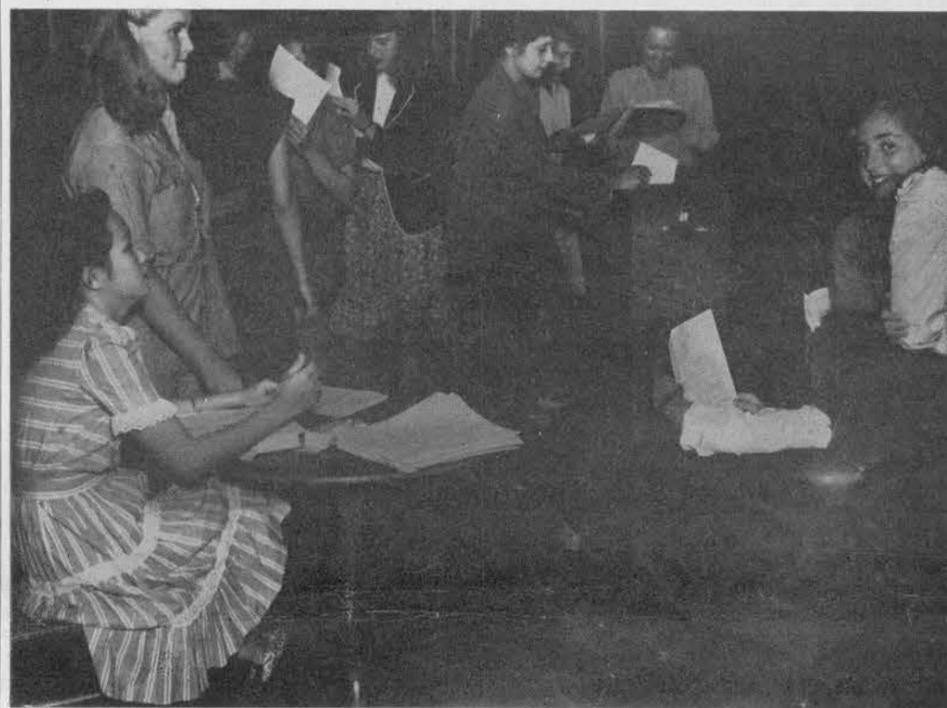
## Community Government Reforms Decided Upon by Written Ballot

### Community Votes for New Structure

The new form of our governmental structure was decided by written ballot Thursday, June 12. At a Community meeting the previous day in the Carriage Barn, the proposals for the new framework were reviewed and examined. Despite poor attendance, some minor points were added, and the basic

tration of power in the hands of the Executive Committee.

The Community decided upon a rotating system of election for the Executive Committee, with two new members in the fall and three in the spring. It was also decided that a petition signed by ten percent of the Community would bring up the matter of recall of a member. Thus the Community would have an effective check upon the Committee.



Voting in the Student Lounge

K. Black

idea of the Woolley plan — to retain Community Council—was voted down, narrowing the slate presented the following day.

### Executive Committee Elections

It was voted to have candidates for the Executive Committee elected from the Community at large. Limiting the slate to House Chairmen was thought to cut out many qualified people, while a list nominated half by the former Executive Committee and half from the floor in a Community meeting was also rejected. The Community felt this would lead to campaigning, and concen-

### Minimum Number of Meetings

A minimum of three meetings a semester for the Executive Committee with House Chairmen, and a minimum of two Community meetings were set. These were felt to be sufficient to keep close contact between the Committee and the Community, and to cover essential Community matters. More can be scheduled when necessary.

Judicial Committee will be the new name of Central Committee, rather than the title Standards and Laws Committee, suggested by Central Committee.

(Continued on page 6)

### Literature Seminars

#### "The Elizabethans", Mrs. Foster

In her talk on the Elizabethans on June 2, Mrs. Foster began by giving a general descriptive picture of the age, illustrated by many quotations, mostly from Shakespeare. She discussed the philosophical basis of Elizabethan thought, and told of their complicated use of word magic and numbers.

What Mrs. Foster called "mirrors" played a very important part in Elizabethan life. Mirrors were opposites, and everything in life had its opposite. Shakespeare made effective use of these opposites; in *King Lear*, for instance, we learn kindness through cruelty. Also, the Elizabethan lyric united and unified opposites.

The songs in Shakespeare's plays were very significant in relation to the overall theme of the play, because the song expressed in concise, metaphoric terms, the theme of the play. Mrs. Foster illustrated this by singing "Full Fathom Five" from *The Tempest*. She told of the large unexpressed metaphor that is in all of Shakespeare's plays; for instance, the rose of young love in *Romeo and Juliet* and the rainbow of

(Continued on page 4)

### Foreign Exchange Students

During the war years the exchange of students between nations was practically impossible. Even today students participating in any sort of foreign exchange program are up against some tough obstacles. Yet there has been an increasing interest in this program here and abroad.

We went to Miss Shelly to find out what arrangements are being made throughout the country, and also exactly what Bennington is doing along these lines.

At present there is no one official channel through which the colleges operate. There are several agencies that search for applicants, material, and financial aid. Bennington has worked with the American Scandinavian Foundation and the Institute of International Education. There are some countries that have official bureaus to handle exchange students, but the United States depends on these semi-official agencies completely.

### Three Groups

Foreign Exchange Students fall into three groups: those that come for four

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THE BEACON

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90 for 400

Less than one-third of the student body attended the last Community Meeting. It was hot that night and the prospect of walking to the Carriage Barn was not pleasant. Most people did not want to become involved in the polemics of a community meeting.

Next year, when the new government is in effect, it will depend largely upon community meetings. Will it still be "too hot"? At last Wednesday's meeting ninety people spoke and voted for four hundred. This minority vote was neither fair to the community nor to the few who were forced to assume the responsibility for the entire campus.

The situation is dangerous. Those few who did attend felt little concern for the rights of those absent. They could have denied the other two-thirds of the community the right to vote; they could have passed any measure.

The students on the Commission were requested to serve by the Community. They have devoted an inconceivable amount of time in the interest of the students. Yet these same students did not have sufficient interest in their own community life nor even sufficient respect for their own representatives to walk up to the Carriage Barn on a hot night.

Veterans at College

"Approximately 300,000 veterans who have entered American colleges and universities under the G. I. Bill of Rights have been forced to drop their studies because they could not support themselves or their families on government subsistence payments," so reports Joseph North, editor of the "New Masses".

Mr. North, who recently returned from a month's tour of campuses and trailer villages from Yale to Wisconsin, during which time he spoke to more than 1,000 veterans and their wives, non-veterans and professors, found the veteran-students in "deadly earnest" about their studies and showing "phenomenal staying powers" despite the tremendous burden of maintaining themselves and their families.

Mr. North also reported that "the universities have failed to keep pace with the huge influx of veteran students: I frequently encountered professors whose classes had grown from some thirty-five or forty to three and four hundred. This, in turn, has evoked a crisis in the faculties which also suffered a depletion in trained personnel because of the war . . . many a graduate student barely out of college has been pressed into service teaching men who are, in many cases, his seniors. Personal attention to the student is next to impossible . . ."

Desperate to learn, filled with "the sense of dreadful hurry" due to the years lost while in service, the veteran students are excellent scholars, Mr. North found.

The editor of "New Masses" also stated that "it is a serious campus today; uneasy, disturbed, restless, brooding . . . Never before, has there been such questioning. Yale's dean told me the G. I. student won't take anybody's word for anything. . . I was told that many a vet has carried over his atti-

tude toward the brass in his attitude toward the faculty. Skepticism is general; values are endlessly challenged . . . the student of the twenties was inspired by the dream of . . . a Wall Street career juggling ticker tape. . . Most were preoccupied with the social whirl of the fraternity and the five-letter man was the university hero."

Mr. North's report is important in that it gives us some idea of what the veteran is faced with and of what his attitude is in trying to equip himself for the future. Also, it is important that we, though living in an isolated and almost self-sufficient community, take an interest in national problems that affect our generation and are pertinent to our future.

In planning our individual futures, in deciding what we want to do and to accomplish after college and in trying to comprehend and contribute to the solution of problems such as that of the veteran, it might be well to consider the observations of Simone de Beauvoir, French Existentialist, who recently completed a tour of this country. Her impressions were printed in the New York Times Magazine of May 25th:

" . . . In the universities and colleges, as elsewhere, I talked with many young people. One characteristic I found in them is particularly disturbing to a European; this is their lack of any authentic ambition. . . The young American generally lacks a sense of personal accomplishment. He does not want to do great things because he is not aware that there are great things to be done. His ambition is restricted to making money. He does not undertake to write a good book but to produce a best seller. And this is not because of small-mindedness, of concern for self, but simply because he does not perceive any other objective criterion of value besides money. . . For me, the hope of America lies not in the atomic bomb and not in the T. V. A. It lies in the uneasy hearts of the ex-G. I.'s and in the hearts of thousands of young people. The future of America lies in the consciousness of its youth, suddenly become aware of what the Spanish philosopher, Unamuno, called 'the tragic sense of life', and the responsibilities incumbent on a great country."

RE: MARX

by Miriam Marx

"Now, for your fourth course", my counselor said, puffing gravely on his briar pipe, and thoughtfully scratching his wise head, "I would suggest something in the field of art".

"Yes, but—" "Wait, I've got it!" he interrupted. A benevolent smile played on his lips. "Introductory Painting is the thing for you." He stopped talking long enough to refill his pipe, and I took advantage of my opportunity.

"Yes, but you see, I'm no good at painting. I never have been any good. I'm just not artistically inclined".

He peered at me across the desk. "What did you come to college for?"

"Not to paint. I—"

"Exactly. You came to college to learn." He leaned back, triumphant. "Obviously, if you were already an accomplished artist, there would be no need for you to take the course. But, since you admit that you know nothing about painting, what could be more fitting than to take a course in it."

"But I don't want to know how to paint," I said frantically. "I want to be a writer."

"Splendid", he said, nodding his head in agreement. "There's nothing more beneficial to a writer than a course in painting." He picked up his pen and began to write the words, 'Introductory Painting' on my program card.

"Wait," I cried, jumping up and grabbing the pen from his hand. "You don't understand."

He looked up at me, his calm unruffled by my outburst. "Well," he asked, "what don't I understand?"

There was cold determination in his glance. I knew it was hopeless, but I continued. "I - - - I can't draw." I lowered my eyes, before his ruthless gaze. "I can't even draw mustaches on posters."

He patted my head, reassuringly. "There, there," he said soothingly, "don't worry. I wouldn't advise you wrongly. Why, before this term is over,

c/o R. S. V. P.  
 Letter Box

June 11, 1947

To the editor of the BEACON:

We have just stormed down to Booth House from the latest, and most ineffective, Community Meeting in the Carriage Barn. We are thoroughly disgusted with the disgraceful exhibition by those who were there—students, Community government officers, and the student members of the Commission. And may we say in passing, we were even more disgusted with those students who weren't there—including presumably 'responsible' house chairmen and representatives. We have nothing to say about the members of the faculty, which may be due to the fact that not many of them were there. If we said that we don't blame them for not coming, we could say the same for those students who weren't there.

We have several specific points to bring up:  
 1: Parliamentary procedure. The complete absence of any parliamentary procedure was astounding. The net result was that every one was confused as to what was going on, including the members of the Commission, and very little was accomplished. We think that with the use of parliamentary procedure a great deal of thoughtless repetition and bickering among those participating might be eliminated. We also feel that if the meetings were made a little more formal, people might think before they got up to speak. We suggest that parliamentary procedure be made a permanent part of all community meetings.

2. The complete waste of time brought on by the needless discussion of the Woolley House plan could have been eliminated had any criterion for putting alternative plans on the ballot been established. As it turned out, organized and written plans made the grade for the ballot while practically any point brought up from the floor died a natural death in discussion.

We can understand that the Commission is bored by the whole business, and we sympathize completely, but they do have a responsibility to the community, and we think they should have been aware of this responsibility.

By no means is this to be construed as an attack only on the Commission; we think the Commission's actions reflect the attitude of the whole community. Actually, we're attacking the whole community, including ourselves. However, we would like to make one point:

as long as the community government (with the exception of the EPC and Central Committee) is concerned mainly with administrative and secretarial details, no changes in government structure are going to make any one take a greater interest in it . . . and we wonder whether this situation can be any different.

Sincerely

Beth Gibson  
 Jane Walker  
 Joy Milam  
 Mac Miller

P. S.—Lest anyone brush us off by calling us completely destructive, we make the following constructive recommendation: an air cooling system in the Carriage Barn for any future community meetings.

Dear Beacon:

In your June 5th issue a **Senior Spoke**. Following that train of thought, another one has been stirred to action.

Dying Ode to a Tutor

With Proper Apologies to Mr. Oliver Wendell Holmes

G'wan, beat my battered ego down!  
 Sure, it has waved on high,  
 And term reports have joyed to see  
 Its efforts straggling by.  
 What anguish to 'express' and 'give',  
 Let inhibitions roar;  
 But bring you culmination thus?  
 Unfettered thought? — No more!  
 My heart, once full with stirring dreams  
 Strained toward the awesome foe,  
 Sustained and independently  
 I rollicked toward the blow.  
 Now, do I know the victor's tread?  
 No! just the conquered knee.  
 The harpy in my thesis plucks  
 The eagle that was me.  
 Oh, better that my shattered soul  
 Should limp into its grave,  
 And let you, tutor, throw the rose  
 O'er her you hoped to save.  
 Chip out an epitaph of woe—  
 Friends! weep to your inner core!  
 But let my paranoiac ghost  
 See never thesis more.

The following letter was addressed to the President of Bennington College. It has been translated from Spanish.

March 27, 1947  
 La Plata

Dear Sir:

I am writing you in the name of the "Center of the Medical Students of the National University of La Plata". We would like to correspond with the students of Bennington College. It would be a great honor for the students of Argentine to exchange ideas with students of your great country.

Very truly yours,

Republica Argentina  
 Carlos G. Montes  
 Calle 23—No. 1129  
 La Plata

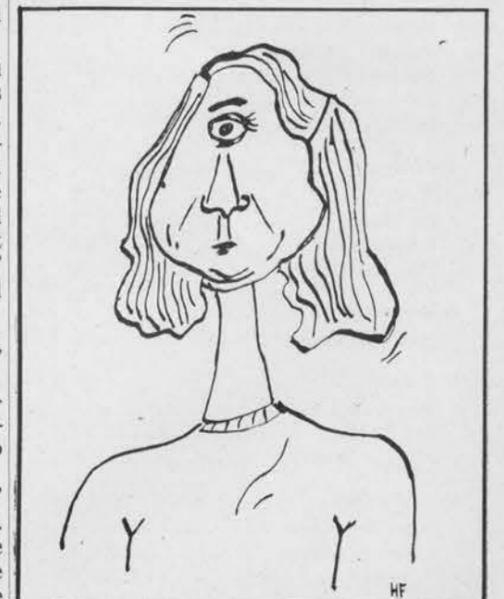
To the Editor of The Beacon:

We feel that the Bennington College community owes a debt of gratitude to the mem-

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Community Chest

Community Chest's first clothing drive of this term (June 5th-12th) was in aid of the American Friends Service Committee. Winter clothes were gathered and sent to the Friends, who in turn sent them to most needy areas of Europe.



Each Student is recognized as an individual

## The Informer

In view of the considerable amount of discussion taking place lately on the subject of the Recreation Council—its organization, purposes and scope—the inquiring reporter has questioned students in the following manner: "Do you think that the recreational program at Bennington is adequate? Does it fill your needs and those of most members of the community? If not, have you any specific suggestions?" We focused our inquiry on the problem of just what and how much the Rec. Council should undertake to accomplish rather than on the problems of organization.

**Jeanne Johnson:** I sincerely believe that our recreational program is adequate. Since such a large proportion of girls take frequent week-ends, I question the response to a full-time recreational program. Organized activities, beyond what we already have, seem unnecessary. I do, however, think that some agency might be set up within Rec. Council to handle requests for hockey games and the like, more effectively. The movies this term have been excellent and should very definitely be continued.

**Petrie Manning:** I think that a good deal of the reason behind the small participation in bonfires, treasure hunts, etc., lies in poor publicity. There should be more of such things planned, with the emphasis on good organization and lots of publicity. Girls without dates should be encouraged to come and made to feel welcome. Otherwise, I think our recreational program is fine.

**Dorothy Mackie:** I sympathize with the Recreational Council and I think it is being criticized too severely. It did an excellent job this term, planning frequent movies and a good dance. I think the general program is adequate considering the limited amount of spare time people have. During their few free moments, most students, I feel, prefer to pursue their own activities rather than those organized.

**Beth Olson:** The recreational program is adequate on the whole. However, I would like to see more informal square dances throughout the year and especially in the spring and summer when they could be held out of doors. I heartily approve of having movies in the theatre every Saturday night, if possible. I am very glad there are no compulsory, organized athletics. Those who want sports can easily get together and plan their own games.

**Sally Liberman:** I think that Rec. Council could and should broaden its scope tremendously. I feel that there is a need for a real Social Committee, rather than a Recreational Council. It should go much further than just planning dances and should worry more about the social life of the individual. Working with General Meetings would help achieve this goal. This Social Committee should also work with Central Committee to help the former determine the social and recreational needs of the community. The emphasis should not be solely on dates and Saturday nights and dance week-ends, but should provide other opportunities for the community to get together on a social basis. For example, folk dances, fairs and organized sports would help. Lastly, I feel that the Outing Club should be a part of this Social Committee in order to coordinate the overall recreational program.

**Huldah Curl:** I think there should be even more movies than there are now—one every week would be wonderful. Also, more square dances, bonfires and the like. Moreover, I think there should be more than one big dance a semester. There is a terrific amount of preparation and hustle and bustle for just one week-end out of a whole term. Otherwise, our recreational program seems perfectly adequate.

## Mrs. Stanwood - Overlea Inn

An Interview by Joy Fields

"I'm glad to have the girls back", Mrs. Stanwood said as we tackled our second helping of "Cheese Dreams" and tossed salad. Obviously we were glad to be back, once again enjoying high tea suppers at Overlea Inn. As we sat in the shade of the huge, gnarled trees, we sipped ice mint tea. Mrs. Stanwood wouldn't divulge the recipe. "It's a secret", she said, her eyes twinkling. "It takes a lot of work."

### Idea of Starting Inn

Bennington is not a college with many traditions, but if it listed any, Overlea Inn would be first among them, said Mrs. Stanwood. She told us that she first heard of Bennington from a friend whom she met while traveling through



Mrs. Stanwood N. Siegler

Switzerland with her daughter. This was in 1932, when Bennington had just started and the world was in the throes of a depression. Mrs. Stanwood conceived the idea of establishing an inn to accommodate friends and relatives of college students. She thought her plan would provide a means for "a woman to turn an honest penny."

At that time the Overlea property was part of the Jennings estate. Mrs. Stanwood leased the property for six months and then bought it. "That's my big piece of luck in this life", she declared. "It was a considerable chance, but how glad I am I took it!"

Chicago is Mrs. Stanwood's home town. "Can't you tell from my vulgar, Mid-Western speech?" she queried dryly. She graduated from Smith. "Writing a theme was an agony," she recalled, "and what I wrote was just unspeakable!" She remembered one assignment in particular, when the class was asked for a description of a nearby

brick high school building. One girl wrote that it looked like a block of ice cream, inverted; a description which appeared little short of brilliant to the teacher. "At this point", said Mrs. Stanwood, "I gave up!"

### "Always Very Simple"

After her marriage she lived in Wellesley Hills, Massachusetts, and then finally moved, with her three children, to Vermont. Mrs. Stanwood estimated that there were about eighty-seven students at Bennington the year she opened Overlea, many of whom came from Boston. Nowadays parents usually limit their visits to Bennington to a weekend, at the most, but in those early years mothers would come up for at least a week, go out sketching, and engage in all sorts of activities. Although Overlea only serves breakfast and high tea supper during the warm weather, all three meals, plus tea, used to be offered. Omelet was the luncheon specialty, while afternoon tea consisted of cinnamon toast, chocolate layer cake, and, of course, tea. For dinner there was a choice between chicken and steak. "Very simple," Mrs. Stanwood hastened to add. "Always very simple."

### Winter in Hawaii

The Inn remains open all summer, but closes during winter period. Mrs. Stanwood has never attempted to attract the ski trade. When the School of Dance was in session, the summer was Overlea's most profitable season. This winter Mrs. Stanwood traveled to Hawaii to visit her son, who is engaged in public welfare work on the Islands. She characterized Hawaii as a "social complex". During her visit there she read "a wonderful ecological account of the Islands". Since none of us could furnish an adequate definition of the term "ecology", Mrs. Stanwood explained that it comes from the Greek word "ecos", meaning "home". "Can you imagine", she exclaimed, "those people lived in the Stone Age until Captain Cook came!"

Mrs. Stanwood's daughter lives at Overlea with her. She is a member of the first Bennington class to graduate. Because Overlea is rather far from town, it has been difficult to secure adequate help. Mrs. Stanwood is doing the cooking herself at present but doesn't like it. She would much prefer to be outdoors. "I wouldn't care if I never went in the house," she told us. And her tanned skin served as undeniable proof of her statement.

It was almost dark as we rose with difficulty from the table and once again commented on how much we had enjoyed the supper. Mrs. Stanwood smiled quietly. "Just amuses me", she said, "cause everything's so simple."

## The Palestine Question

(This is the second in the series of articles on Palestine)

It seems to me that in ignoring the problem of displaced persons in Europe, Sue Bangs, in her article on the Palestine problem, ignores one of the most crucial points. Equally as crucial is the question of the ability of Palestine agriculturally and industrially to be able to support another 100,000 Jews, as was recommended by the Anglo-American Inquiry Commission. This argument Sue disposed of by saying that the Arabs didn't like that kind of progress. I wonder as to the adequacy of that disposal.

Until recently, I was one of those who advocated that it should be the U.S. and the various British dominions who should lower their immigration barriers to permit the entry of Europe's Jews, who have been displaced from their homes, hounded and tortured all over Europe, during the most recent and worst period of oppression continuing for over ten years. I have changed my mind, and now believe that those Jews who so desire should be permitted to migrate from Europe to Palestine. And this migration should commence at once. The war in Europe has been over for more than two years, and there is no excuse for permitting those remnants of Europe's Jews to remain under conditions worse than those suffered by our former enemies in our own equivalent of concentration camps, which dot Europe.

Fantastic as it may seem to us, Europe's Jews don't want to come here. They want to go to Palestine, a place where they can feel 'at home'; a place where there are others like them; where they won't be strangers in a strange land; a place that is at least partially theirs, and where they can be reasonably sure that the state will not turn against them. We say that certainly the United States would never turn against a religious minority. To us, who have lived all our lives here, and who have been brought up in the heritage of this country, that makes eminent sense. But to those who have been thoroughly assimilated in a country, as were the Jews in Germany, and then found that country turning against them, we can offer no convincing argument. The European Jews can never again be secure, or feel safe in a country in which they are a minority, no matter how tolerant that country may be. Is it necessary to enumerate the reasons why these Jews don't want to stay in Europe? Torture death of families begins to sound commonplace, they are not commonplace to those who have

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are more fun  
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We agree with Miss Sue Bangs that Palestine is a problem — but then so is Travel these days —

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## Letter from a Chinese Engineer

The following letter was written by a Chinese engineer who has been in this country for several months:

He wrote the letter to a student here, as a result of having seen an issue of the Beacon, which included an article on the Truman Doctrine.

I did have the prejudice before I entered this country that American young people were mostly light-minded, like enjoying and probably never have interest to read the world news and world politics but comics and those, as we call junk and grey news in China, of love affairs and robberies. I know your life through American movies, magazines, jazz music, and comics which covered the complete program of the U. S. Army broadcast in China. But since I was here I saw some of you through my own eyes and I found out with greatest delightness that it is not true . . .

### In Favor of Communists

As a Chinese, I'm especially interested in the news about my country. The newspapers didn't give much reports about China but a few days ago they had a page contributed to the Chinese situation. In short, there is a bitter war and chaos all over the country. The Civil War is good. Because it helps China to pushing forward and helps to stop the present dictatorship. I don't belong to any party but in the present time I'm in favor of the Chinese Communists. They were supported by the poor class—who have nothing but labor—and grew in the past twenty years tremendously. Their spreading is a proof that they were welcomed by the people under their domain (now one-third of the Chinese population 450 million). I think of how I got my food, which was raised by the poor peasant, I got my clothing which was weaved by the poor worker . . . Everything I got from my people is a debt to me. I must give them back in another way but the present government wouldn't let me do that. If I said openly that I'm in favour of the poor people or if I claimed that the conditions must be improved, etc., I'll be accused to be a Communist. The result can happen in two ways. I may be simply missed, or put into jail without trial and nobody knows when I will be freed again or when my head will be removed from my shoulder. Now I stayed in this country at the expense of Chinese people again. Every dollar I spend means some exported goods which again is produced by the poor. If I work under this government when I go back, I'm still not doing any good to the public. This is a great torment to me.

### Poverty Strengthens Communists

While the progression of my country can not be accomplished alone, i. e. we need help. (At present the so-called Chinese National government get many ammunitions from your surplus goods and your loans. That means to prolong Civil War because 1. It is impossible to annihilate the Communists in China, in the contrary, they grow with poverty, and 2. These helps give the dictators a hope to defeat the Communists and this causes delay in organizing a democratic government.) The first aid is stop give any loan to a Chinese government which is non-democratic.

### There is No Peace Yet

Now a days the communication and the economic relations have brought the national politics to a single world politic. Like today, war is reported from China, Indonesia, Indo-China; chaos from Palestine, India and hunger in most of the European countries and Asia. We might say to have peace when all these things disappeared from the papers. And one should fight when not in peace. If we work, we do fought for either side although may be unconsciously. Therefore it is important to look around in order to make known that for whom we are fighting.

The fact that I came up to this country is

(Continued on page 5)

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## Literature Seminars

(Continued from page 1)

forgiveness and acceptance in *The Tempest*.

Mrs. Foster ended her talk with a discussion of the Elizabethan concept of geography in relation to their eagerness to discover the unknown. In the universality of the Elizabethans, as expressed in the writing of Marlowe, Webster, Donne and Shakespeare, we can foresee the concept of the individualism of man we find in the modern world.

### Poetry By Stanley Kunitz

On Monday, June 9th, Mr. Kunitz gave a reading of his own poetry. He started his talk with some remarks on the understanding and significance of poetry. He then proceeded to read some of his own poems, giving explanations and interpretations. He put particular stress on the meanings of the metaphors which distinguish his poetry. Mr. Kunitz's beautiful manner of speech helped to create the mood which prevailed over the audience; for his forceful poetry creates a definite mood which completely absorbs the reader or listener.

On Monday, June 16, a program of poetry recordings by T. S. Eliot, E. E. Cummings, James Joyce, and other poets was given.

The program for the rest of the literature seminar is as follows:

Monday, June 23rd—Pier-Maria Pasinetti reading his short story, "Family History".

Friday, July 4th—Peter Drucker "On Reading Prose".

Monday, July 7th—Student Writing.

The seminars will be held in Franklin Living Room at 7:30 P. M.

## Faculty Concert

At the faculty concert of Wednesday, June 4th, the following program was presented:

Sonata for Violoncello and Piano,  
Opus 102 Beethoven  
Suite in D Minor Bach  
Trio for Clarinet, Violoncello and Piano Brahms

The 'cello sonata, one of Beethoven's later works, resembles the fantasia, in form, with its virtual lack of intermovement breaks. Both Mr. DeGray (piano) and Mr. Finckel ('cello) felt the continuity of the piece, and did individually excellent jobs. Our only criticism concerns an occasional cloudiness in the give and take of parts. At times we weren't sure what was supposed to stand out and what was supposed to recede.

The Bach Suite, played as a violin solo by Miss Pernel, included the following: Allemande, Courante, Sarabande and Chaconne. The performance was marked with individuality, subtlety, and complete taste, particularly with regard to accenting, or the lack of accenting, in order to make each note worthy and the whole sustained. The Chaconne gives opportunity to exhibit just about every namable trick on the fiddle. Miss Pernel's concentrated power could do nothing but recall a string quartet—each finger an individual brain with parts equally complicated. Despite all this technical bravado, Miss Pernel never lost the shape of the phrase.

The Brahms Trio was true ensemble, from the viewpoints of both composer and player. The combinational timbre of clarinet and 'cello is very pleasing and was realized to the full by Mr. Schonbeck and Mr. Finckel. Special recognition should be accorded Miss Renaudo, who displayed a true grasp of ensemble and of the Brahms idiom.

## Foreign Exchange Students

(Continued from page 1)

years, for a limited period of time less than four years, or for graduate work. Bennington has had all three but we send students abroad for only a limited period during their college career. The college has always recognized the value of this exchange plan in relation to Bennington's educational policies.

Yet Miss Shelly points out that Bennington has by no means been one of the outstanding colleges in this program. Columbia University is a conspicuous example of a college having a program on a very large, systematic scale. The University of Delaware for many years has had a plan for students who wish to spend their junior year at some foreign university. They arrange it so that the credits are acceptable at their own college. Students all over the United States take advantage of this plan. Other colleges have scholarships and grants that are set aside for exchange students.

There are definite reasons why Bennington and many other colleges find it hard to carry the program as far as they wish. First of all, foreign students have to be accepted at a particular college before they are granted a passport. Bennington has to guarantee admission to a student whom they know relatively little about. There is a great deal of risk involved in this procedure, there are quotas, transportation difficulties, financial assistance. A student goes through a great deal before she can even get over to the United States. It also works the other way. European countries want American students, yet they cannot feed them. Miss Shelly feels this is all part of the whole tourist problem. Europe needs tourist trade; yet has only limited ways of handling it.

### French Ministry of Arts

This year Bennington is working with the French Ministry of Arts and numerous private agencies on the admission of students. A student must have very special reasons for choosing Bennington. Miss Shelly explained that one reason foreign exchange students select Bennington is because it is different from other colleges. Our unorthodox, flexible admissions procedure would appeal to transfer students. A great many colleges are rigidly controlled by standard admissions formulae that make the transferring of credits practically impossible. Even at Bennington it is hard to translate these credits into terms that make sense under our plan.

Miss Shelly pointed out that most of our applicants from South America had to be turned down this year because their interests were primarily professional. This is often the case. Bennington feels that their needs would not be met by a liberal arts college.

Miss Shelly is quite certain that the college may look forward to much more activity in this aspect of education in the future. She feels that Bennington students will again be going abroad and that the whole program will be on a more extensive scale than ever before. The difficulties we have to overcome are great, but we must recognize the opportunities this program offers and our own responsibilities in helping to carry it out.

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**Chinese Engineer**

(Continued from page 4)

a shame to me. I just cannot lose myself from the temptation to see the new world and not lost the chance which is hard to get. On the other side, I just want to get away from the place so that I'll not see, not hear things and be freed from events that happened every day and displaced me. This is typical example of the troubles of the bourgeois. (Even though my position is no longer a bourgeois. I can say that I belonged to the middle class before 1937 but right now I'm practically a proletarian) and I can't get rid of it.

At last I hope that you'll not send a note along with this letter to the Chinese Ambassador!

Yours very truly  
(name withheld)

P. S.—The people, I mean some of the people in Washington, preferred a China more influenced by US than by USSR. Therefore they liked to help the present government because they believed they are anti-communism. This causes a drop in the American prestige in China. (As for me, I welcomed U.S. army men before 1946. I liked to talk with them and sometimes asked them to take me in their cars, but since then, I changed my mind. I walk 10 miles (not often) but never wave to any American-driven car. Most of my friends had the same feeling.) Because we saw you are not helping the Chinese people but the conqueror. You're helping delaying of democracy. The result is you withdrawal of the army and freezing of the loan (Still are a number of marines as training officer in China and 271 warships were presented to the reactionary government).

Excuse me please, I'm accusing the "some people" in Washington, but not Americans as a whole. Because I liked to tell you what I'm thinking, without any surface work. I hoped my candidness will help you to see what I mean. This is the only effective way to make mutual understanding. Don't you think so?

The author of this letter was sent by the National Government to work in an American engineering firm to learn American methods. He will stay here for a year, and return to China to work for the government. He is 32, and was, as he says, a member of China's upper middle class, which is virtually non-existent today.

As he indicates, the problem of China, or Greece, Turkey, or Palestine is not an isolated one. We hope his letter will show this point clearly, as well as throw some light on the situation within China. We don't know how typical of the rest of the educated class in China the writer is, but judging from the recent student riots in Shanghai, and from reports of veterans who have been to China, there are many whose reactions are similar to those of the writer. Some of the letter has been cut, and for obvious reasons, the writer's name is being withheld.



**Dance Workshop Review**

by Diana Gellman

The dance program presented June 5th, 6th, and 7th was, on the whole, an exceptionally good workshop, and well worth seeing. All the individual dancing has improved tremendously over the last workshop. This is particularly true of Janet Reibel, Amelie Landry and Joan Hunt. The choreography, too, was much improved as shown in Patsi Birsch's solo and Letitia Evans' group dance. More than half the dancers were freshmen. The overall standard of performance was extremely high, but there were weak elements in the composition that should be noted.

The opening number, "Provincial Suite" was a dance based on a May Day ritual. For the

one. This was danced to a Calypso recording, and portrayed a woman reacting frantically to a fire. Moments such as putting out the fire with her thumb, shrugging the whole thing off to the audience tended to minimize the dance rather than make it funnier. "Goodbye Girls" portrayed four different girls saying goodbye to their men under different circumstances. Edward Thomen sang the songs off stage. The dance relied primarily on the props and the songs.

"Spring Ritual" composed by Letitia Evans and danced by Letitia Evans and Patsi Birsch concerned the ritual of a young girl's coming of age. The movements, the dancing and the pattern on stage were lovely. However, there was not enough stress on the importance of the ceremony to either of the participants or on their relationship to each other.

"Front Parlor, 1910" composed and directed by Letitia Evans was about a young girl in a



"Provincial Suite"

K. Black

most part it was lively and moved quickly, though the middle section was too slow and methodical and seemed unconnected to the first and last sections. The first section started badly with a heavy skip-in, but moved fairly quickly after that.

**Several Solos**

In Amelie Landry's "Interlude" there was a constant quality of unhappiness throughout the dance. Because there was not enough conviction, the dance did not come across as clearly as it might have.

Joan Hunt's "Andante and Allegro" made its point with two contrasting moods; it could have been more striking with a more forceful contrast between the moods.

Barbara Corey's dance "Scherzo" depicted a moment of great delight which was clear in both the performance and the choreography. There was a completeness in this dance and there was the sense of a definite person on stage.

Janet Reibel's "The Eddystone Light" was danced to a Burl Ives recording. It held together well as a piece of choreography. The dancing could have had still more openness.

**Humor, Satire**

"I Wish I May" by Patsi Birsch was a delightfully humorous piece. The entrance of a child all dressed up, with no place to go, and thoroughly rebellious was excellent. At first she directed her rebellion to the hat she was wearing. From there, the middle section departed from what had been established and became a wistful waltz for which there was no motivation. The last part returned to the original characterization.

"Out the Fire" and "Goodbye Girls" by Ann Hart were satiric pieces. On the whole they were very successful, particularly the first

small town family who dreamt of going to the city. What happened was very clear and engrossing. It would have been more exciting if the young girl had danced the dream more explicitly as well as playing directly to the model of the city.

"Backyard" and "Here No Pitying Monument" by Linda Lion were the most powerful pieces on the program. The first, "Backyard", was about a woman who could not go beyond her own backyard. It tended to be muddled by indulging in emotion. "Here No Pitying Monument" was beautifully choreographed and danced. It portrayed a woman moving from a moment of despair to a determination to act.

**Senior Project**

Beth Olson's senior project "Hey Ho: Concepts, Capers, Performances and Trifles for Easie-Light-Headed People" was on the whole a successful theatrical piece. The entrance and exit, the juggling and acrobatic acts were the most exciting and clearest parts of the dance. The second section, "The Unquiet Grave" was disturbing for while Sally Baker sang the ballad in a serious lyrical manner downstage a comic interpretation was being enacted upstage. The result was that the dancing became a mockery of the song. More could have been done with both the joust and "David and Goliath".

On the whole, all the pieces used the stage well. There could have been more conviction in much of the performance and more awareness of the characters to each other in the group dances. The costumes, the lights, and the props all seemed to be in harmony with the dances.

**R. S. V. P.**

(Continued from page 2)

bers of the music faculty and especially to Miss Pernel who has been the person chiefly responsible for the series of very remarkable concerts which we have enjoyed during the past four semesters.

We believe this series has been one of the finest yet offered at Bennington College. Furthermore, it has been outstandingly successful in furthering good will between the College community and the townspeople of Bennington. We sincerely hope the concerts will be continued next year.

Signed by:

- Margaret Griswold
- Bertha H. Funnell
- Dr. and Mrs. Joseph O. Chassell
- Mr. and Mrs. Stanley Kunitz
- Margaret DeGray
- Olga Hasenclever
- Nora Hasenclever
- Irene Hasenclever
- Mr. and Mrs. Robert Woodworth
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**Community Government**

(Continued from page 1)

As the Commission pointed out, this indicates more clearly the function of this body.

House Chairman will hereafter be responsible for the duties of Fire Warden and Community Chest Collector. She may either carry them out herself or appoint someone else to do them.

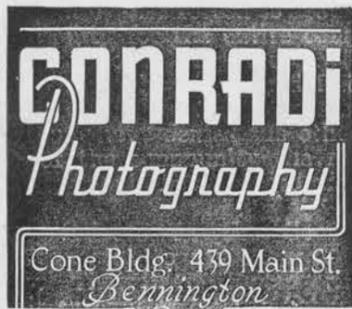
**New General Meetings**

The first alternative presented for General Meetings and Recreation Council was selected by the Community. This calls for four student members, one representing the EPC, and four faculty members, one of whom will act as chair-

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man. Recreation Council will consist of the three student members.

The plan was chosen instead of the proposal to have one Recreation Council member meet with General Meetings in its present form, or the Woolley House plan of selecting a Recreation Council from the House Chairmen.

Approximately two-thirds (200) of the college voted in the election, thus giving a majority, though not an overwhelming one, of Community opinion.

**Commission to Continue Work**

The Commission will work with Community Council to figure out the details of the basic structure decided on by the Community. Plans are indefinite as yet, as much depends upon when the Community wishes the new government to go into effect.

The Commission recommends that it begin next spring, thus giving them time to iron out details, and also eliminating the question of incoming freshmen this fall. However, a strong group at the Community meeting preceding the election felt it would be better to inaugurate the new system as soon as possible.

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**Art Exhibits**

**Barn**—Mrs. Holden's cotton prints. These prints are mostly copper-plated and wood-blocked and they were made in Europe during the eighteenth century. Of special interest are prints done on quilted valance and coarse linen.

**Commons—Third Floor** — Daumier lithographs (color and black and white) These prints originally appeared in newspapers as cartoons; satires on Daumier's contemporaries. Today they are considered along more artistic lines. The prints are on sale—inexpensive.

**Dining Rooms**—Oils by Wilma Miller, Laura Lee Whittier and Joan Funk. Pen and ink drawings by Marilyn Lord. Water color by Jane Perry.

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**The Palestine Question**

(Continued from page 3)

undergone such experiences. They don't want to stay where they were made so miserable; they don't want to stay among people who either actively participated, or made no attempt to prevent such misery.

The second question,—that of ability of Palestine economically to support at least 100,000 more persons,—is one which I am not qualified to answer. However, the Anglo-American Inquiry commission did think it was quite possible. The development of the Trans-Jordan valley project, which is a project similar to our TVA, would answer that particular economic problem. However, the development of the project requires certain state powers, which is just another reason why the Jews want Palestine as a Jewish nation.

A third all-important question is whether the Jews and Arabs can get along together in Palestine. From reports they do get along together, and very well, except for the top political levels of Arabs and Jews. These Jews want a Jewish state (which the writer of this article is not advocating) in Palestine; highly placed Arabs, who represent perhaps 5% of the total population of the Arab states, are spokesmen for the men of wealth and property who want to retain their control, their favored position with Great Britain and the United States which they hold due to their control over highly valuable oil fields. The Jews are bringing education and industrial and agricultural progress to Palestine (which accounts for the recent increase of Arab migration to Palestine) and this may result in the loss of control by the top 5%. But, except for the top political figures, the Jews and the Arabs do get along. Bartley Crum, in his recent book *Behind the Silken Curtain* says, "The basic truth of Arab-Jewish life in Palestine is that political conflict on high levels does not affect the relations among the men on the street."

There are, then, actually two problems: one is whether displaced European Jews should be admitted to Palestine now. And two: whether Palestine should become a Jewish State. This writer feels that the European Jews should be allowed to enter Palestine at once. The second question will be discussed in the next issue of the Beacon.

India Moffett

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June 21, Saturday Morning Kiddie Show  
**ENCHANTED FOREST** Harry Davenport

Sunday, Monday, June 22, 23  
**LOVE LAUGHS AT ANDY HARDY** Mickey Rooney, Bonita Granville

Tuesday, Wednesday, Thursday, June 24, 25, 26  
**THE YEARLING** Gregory Peck, Jane Wyman, Claude Jarman, Jr.  
Evening show at 6:30

Friday, Saturday, June 27, 28  
**TUMBLING TUMBLEWEED** Eddie Dean, Roscoe Ates  
**LAST OF THE MOHICANS** Randolph Scott

Sunday, Monday, June 29, 30  
**THE LATE GEORGE APLEY** Ronald Coleman

Tuesday, Wednesday, Thursday, July 1, 2, 3  
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