

THE BEACON

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Second Meeting Held on Proposed Integration

The second meeting held by the Social Science-Political Economy division continued the discussion of proposed further integration of the two fields. The meeting opened with a presentation of President Burkhardt's views on the subject. "The various disciplines in the social studies would be integrated in terms of courses which would deal with the major problems of contemporary culture. These problems would be dealt with in such a way that the information from the disciplines which are now kept distinct would be brought to bear upon the problem." This method would not eliminate the necessity for the student to do some type of integration on her own, but would mainly affect the material of the social studies courses itself.

Discussion of Reasons for the Change

One of the reasons presented for a possible change is that it was felt that if the old department divisions were not adhered to, it would be possible to examine a problem instead of a field.

However, the students and faculty present felt that the courses now given are being taught in this fashion. No problem is presented as merely an economic, political, psychological or sociological one, but all these aspects are taken into consideration when the problems of "War and Peace", "Liberty and Bondage" or "Utopias and Realities" are being examined. It was also pointed out that although the faculty is dealing with the problems in as rounded a fashion as they know how, it is only natural that one approach will be stressed because of the training of the particular instructor. Therefore, the policy of each student has been to pick a course, keeping in mind the aspect she wants stressed, but expecting and receiving varied approaches within any of the courses.

Re-Examination of Courses

Mr. Burkhardt also felt that these courses should be re-examined to determine whether they are dealing with the most important problems of today. If they are, should others be included and dealt with in the same manner?

Another meeting will be held in which discussion on these questions will be continued. There will probably also be discussion on whether it would be feasible and desirable to have one basic course in the social studies in the junior division, which would be designed for students not intending to do further work in the field.

Dr. Edward Lindeman Speaks at Bennington

On Friday afternoon, May 28, Dr. Edward Lindeman, well-known educator, at present associated with the Social Studies department of Columbia University in New York City, spoke on the subject of "General and Specialized Education".

Dr. Lindeman asked the question "What are we training students for?" He proceeded to discuss the different types of education, which he classified under various categories. The "General" or liberal arts form of education, is mainly concerned with giving the student certain aspects of life which are our common heritage. This differs greatly from "Vocational" training which fits the student for specialized work in a particular field. Time is devoted to proficiency in this chosen category, even though this may mean neglect of certain cultural aspects of other subjects considered imperative in the general type of education. There are two other aspects of education which are no longer widespread in specialized schools. They enter into the general type of education in relation to the philosophy taught. This is the "Moral" education which believes that the only real question in education is how to make moral choices. The other form is of "Religious" nature which holds that the supernatural supersedes natural life.

Time for Simplifying Thoughts

Dr. Lindeman went on to illustrate the need to simplify our thoughts and define our terms. In order to agree we must have a common definition of the subjects we discuss. Dr. Lindeman divided the philosophy of educational methods into three categories: the au-

thoritarian, the laissez-faire and the experimental.

The "Authoritarian" philosophy has external aims not intrinsic in the learning process. The subject matter is predetermined and previously specified. While the authority determines what subjects are to be studied, it also sets the limits of education. The method consists mainly of definitions. Progress proceeds from a knowledge of parts to a realization of the whole. There is a distinct development of sequence. This is presented in the form of facts and opinions, proceeding to generalizations and finally application to the individual situation.

The "Laissez-faire" belief has no preconceived aims. The ends emerge through the experience of becoming educated. There is concentration on immediate learning with an apparent lack of concern for ends and purposes. The student sets his own limits by his interest, for there is little organization or plan of work. The curriculum arises out of the impulses of the students.

The "Experimental" form also has no preconceived aims but they emerge from experience. The subject matter is continuous for the sake is not so much the accumulation of knowledge but the evaluation of experiences which are considered desirable. What is "desirable" hence may become quite arbitrary. The method ordinarily proceeds from getting the enterprise or project of interest started, realized and completed with all the necessary information and time such considerations merit.

How These Apply to Bennington

Bennington College must reject both the authoritarian and the laissez-faire, (Continued on page 4)

Senior Recital by Lyons and Goodman

Ruth Lyons, 'cellist, and Ann Goodman, pianist, will present a senior recital this evening, June 9, at 8:30 in the Carriage Barn. The program will include the following:

Toccata	Frescobaldi-Cassada
Prelude from Suite in C Major	
for 'cello	Bach
Three Pieces from Jewish Life	Bloch
Jewish Life	
Prayer	
Meditation Hebraic	
Concerto in D Major, Opus 101	Haydn
Allegro Moderato	
Adagio	
Rondo	

Wellesley Summer Theatre

Drama students may be interested to learn about the Wellesley Summer Theatre and School which will be open this summer from July 4th to August 15th. It operates on the Wellesley College campus and offers training in acting, directing, designing and technical aspects of dramatic production. Each week the theatre will present plays featuring guest stars. Students may participate in these productions in conjunction with morning classes and laboratory plays.

The school will also feature work in radio and television, both in classes and in practical aspects.

Those seeking additional information about the school should contact the director, Mr. Eldon Winkler, at Wellesley College.

The Art Party — Non-Objective



Preparing for the Art party, given June 4 in the Carriage Barn

Horst Mendershausen Returns from Germany

"I was amazed to see that people could survive under those circumstances", said Mr. Horst Mendershausen when I asked him what had impressed him most during his stay in Germany.

Mr. Mendershausen had been on leave of absence from the Bennington Political Economy faculty from 1946 until this term. He was a member of the Economic Security Board of the United States Office of Military Government in Germany in 1946, which was organized to develop a new currency for Germany. He then worked as the Deputy Chief of Price Control in OMBUS. This division of General Clay's staff in Berlin determines price, wage, and monetary policy.

Out of these experiences came the expression of amazement to find that the people of Germany—a people living in total insecurity without a government—could survive without falling into utter moral disintegration.

Unaware of European Involvement

Upon returning from Germany, Mr. Mendershausen had the feeling that most people are not aware of how deeply and how inevitably we are involved, as a nation, in the daily life of Europe, and how much the Europeans look to us. We should be more aware of the role we are playing, because, among other things, there is a noticeable tendency in Germany to overestimate the aid which ERP will provide.

Bennington Attitude

Since his return to Bennington, he has noticed a lessening of interest in politics, and a general lack of participation in community government. There is some concern about these matters, but in general, there is little exercise of the functions of citizenship.

One way in which Mr. Mendershausen feels that the students of Bennington could become more aware of the actual conditions in Europe, would be to have a group of students establish contact with a similar group in some university in Europe. In that way, we could attempt to find out what our contemporaries think and expect in America.

Mr. Mendershausen does not expect to return to Bennington after this term, but as yet, his future plans are undecided.

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THE BEACON

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Editorial

"Integration" is an important word on campus today. It implies a thorough re-evaluation and possible change in the educational policies of the college, which would affect the entire curriculum. The recent suggestion made by President Burkhardt for further integration of the Social Studies-Political Economics fields, and for a basic course covering the main aspects of these fields, has occasioned much discussion, both pro and con, on campus. Without respect to the validity of President Burkhardt's plan, it seems to us that this talk is a very healthy sign for Bennington. It shows that members of the college community are actively interested in the future of the college as an educational force.

Despite the potential over-all effect of this issue on every person in the Bennington Community, only the social science and political economy students are fully acquainted with it. Since the issue touches the basic policies of the entire college, whatever decision is made in this case will undoubtedly affect other fields. We hope that the whole community, not merely the people in the fields concerned, will continue to think about and discuss this problem in all its aspects, and that students will attend and participate in future seminars on this topic.

On the Bias

After hearing a friend raving over her proposed plan of studying abroad next year, I got curious and a little envious. After doing some investigating, I found out it didn't seem to be too difficult, and decided to pass along the dope I'd found out in case anyone else was interested.

The Junior Year program at the Universities of Zurich and Basel seems to be the easiest. It's set up so that you lose neither time nor credits by studying there, and in addition have the benefit of a foreign environment and an inter-collegiate, international approach to the classes.

The program announced for Zurich includes courses in German language and composition, art, economics, German literature, government, history and music. Basel offers similar courses and also makes provision for a limited number of science students, who attend science lectures and training in scientific German the first term and certain laboratory courses the second.

If you are ambitious enough to want to do graduate study in Paris or Zurich, try the program launched by the University of Maryland. It leads to the degree of Master of Foreign Study.

The Summer School of European Studies, in Zurich, offers a program that runs from July 19 to August 20 and 27. The Political Science Department gives its courses in English. They consist of: Reconstruction in Europe, Labor Problems, Aspects of the German Problem, Educational Systems in Europe, and Co-operation in Switzerland.

Faculty Folks
Forward Favorite Foods

Perhaps you've spent the past two weeks trying out each piece de resistance mentioned in the May 27th issue of The Beacon. You must almost have finished with that group; so here, by popular request, is another sampling of the faculty culinary tastes.

Moselsio

Mr. Moselsio loves herring, according to Mrs. Moselsio, who cannot stand the smell of it. Therefore, if Mr. Moselsio wants to eat herring he goes out with a group of friends and has it sans the Madame. Actually, according to Mrs. Mo., her husband has no favorite dish and eats anything and everything.

DeGray

Mrs. DeGray's favorite dish is stuffed eggplant. Unfortunately, due to lack of time, we did not obtain the recipe for it but we did find out that it is very complicated, takes at least three days to make, and includes lamb and rice, basted with wine, topped at the end with a cheese sauce.

Kaiser

Mr. Kaiser was in a hurry, but he did find time to mention something about baked apple dumplings and the fact that he didn't know how in the devil to cook the things.

Kessler

Mr. Kessler had to think awhile—but finally it came. Hot boiled potatoes and sour cream. When asked for the recipe, he simply looked down his nose and said he didn't know how in the devil to cook the things.

Rella

Mrs. Rella proudly informed us that Mr. Rella's favorite dish is good Italian spaghetti, which he cooks himself. The sauce for the spaghetti consists of meat (beef, that is) garlic, onions, tomato paste and parsley.

Coburn

Mr. Coburn's favorite dish is nice thick steak, medium rare, smothered in onions and cooked over charcoal, naturally.

Brockway

Mr. Brockway said that he went in for Chinese food, "you know what I mean, of course." Well, we didn't and so he gave forth with the following directions. First get some beef, then a Chinese knife with a square blade, then lots and lots of vegetables and soy sauce and a frying pan. Take the knife, but watch it, it's sharp! Cut slant-wise

(Continued on page 6)

"Night Must Fall"
Given at Williams

On the 28th and 31st of May, the Williams Cap and Bells (student-owned dramatic association) presented "Night Must Fall", a thrilling murder mystery by Emlyn Williams. In the cast were the two authors of the successful satire on Williams and theatre in general called "Phinney's Rainbow". In "Night Must Fall" they were Stephen S.ondheim as the homicidal bellhop, and Josiah T. S. Horton. Also prominent in the drama were Mrs. Richard A. Newhall, wife of a faculty member, and Mrs. J. B. Brinsmade, a student-veteran's wife. The production was directed by David Bryant.

Courses are also given in German in the German Language, literature, philosophy and art.

The estimated expenses of the Junior Year program are: tuition, \$550, one-way transportation from New York, about \$200, room and board, about \$80 to \$100 monthly. Further information can be obtained from Mr. Ernest Herber, American Council on College Study in Switzerland, 1123 Eutaw Street, Baltimore 1, Maryland.

Silva Mardiste:
Estonian Exchange Student

I have just spent a most pleasant and interesting two hours with Silva Mardiste. Silva is in the United States and is studying at Bennington on a two-year student visa. We talked of her home in Estonia; particularly of her schooling there, which I thought might be interesting in comparison to our own American education. I found it very similar. Silva attended three schools: the elementary, secondary, and high schools for four, five and three years respectively. She is especially interested in languages and took the humanities courses in high school, instead of the scientific. Silva studied English and German in Estonia, and at Bennington is taking up Russian.

Left Family in Estonia

In August of 1944, the year of her graduation, the Russians invaded the eastern part of Estonia, and Silva chose to flee—by bicycle—to the southeastern part of Estonia. Here she was urged by her mother to leave the country and go to Sweden, if possible. As it was not possible to get on any boat to that country, Silva resolved to go to Germany. Silva's mother and younger sister had decided to stay behind as her father and brother were still in Estonia. Her father is a forestry chief and was at the border at the time of the Russian invasion, and her brother is in the Estonian army. Silva left her country in 1944, she knows nothing of her family there, and has been unable to get in touch with them since for fear of Communist reprisals.

Reasons for Leaving

I was interested in knowing why Silva had gone to Germany, why she wished to escape the Russians since they were allied to the Western powers. It seems that Nazi Germany was the lesser of two evils, while a Communist controlled Estonia was by far the greater. In Germany, anyone leading a non-committal, routine, unobtrusive life was ignored and left to himself by the Nazis. In a Communist controlled Estonia, property was confiscated, farms divided for collective farming, and any member of the intelligentsia known to hold anti-Communist beliefs ran the risk of being deported to Russia.

Worked in Germany

Silva was, therefore, persuaded by her mother to go to the most western part of Germany, as close to Great Britain as possible. She and a friend sailed to Germany, landed near Danzig, where they took a direct train to Heidelberg in southern Germany. They had picked Heidelberg almost arbitrarily, since it was near the west and the British. Silva had some German money and they lived on this as long as possible. As it gave out fairly rapidly, Silva applied to the Labor Office, getting a job in an

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c/o R. S. V. P.

Letter Box

Do you really believe this bunk about a fanatic who was kicked out of the Cabinet and while in Europe ran down his own country and toadied up to the Communists?

This anonymous letter was addressed to the Beacon in reply to an article in the last issue entitled "Scott Buchanan Speaks on 'The Revival of Politics'". The article, by Joyce Perry, was largely about Henry Wallace.

Advertisement

The following was printed in the travel section of last Sunday's newspapers:

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C. Kahn

The performance of the chorus in Boston came up again the other day. Six of the girls took a cab to the Fine Arts Museum, where the concert was being given. When the driver asked why they wanted to go there, they answered, naturally, that they were in the chorus. The driver then replied, "Well, (or words to that effect) 'you don't want the Museum, you want the Old Howard.'" (One of the better-known burlesque houses, the chorus of which is also well-known!)



In Review

Other Voices, Other Rooms

There are, it seems to me, at least three good reasons for reading Truman Capote's *Other Voices, Other Rooms*. First, for a technical virtuosity, amounting almost to a sort of ritualistic incantation which states the bizarre or impossible in the only guise under which we could conceivably accept them. Second, as an object lesson in the lengths to which this sort of fiction can go when produced by an immature emotional talent. And third, just to see if the book can be as impossible as the picture of the author which, during the winter, took to staring out at us from every other page we turned. As a matter of fact, Capote seems to have done himself an injustice, for his hero, the boy Joel, has no more than his share of morbidity until the close of the book when things go slightly awry.

The strange and the bizarre certainly have their place in all art, but somewhere along the line there must be an integration with content. A majority would probably now maintain that this integration is just as valid if it remains purely subjective. That may be true, too, but there must be a certain universality in the content of this subjective integration. If there isn't, then the experience becomes a limited, personal product of the imagination, and there isn't really any good reason for making a work of art out of it, unless perhaps as therapy. This is the point at which I think Truman Capote goes awry, for his fascination with words, with the way in which they can be made to express the bizarre, leads him to sudden spurts of the imagination which, if we try to place them within an over-all emotional content, simply will not fit.

In the course of the book, he comes up with some corks. There is the red tennis ball which comes rolling down the stairs to summon aid for the invalid father on the second floor. There is the shadowy figure of Miss Amy, pursuing a blue jay with a poker around Joel's room in the early morning. There is the lady midget who makes love to Joel at the top of a ferris wheel in the rain. There is the mule who wanders up to the second floor of a deserted hotel and, in jumping through the railing, hangs itself by the reins from a ceiling beam. The shock value of these scenes is immediate and powerful, and it is only later that the uncomfortable suspicion arises that we have been thoroughly duped. No author can really consider himself successful when he leaves his readers feeling quite definitely cheated.

This, of course, is a first book, and it is probably true that all first books have a certain cathartic value for their authors. It seems equally true, however, that beyond a certain point, it is impossible to explore one's own adolescence in terms which will be valid for others as well as for oneself. In the light of *Other Voices, Other Rooms*, then, the really interesting thing will be to see Truman Capote's second book. I, personally, have my doubts about it.

Nancy Andrews

Dr. Fromm on Kinsey

Dr. Erich Fromm, of Bennington College, collaborated in an authoritative body of comment on the statistical "Kinsey Report", along with experts from Yale, Princeton, Columbia and Temple University. The 25c volume is the third interpretation to appear since the Kinsey Report was released January 6. Published May 29 by the Signet Wing of the New American Library, formerly Penguin Books, its title is "About the Kinsey Report".

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Review of Drama Workshop

On the evenings of May 26, 27 and 28, the Bennington College Drama Division presented "The Spoils of Poynton", by Henry James. Richard Baldrige adapted the novel for the stage. Participants in the production included:

Director: Richard Baldrige.
Regisseur: Deane Worth

Cast

Fleda Vetch
Kathryn Ballantyne (Thurs.)
Linda Borden (Wed., Fri.)
Mona Brigstock - Irene Moore
Owen Gereth - Harvey Lange
Mrs. Brigstock - Claire McIntosh
Mrs. Gereth - Elizabeth Bacon
Sturch (Mrs. Gareth's maid)
Joan Tewksbury
Katie (Fleda's maid) Patricia Hogan

Production Staff

Acting Coach - Edward Thommen
Technical Director James Thompson
Stage Manager - Mary Lou White
Bookholder - Stanja Lowe
Costumes designed by Richard Baldrige
Costumes executed by Lillian Foucher
Hats executed by Antoinette Shapiro

The play was presented in five acts moving from Poynton, the Gereth country home, to Ricks, to the Vetch apartment in London for two acts, and lastly to Ricks again.

Despite the personal opinion that Henry James' novel cannot be profitably adapted to the stage, Richard Baldrige should be commended for an ambitious and admirable job.

The play was extremely well-cast, the production smooth, and the sets particularly excellent.

Two Interpretations of Fleda

To those who were able to see the production on two nights, the difference in interpretation of Fleda Vetch's character must have been noticeable. The two concepts were opposite extremes from each other. Linda Borden tended to intellectualize the part, to the extent of losing a great deal of Fleda's necessary emotional relationships with the other characters. At times her mannerisms seemed a trifle too stylized. The only other criticism of Linda's portrayal was that she often

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Brief Encounter

The plot of "Brief Encounter" is not new. Two strangers meet, fall in love, and an abortive affair ensues; circumstances then separate them. Finally the unhappy heroine is consoled by her supposedly dull husband, who has understood all the while.

The theme, however, is new for the celluloid medium. Adultery, usually taboo, is frankly and obviously the backbone of the plot, thus making it somewhat of a landmark in English films, which up to now have not caught up with their French rivals in an intelligent handling of similarly "touchy" subjects.

It is not the theme, however, which makes "Brief Encounter" a good film. It is, for one thing, a sensitive handling of seemingly unimportant details which gives it life and substance. Some of these details are the antics of the barmaid and the conductor while the lovers part in the railway station, the shabby and fog-ridden atmosphere, and the sentimental musical accompaniment of Rachmaninoff's Second Piano Concerto.

Another virtue is that "Brief Encounter" deals not with the ordinary cinematic types, but with plain, natural people. Last, and not least, because it is the most important point of all, the film has intensity, which means clarity and order of expression.

For people who are looking for a "message", rather than an escape, this picture is satisfying. It lucidly illustrates the utter feeling of futility that overcomes people who lack a direction, when they try to overstep the convention of society to find reality.

Be-bop at Raleighs

In case you, too, have been chained to your desk this term, I want to inform you of a new and charming addition to the town of Bennington and Jimmie Raleigh's. His name is Jack Collins and he is six feet, weighs 175 pounds, aged thirty-three, smokes Chesterfields, and is single. He is easily attainable, he says, to any girl who has "three million dollars in the bank, the face of Hedy Lamarr and the body of Jane Russell, although Lana Turner will do in or with a pinch."



By way of vocation he is a musician and plays the piano. What makes him special is that he also plays the zylophone (he calls it the vibro-phone) at the same time. He has had a band of his own for about sixteen years which now, although he manages it, goes on without him. This year it was voted the best small "combo" band at the Dartmouth winter carnival.

Jack said that he has studied under several famous pianists, Fats Waller, Teddy Wilson and others. He has also accompanied such famous singers as Marion Hutton, Mory Amsterdam and Patsey Kelly.

When asked if he liked Bennington, he said that he found it "restful and quiet after the hustle and bustle of the city, and, of course, the girls are so pretty."

He plays by request anything that you would like to hear. The songs that he has to repeat the most are "You Were Meant for Me" and "Made for Each Other", which seems a little repetitious.

But as I was starting to leave he told me to inform anybody who was interested that he teaches modern jazz and would come to college (in his Buick convertible) to give lessons. I suggested Mr. Levy, who seems to be quite interested in the piano. And with that bit of information I left. As I went out the door he flashed his charming pepsodental smile and started playing "They're Either too Young or Too Old."

P. Brown

Let's Meet to Eat The Village Nook

Toasted Long Hot Dogs

422 Main St. Bennington

Photography
by LLOYD

Faculty Wives Work With N. Bennington Organizations

The students of Bennington College frequently forget that the college is a part of a larger community. Feeling that we ought to be more familiar with the problems and activities of the Village of North Bennington, the Beacon interviewed Mrs. Hanks and Mrs. Holt, both of whom are concerned with activities in the village.

North Bennington faces most of the problems of a typical small town, and in some instances, there has been co-operation from the College in working out these problems.

Establishment of Teen Town

For example, the teen-agers of the village had been working together to establish "Teen Town"; a place they could use as a club room for dances, games, or just for getting together. By much hard work, and with the cooperation of the Parent Teachers Association, they secured their club-room, the "Refuge", which is located in a room over the bank.

Mary-Low Taylor has been acting as a sort of liaison worker between the Teen-Towners and the college, helping them enlarge the scope of their activities; the Octet will entertain them on occasion; the need for a dancing class is being filled by Sally Liberman's ballroom and folk dancing lessons.

However, the instances in which the college and town work together are few. The problems which relate directly to the town are solved mainly by the P.T.A.

Scope of the P.T.A.

As Mrs. Hanks, last year's president of the Parent Teachers Association, pointed out, the P.T.A. in North Bennington not only carries on the usual work between the parents and teachers, but has been responsible for solving many of the problems relating to school and home. Such affairs as Boy and Girl Scouts activities, or the maintaining of a hot-lunch kitchen are supervised by this organization.

Mrs. Hanks was instrumental in establishing a revolving Health Fund which established pre-school clinics providing for such services as inoculations, physical examinations, and general supervision throughout school. This Health Fund also provides for remedial dental work, which was revealed by clinical examinations to be the most outstanding need.

Shaftsbury Health Association

Another agency of which Mrs. Hanks is a member, and which is under the direction of the Parent Teachers Association, is the Shaftsbury Health Association. Founded by a Bennington College student, and supported in part by a contribution from the College Community Chest, this association hires a visiting nurse who covers most of Bennington County and serves as nurse for the rural schools in the area.

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The Uninvited

From time to time a Beacon Reporter will cover one of the classes, which might be of interest to the Beacon Readers. This article is the first of the series.—Ed.

Labor and Economic Institutions

Miss Marshall believes in conducting her classes primarily on a basis of informal discussion. As a result her groups are stimulating and controversial questions are often brought up. Labor and Economic Institutions has about ten members, consisting mostly of students with some background in the field or at least sufficient interest to compensate for any lack of knowledge by supplementing these gaps in their information.

Material Dealt With

The main focus of the class centers about labor, especially the labor movement in the United States. Any economics that enters into the discussion is generally in relation to labor and industrial organization. There is little, if any, straight economic theory. The emphasis is upon the organization and function of unions, the policies of labor and management, and how unions affect the distribution of national wealth, the size of incomes and unemployment.

Choice of Papers

Students may do papers on any aspect in which they are interested. These papers provide a means for students, interested in problems that cannot be fully explored by the entire class, to specialize. Although the main concentration of work is upon the economic aspect of labor, there has been considerable discussion of the psychological effects of technological changes upon the worker as an individual and of what determines class differences.

Valuable to Many Students

Although this course is one of the special studies, it should be invaluable to students in many fields. It requires a logical and realistic approach to problems of modern industry that affect every individual as a consumer. It attempts to provide an analysis of one of our most important domestic problems. And without a doubt it is especially valuable to any student who is a major or prospective major in political economy or social studies.

Summer Plans "En Europe"

(Continued from page 1)

day. If anyone is interested in a quick and thorough tour of Europe, this might be the way to do it.

Susan Worcester is spending six weeks in England with her family, touring London, Scotland, and Wales "by university towns and cathedrals". She plans to spend some time in Cambridge with her brother, who is at the University, and hopes to be able to attend some of his classes there.

Ada Zerb plans to spend three weeks at the University of Heidelberg as a member of the International Holiday Course run by the Cultural Relations Division. She will be one of a hundred American and two hundred German students at the University for the special three-week "study" series. Lectures, "work groups" or seminars, research reports, and orientation in the everyday life of past and present Germany are planned. Some of the topics for these various work blocks are as follows: 1) A lecture series of four to five hours a day; "The Study of Man in Comparative Religion", "General and Special Education", "The Sociological and Aesthetic Approach to Literature". 2) Work groups conducted "with a director on concrete problems" such as: "Village and City Schools", "Studies in Comparative Literature", "Problems of Uprooted Youth in the Present", "Sociological Investigations in the University City". 3) Research reports for outstanding students on the

Review of Drama Workshop

(Continued from page 3)

could not be heard in the back rows of the theatre.

On the other hand, Kathryn Ballantine showed a tendency to stress the emotional side of Fleda Vetch, often becoming too involved in portraying her preoccupation with Owen Gereth. Despite these criticisms of interpretation, everyone felt that the two girls both played with great success the most difficult part in the play. Because of different interpretations, their acting abilities cannot be compared, but seem instead to appear equally outstanding.

Elizabeth Bacon Excellent

Elizabeth Bacon was excellent as Mrs. Gereth. She played the part with intensity and complete understanding. The only moments during which the mask slipped the least bit were some of the more highly pitched parts of the fourth act.

Claire McIntosh was completely enjoyable as Mrs. Brigstock. Irene Moore filled the part of her daughter with capable ease. Harvey Langee was every bit of Owen Gereth and executed his portrayal with amazing competence.

Richard Baldrige, members of the cast, and members of the production staff should be congratulated for undertaking such an ambitious project and for carrying it through so successfully.

E. Moore

Dr. Edward Lindiman Speaks at Bennington

(Continued from page 1)

but keep the constant realization that such rejection is by no means absolute. A little of both authority and laissez-faire must remain, existing simultaneously. For as soon as we consider it a desirable experience to learn the disciplines and values of democracy and democratic life, we establish an authoritarian concept, deciding what is to be included in the curriculum whatever form its presentation may take. If we accept freedom as one of the democratic values we recognize laissez-faire.

A college does not exist in a vacuum, said Dr. Lindeman, and it must have continuous discussion of its purposes. He mentioned the problems with which any administration is confronted and the necessity for determining what is both desirable and feasible. There is the constant difficulty with which many schools are at present faced—the cost of running the school. Yet if tuitions are raised it is apt to eliminate many students and limit the attending group to a more homogenous body rather than presenting the varied cross-section which is so desirable.

Dr. Lindeman went on to speak of general and specialized education more specifically. He stated that he did not believe them to be antitheses. He presented the problem rather, "How may specialized education be included in general education" or "How may the more general type allow for specialized interests." One must not negate the other as, without a doubt, the needs of different cases and students vary.

Social Science Value

General education is more concerned with breadth of knowledge, while specialized education suggests intensity. The specialized student must, nevertheless, learn to deal with general values of life. Dr. Lindeman felt that a knowledge of the Social Sciences could play a very important part in education at this point, meeting this need for an evaluation.

(Continued on page 5)

specialized fields of medicine, law, philosophy, and related fields. The lectures will be held in German with English summaries and the purpose of the course is to "examine the elements which go into and which achieve international understanding among people".

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Two years ago, Mr. Shoenbeck started making ancient woodwind instruments in his workshop in Springfield, Mass. He learned his craft through long experimentation, and with the help of manuscripts obtained both here and abroad.

There are two reasons why he considers it necessary that these instruments be made. First, the music composed in earlier times was written with the composer's knowledge of the limitations of his instrument. Therefore, when ancient music is played with modern instruments, there is very little resemblance between the resulting sound and the original intention of the composer. Second, the instruments existing now were made at different times and by different craftsmen, and consequently their pitch is varying.

Related Groups of Instruments

These instruments were used in related groups, similar to the modern string quartet, and therefore each instrument has four complements, consisting of a descant (soprano), treble (alto), tenor and bass. The instruments themselves are divided into five different classes: 1) the recorder, which produces a whistle-type tone, 2) the transverse flute, which is blown on as one blows across the top of a bottle, 3) the shawn, and pommer, double reed instruments, 4) the chalemieu, a single reed instrument, and 5) the cornetto, which one plays by inserting one's lips into the mouthpiece, and creating a vibration like the bronx cheer.

Early Instruments Played Here

Mr. Shoenbeck is very interested in getting a group started here to perform on these instruments, and he already has a large group playing recorders. He is still looking for someone to play the chalemieu, which is the ancestor of the clarinet.

Market for Instruments

Mr. Shoenbeck's instruments are bought as fast as he makes them. One of his most interested buyers is the modern composer, Hindemith, who has been producing early music at the Yale Collegium. Mr. Shoenbeck also reports, in a more personal vein, that Mr. Hindemith is a very "down-to-earth and unpretentious person."

Mr. Shoenbeck is among the very few craftsmen in this country who is both concerned with, and able to do something about, the proper playing of ancient music. His instruments are not only rare, but beautifully constructed.

For the Record Engagements

On Wednesday, May 5th, Mrs. Sedgwick Marquand of Boston announced the engagement of her daughter, Christina, to Richard Edwin Welch, Jr., son of Mr. and Mrs. Richard Edwin Welch of Newburyport. Mr. Welch, who is now attending Harvard Graduate School on a Dartmouth College Fellowship, served four years with the Army. The wedding will be held in September.

Not yet officially announced is Ellen Denson's engagement to Robert Dunlap Arnold. They plan to be married early in July of this year.

Mr. and Mrs. Richard B. Leake have announced the engagement of their daughter, Margaret, who attended Bennington College last year, to William Bradford Craig. Mr. Craig is a graduate of Princeton University. The wedding will take place in June of this year in New York City.

Mr. and Mrs. John Richardson of Canton announced the engagement of their daughter, Faith Richardson, to Mr. James H. Barnett 3rd, son of Mr. and Mrs. James H. Barnett, Jr., of Richmond, Va. Miss Richardson was graduated from Bennington College in 1938. A September wedding is planned.

On April 9, Mrs. Festus Foster announced the engagement of her daughter, Baba, to Robert F. Scott. Baba will be graduated from Bennington College this July. Her fiancé was recently graduated from Princeton Seminary. The wedding will be held in the middle of August.

Faculty

On May 3rd, Erich Fromm, of Bennington College and chairman of the faculty of the William Alanson White Institution of Psychiatry in New York City, was named lecturer in anthropology with the rank of professor.

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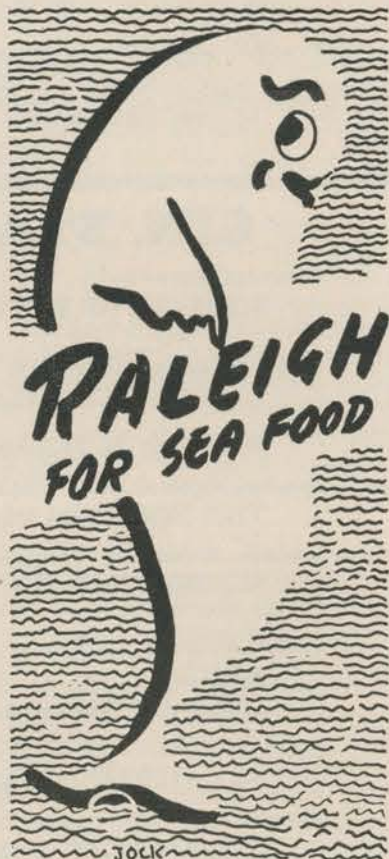
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Dr. Edward Lindeman Speaks at Bennington

(Continued from page 4)

tion of the individual and society. The Social Studies are located hypothetically between the sciences (natural and biological) and the humanities (which deal with the creative values and the ends of life). The Social Sciences derive their method and consideration of facts from the sciences but have their main end in action. They consult the humanities (literature, history, etc.) for values and appropriate action.

Afternoon Talk Followed By Discussion

Dr. Lindeman concluded his discussion with several illustrations, followed by a question period from the audience. The same evening at 7:30 in Bingham living room, Dr. Lindeman went on to a more philosophical evaluation of education. He felt that youth needs a rough map of the universe and that we must learn adaptation to change. There are also four different concepts of values: the belief that values are inherent in the object, that they exist in our desire for the object that is in our mind; that values are in the mind of God; and that they are not inherent in any of these, but are contextual and are a part of the expectancy of experiences.

Diversity of U. S.

He felt that it is the part of teachers today to sort out democratic values in the hope of arising with newer and more defined concepts. Dr. Lindeman discussed the motto of the United States as an illustration of the belief that diversity produces greater strength, because diversity permits adaptation.

In a totalitarian form of government there is no need for any consideration of diversity because it cannot exist. Perfectionists are not able to exist or function in the democratic ideal for they are unable to learn how to compromise. We cannot ask for the whole because we must admit differences. Therefore, our ideals function only partially.

Democracy Vs. Totalitarianism

In a democracy we must learn to live with decisions even when they are opposed to our own concepts. Dr. Lindeman defined the significant difference between a democratic form of government and any other which is based on totalitarianism. The ends and the means must be compatible because we become what we do, not what we wish to be. The ends therefore pre-exist in the means. Corruption comes when people waver as to their means.

Dr. Lindeman felt that everyone who believes in democracy will eventually have to become part of social and economic planning. The more we use science the fewer things will happen accidentally, for we become conscious of the occurrence.

Values From Many Sources

Therefore, we realize that values are

derived from many sources. This requires a general education, although the specialist is obviously necessary, too. Dr. Lindeman strongly objected to the acceptance of the decision of others, per se, for he feared that this led to an acceptance of dictatorship rather than the democratic experience of self-regulation. Many feel that they have lost their "values" in respect to what is right and wrong, just and unjust, beautiful and ugly. This insecurity arises from the fact that they feel unable to obtain the necessary facts, or if they do they lack confidence in their verity. People must be educated to adjust to the "perpetual flux" in life and not demand constancy for assurance.

The Overall Picture

It is especially important to see the problem at hand in relation to the general overall normal curve. Therefore, we are confused, lacking proportion. We are not able to relate what we know to the contemporary problem. Problems are clarified when we see them in relation to trends.

Values arise from functioning in relation to others. Dr. Lindeman illustrated this by saying that a man on a desert island has no need for moral values. Behaviour is a function of the environment. Its purpose should be to increase the effectiveness of the organism.

Question Period

In answer to a question presented during discussion, Dr. Lindeman replied, there is no such thing as not liking a subject. If you say that you don't, it merely implies that you have had some unpleasant experience with it. General knowledge and awareness is essential for a development of our independent values and a full acceptance of life.

Sondra Parkoff

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Faculty Favorite Foods
(Continued from page 2)

diagonal strips with the grain of the meat and the vegetables. Cook it all very fast, stirring all the time, and by the way, the vegetables used are onions, celery, green peppers, tomatoes and of course, small pieces of beef. Above all, don't forget the Chinese knife—it's very important.

Wohnus

Mr. Wohnus was obviously in a hurry—just like everyone else—but we did find out that he just loves broiled steak or lobster dishes, both too complicated to describe to us, but very well worth the long procedure.

Woodworth

At last someone who was willing to take us seriously! Mr. Woodworth looked awfully busy when we stuck our fat neck in the door, but nevertheless we walked in and sat down before he had much to say. At first it sounded as if it was going to be a trifle disappointing because we were immediately informed that he had no favorite dish. Observing our two large crocodile tears which formed a puddle about his feet, he did mention that he sort of specialized in bread of all kinds. And although he had no favorite kind of bread, he would tell us how he made white bread, five loaves at a time, for his rather large family. Starting with 19 cups of flour, six tablespoons of sugar, three t. of salt, 6 c. milk, 2 yeast cakes and 6 t. shortening, you allow bread to rise to twice its volume originally; then after it has sunk back to its original size, you allow it to rise again to twice its volume. After it has risen, take it and separate it, put it into bread pans, the dough being even with the top of the pans, and put in a 450 oven for 15 minutes, then an oven of 325 for 30 minutes. Remove from oven, and butter over the crust so as to make it soft. Then, he said, you have the real stuff. "Yeah, none of this compressed air business", we said knowingly. At this, Mr. Woodworth looked a bit confused, suggested we take chemistry, and informed us that it was trapped air about which we were talking. "Most of this stuff you buy in the stores", he said, "is made out of cheap substitutes, and then coated over with aluminum hydroxide so as to give it a nice complexion." At this we gasped, having vague recollections of something brother Willie once drank, and we were informed at once that aluminum hydroxide is simply a fancy name for alum and that it takes the place of sugar, which in the real stuff, caramelizes, giving the brown effect on the outside of the bread.

Smith

Feeling pretty high and mighty as we sniffed past the chemistry lab, we spotted Mr. Smith in a red shirt, who told us that "Chinese food gets me weak". Especially fried rice and lobster with sweet-sour pork. He also

JESSIE WOOD

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Silva Mardiste:
Estonian Exchange Student
(Continued from page 2)

airplane factory thirty miles outside of the city. Here she and her friend lived in workers' housing quarters and ate in the factory canteen. Silva made eighty marks, or roughly twenty dollars, a month!

Displaced Persons

With the American occupation in March of 1945 Silva got a job with the American Military Government near Stuttgart. In her capacity as a secretary and interpreter, she worked on many of the problems involved in settling the displaced persons all over Germany, of whom she, herself, was one. The army had established camps for these displaced persons, and UNRRA was supervising their return home. All Russians and White Russians who had lived in their country before 1939 were sent back, as well as all those from Western Europe. Silva commented that an infinite number of D.P.'s from the Balkans and the Baltic States had refused to return, because of the seemingly immovable Communist domination there.

Continued Education

At this point, Silva began to think of continuing her education and decided to apply to the University of Heidelberg, in the American Zone. UNRRA, besides organizing the D.P. camps, was taking promising and qualified young men and women and allowing them to attend the university. Heidelberg had a regular ten percent quota filled by displaced persons. Silva was accepted in May of 1946 and entered that same month, specializing in languages. She would, eventually, like to teach them. Silva left the University at the end of three semesters, in July of 1947, to try to come to this country for more study. It took her from July to January to get the necessary visas and permits to leave Germany and enter the United States. Silva had been accepted for the Bennington scholarship for foreign students; and after months of red tape and confusion the American Consul granted her an exit and entry permit, allowing her to leave Germany and to return within two years. She arrived here on January 28th on a student visa.

Silva hopes to be here for at least the two years and then to re-enter the United States on the Estonian immigration quota. We certainly hope this will be possible, and that we will have more Silva Mardistes with the same courage and charm.

B. Bowles

added that he had a liking for rump steak. Sort of an anti-climax, we thought.

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