

## Six New Faculty Houses

by Solange Batsell

On the road to Jennings, a small community has suddenly sprung up. Though it is still in the building process, it has already become part of the campus, and one anticipates and expects it as one anticipated the apple trees and shrubbery that comprised the whole of the scenery a few months back.

### Six New Houses

The six houses now under construction are being built for the faculty. They were constructed on the basis of general faculty demands and requirements. The basic house upon which they were modeled was built in 1935; it is the house in which the Boeples are presently living. Wives of faculty members got together and suggested certain improvements of the original model. Accordingly, plans were drawn up and the improvements they had suggested materialized in these particular houses.

### Various Needs Served

There are three large houses and three smaller ones. Drs. Durand and Hager have already moved into one of the smaller houses. The Druckers will move into one of the larger houses by the end of December. Theirs is the only house that has a fourth bedroom (all the other have three.) The Feeleys' house is a large one and has a special studio and a skylight providing ideal daylight conditions for painting. The Finkels will move into a small house and the Salvadoris into one of the larger ones. The occupants of the last small house are as yet unknown. The dirt road from the College will be cut off to traffic and a road making a complete loop of the houses will serve as the route to and from the houses. Shrubbery and landscaping will be planted in the spring to make the development blend better with the scenery.

## Art Party Planned

The Art Costume-party will take place December 6th, in the Carriage Barn. Everyone is invited. Pre-requisites are: 1) to come dressed as your favorite painting, and 2) an admission fee of \$1.00. The party will start at 9 o'clock.

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## Bennington College Presents Drama Workshop

The program presented by the Drama Department on November 12th, 13th and 14th consisted of three scenes. The first was from "The House of Bernarda Alba" by Federico Garcia Lorca. The cast was as follows: Bernarda, Mary Lou White; Angustias, Claire McIntosh; Magdalena, Pamela Soldwedel; Amelia, Elizabeth Bacon; Martino, Diane Bishop; Adela, Irene Moore; Poncia, Marilyn Carlson; Maid, Marion Marsh. The scene was directed by Diane Bishop.

A scene from Jean Cocteau's "The Infernal Machine" was the second presentation. The cast for this scene was: The Sphinx, Claire McIntosh; Anubis, Richard Golden; The Theban Matron,

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Jean Cocteau's "The Infernal Machine"

## Winter Period Projects

Miss Funnell reports that there is a great deal of enthusiasm for winter term projects this year. Many of the freshmen had jobs in mind when they came to college in the summer. Interest in the idea of a work period has taken root outside Bennington in quite a few other colleges, according to Miss Funnell.

### Government Jobs

As usual, contact is being made with many agencies concerning positions for students this winter. There is a plan in the making for students to work in Washington as assistants in various Federal bureaus. No NLRB jobs will be available this year due to the transition of the board in meeting the exigencies of the Taft-Hartley Act, but there may be similar jobs.

### Internships at the UN

Internships at the UN for college students were so successful last summer that Miss Funnell inquired about their reinstatement for Bennington students this winter. The work will be more than clerical, but it will not be too detailed. Seminars will be held once a week for the students, at which UN representatives will speak.

### Positions in Research

The Public Opinion Polls in Princeton are again considering the employment of Bennington girls. Negotiations are being made with Dr. Leigh, former Bennington President, to hire two as-

## Voting on USNSA Constitutions to Take Place in Near Future

The United States National Student Association is the only truly representative national student group in existence; it is non-partisan, non-sectarian and non-political. It functions in college communities through the student governments. Every college must act as a whole in deciding whether or not to join the organization—in other words, an individual or a group of individuals cannot belong independently of their college or university.

A Community Meeting was held early this semester for the purpose of having Alexandra Crawford, Bennington's representative to the N.S.A. Constitutional Convention, report on her activities as such, and answer questions concerning

the organization. At this time, the student body showed great interest in the N.S.A. and the general opinion expressed was indicative of an almost unanimous desire to join. It was decided, however, that the final vote would not be taken until the entire community had a chance to see the National Constitution, which had not yet been circulated.

### Constitutions Posted

At last, both the National and the Regional Constitutions were received. Unfortunately though, the College was able to get only one copy of each, due to the extremely limited printing facilities of the N.S.A. at present. Therefore, the original plan of posting a copy on each house bulletin board became unfeasible. However, both constitutions have been posted on the N.S.A. Bulletin Board in Commons for nearly two weeks. Voting to ratify or to reject both constitutions will take place shortly, probably next week. (Also posted is other material of general interest—a letter concerning possible volunteer Non-Resident Term jobs with USNSA; the NSA News, which the college will receive regularly; The Student World News, a magazine printed in five languages, to which students may wish to subscribe.)

### Read Before Voting

Community Council hopes that all those who have not already done so, will read both the National and the Regional Constitutions before the vote is taken. They are equally important, for while the student response to the National one will determine whether or not the college will join the N.S.A., the Regional Constitution is the one which will most directly concern us and our N.S.A. activities if we do join. Both require relatively little time to examine. Actually they are primarily concerned with procedural matters, but by looking through them it is possible to gain a picture of how N.S.A. will function on national and regional levels.

### Preamble Reprinted

We are reprinting here the preamble to the National Constitution as it summarizes concisely the general ideals and specific aims of the National Student Association.

"We, the students of the United States of America, desiring to maintain academic freedom and student rights, to stimulate and improve democratic student governments, to develop better educational standards, facilities, and teaching methods, to improve student cultural, social, and physical welfare, to promote international understanding and fellowship, to guarantee to all people, because of their inherent dignity as individuals, equal rights and possibilities for primary, secondary, and higher education regardless of sex, race, religion, political belief or economic circumstances, to foster the recognition of the rights and responsibilities of student to the school, the community, humanity, and God, and to preserve the interests and integrity of the government and constitution of the United States of America, do hereby establish this constitution of the United States National Student Association."

## Constitution Accepted

The new Constitution was ratified by a large majority. The vote was: one-hundred and eighty-four votes for ratification, four votes against.

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assistants in the Social Science Research Council for a project on public libraries. One of the offices at Columbia is taking on a big temporary project in public relations and has indicated that it might take some students. There may also be research jobs in the Con-

## THE BEACON

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The Beacon welcomes contributions from members of the community. The editors reserve the right to edit all manuscripts accepted.

## Editorial

One of the basic functions of education today is to prepare and train intelligent and able citizens. At Bennington, our community government is faced with similar problems to those which develop in national and local affairs. One of the essential duties of a responsible citizen is to vote, since it is only through the exercise of this right that the individual can express his will. At an institution of higher learning, one expects full participation in all voting procedures. Therefore, although the percentage of voters who participate in Bennington's election is higher than the national average, it is too low for this specific community. It is interesting to note that the student vote in the last election was so much greater than in those held at the end of the past term. In one way this is encouraging; on the other hand, it seems to express a slightly negative attitude. The majority of the students were concerned with voting down a measure. If the general feeling had been one of approval, it is doubtful that as many would have voted. Should this negative attitude indicate the general trend of response of these same people in future years, neither education nor the individual student will have functioned successfully. Education will have failed because it has not made political responsibility an integral part of the student's life. The student will have failed because she will not have used her educational preparation to determine her stand on all political issues.

## Kenneth Lindsay Speaks on Education

Saturday, November 8, Kenneth Lindsay spoke on "The Cultural Recovery of Europe". Mr. Lindsay was elected to the House of Commons about twelve years ago. He now represents the Scottish Universities, as an Independent. He was Minister of Education in 1938 and during the war he was a member of the Ministry of National Government. For the last two years he has been touring the countries of Europe and, to a degree, the Middle East, studying their different types of education. "Some people", said Mr. Lindsay, "travel and say they are broadening their minds, but they are merely elongating their conversation." It is clear that he is not one of these people. It is by studying the school system of a country rather than its politics, said Mr. Lindsay, that you can determine what kind of people compose a nation.

## A Desire to Learn

In all the European countries today there is a desire for books and contacts with outside countries. They

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## Price Control Now

The importance of maintaining price control during a major war has now become an accepted fact. However, the question arises as to how soon after such a war it is feasible to discontinue such controls. In **Price and Related Controls in the U. S.**, Seymour Harris "divides" the whole of the last war and demobilization and reconversion into five periods: 1) the period before Germany's defeat, 2) the period after Germany's defeat and before Japan's defeat, 3) the retooling period of six to twelve months, 4) the catching up period of two to three years, and 5) the long pull of three to five years.

Harris refers to period four (catching-up) as the period when the inflationary dangers are the greatest. We are in the midst of this particular period. He predicted, also, in 1945, that the failure to maintain controls well into period three (six to twelve months after the war) would increase the dangers of period four. Lastly, he believed that price control in all areas should not be lifted until 1948 or later.

## Factors in Inflation

What has happened in practice? The O.P.A. was abolished during period three—eight months after V-J day. The consequences of this premature discontinuance of control are apparent. We find ourselves confronted by an increasing price spiral. Can we blame this situation wholly on the abolition of the O.P.A.? Yes, it is the dominating factor, along with the fact that production has not been great enough to fill consumer demand, although in 1946, some manufacturers maintained that production would increase without controls, and that the competitive system, if allowed to operate "undisciplined" by government, would automatically keep prices in line. This is an opinion still held by some. Another explanation offered in various quarters, for the inflationary situation, is the rise in wages, while on the other hand, the unions maintained, throughout their various negotiation proceedings, that the manufacturers could afford to absorb the extra costs without boosting the prices.

Still another factor mentioned is our aid to Europe, especially in the areas of food and grain commodities. Although we are not exporting as much now as we did during the war, there has been a certain amount of crop failure here, which would tend to influence the price of these commodities.

## Necessity a Remedy

All these factors, some more influential than others, have created our present dilemma. What must be considered now is the remedy. By remedy, I do not mean voluntary boycotts or conservation programs, nor do I mean a return to such an extensive organization as the O.P.A. Voluntary

## Student Study Abroad

Because of widespread discussion among students and lack of information as to the policy of the college in regard to students studying either abroad or at another school, Miss Shelly was asked to clarify the situation. This is the summary of the subject as discussed by the Senior Division Committee.

On the whole, the entire matter of study elsewhere is mainly a personal one and decision will be made in individual cases in keeping with the general policy of the college. Students in good standing may leave at any time by withdrawal from college and then return upon reapplication, after due consideration of circumstances. Upon her return, any relevant experience or knowledge gained during that time will be taken into account, and the remainder of the student's study at Bennington will be adjusted according to further need. This is one plan, whereby, if opportunity arises for a student to

programs are of limited value when we are combating rising costs and prices. Consumers cannot indefinitely boycott necessary food commodities, since food prices will not decrease on the retail level unless they also decrease on the wholesale and production level. They will not decrease on the production level while there are such things as crop failures, a steady and necessary demand for the product, and while the propensity to spend money increases. Self-imposed "rationing" or conservation is also of limited use. Probably many families today are actually practicing this, and undoubtedly are still burdened by the increased cost of living.

## Establishment of Board of Administration

A return to the O.P.A. type of organization would take more time than the nature of the situation can afford or needs right now. What is needed for this emergency period is a speedy establishment of a board or council of administrators, authorized by Congress, to set up selective price controls. It is imperative now to control prices in such basic industries as steel, grain, livestock, etc., at production level; and to control such commodities as butter, eggs, etc., on the wholesale and retail levels. It is much easier to facilitate speedy stabilization by controlling the prices of whole basic industries at the production level, instead of trying to work out controls for various related products. This is the only technique which would be feasible for an emergency situation such as we are faced with today, although there is no guarantee there will be an automatic decrease in prices on the wholesale and retail levels of these controlled industries.

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c/o R. S. V. P.

Letter Box

Dear Editors:

The lack of student attendance at lectures this term (on the communications series) raises the question of whether General Meetings are an integral part of the college curriculum and whether lectures should be continued in the future. It is somewhat disconcerting to be part of a community where, out of over 300 students, perhaps 20 to 30 appear voluntarily and because they are interested. Isn't it time the situation was discussed more thoroughly and some action taken by the community?

D Morris

study abroad or travel and she is desirous of doing so, she may, and upon returning, re-enter college. Credit for accomplishment depends solely upon the individual, but while away from Bennington she is not an active member of the college.

## Senior Division Students

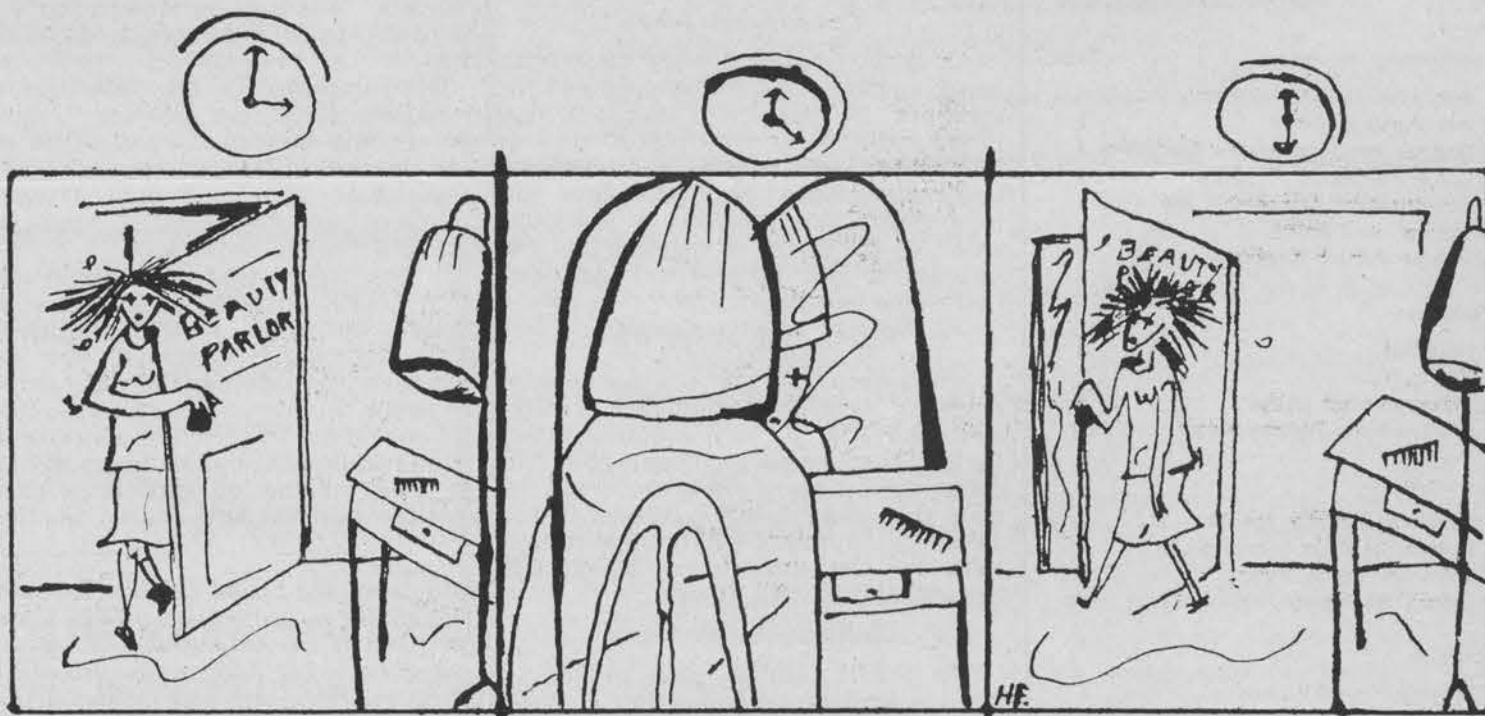
The second possible means applies mainly to students already in Senior Division with confirmed majors; these have been assigned a tutor and appointed a Senior Division Committee. The student in such circumstances may submit a plan for work away from school. If it is connected with her major in some beneficial way, such a plan would be specifically approved and the student would be required to submit evidence of work done while away. For example, if she is writing her thesis, certain work or study away from Bennington may be of aid to her, but it must be the equivalent of, and as advanced as, work she would be doing here.

In such a case, a student studying in non-residence would be charged a supervisory fee for tutorial services, because while away from school, she would still have a senior division committee and would probably correspond with her tutor to keep him informed of her activities.

## No Further Plans

At present there are no further plans for adding foreign study to the Bennington curriculum. The main reason for this is that in other colleges where a language major is recognized, study in a foreign country may be especially beneficial. However at Bennington, where only a foreign literature major is possible, there does not seem to be an apparent need for the addition of such a definite plan.

Individual students may arrange to work in a foreign country during their winter work period; an opportunity not available under the average plan of study at other colleges. Any request on the part of a student will be dealt with and decided upon separately since each problem requires individual consideration.



## "Weekend at Williams" or "Next Time You'll Know Better"

Dear Joan:

I have just enough time to dash off a note to you before my appointment with the psychiatrist. He insists that the Williams weekend brought out some latent Jukes family characteristics in me.

The weekend started off with a bang! After dinner, there was a torch-light football rally. This word "rally" has several interesting connotations. In Williams it is synonymous with mass hysteria. In the heat of the excitement, some gay blade poured kerosene over my leg, lit it, and slung me over his shoulder. The misguided enthusiast didn't realize his mistake until he tried to stamp his torch out and found it had a few conditioned reflexes.

After this nerve-racking experience, I was told that I was to go to my room and rest up for the formal. Room, ha! We approached a blot on the horizon that looked as if it had been salvaged from the set of a Grade B Boris Karloff picture. However, still undaunted, I clambered up the three flights of decaying stairway and looked for the bed. In a corner of the dimly lit room, I noticed a misshapen object. A bed? Mad impetuous fool! I ventured toward it cautiously and sat down. A bedspring with a lot of personality took an immediate dislike to me. "My God, I'm stabbed!" I yelled. "Ya lookin' for a hit in the head?" inquired an engaging voice from the opposite corner of the room. This voice materialized into my transient roommate who was an alumna of the O.S.W.G. (Ossining School for Wayward Girls) So much for my room.

The formal came and went all too quickly, and before I knew it I was being rudely awakened. I had just enough time to make it to the football game. The Union team came out on the field looking quite formidable. Williams, too, came out on the field. When the game was over, the stauncher fans ran out on the field with blotters and picked the Williams men up.

But the highlight of Saturday afternoon was the late cocktail party at the Ah Smelta Delta fraternity house. There in the very depths of good Massachusetts clay, we were ushered into a cavern coyly dubbed the "Rumpus Room." Between the numerous stalactites, blue lights feebly gave witness to the products of the Industrial Revolution. The walls were lined intermittently with Petty girl pictures and slot machines. We finally managed to extricate ourselves from those who had already succumbed in the battle with NH4. It was very definitely time to go back to my room.

I must not fail to mention the hayride which proved to be a very edifying experience for me. The wagon itself didn't look too stable, but the driver wore such a reassuring grin that I cast all doubts aside and leaped recklessly into that "best reason for the invention of the automobile". The driver was quite a friendly guy. He found my unbent ear and went into a long discourse on the benefits of farm life after the mortgage is paid. Did you know that if you want your horse to do zig zag plowing, a little Old Grandad in the feed bag is just the thing? He passed on many more nuggets of useful information to me which I shall relate to you at some future time.

At the end of Saturday night, I was oblivious to everything except that the next day was Sunday, and about that I had my doubts. Not for long, however. It was interesting to note with what religious fervor the church bells began to ring at six o'clock on Sunday morning.

That just about ties it up, except for the fact that I have been yelling, "Take the Marines out of Nicaragua!" for the past three nights in my sleep, hence my interview with the psychiatrist. I'll be going up to Dartmouth next weekend and so I hope that I'll be straightened out by that time.

Love,

C. K.

## Weekend at Hudson Shore Labor School

The Hudson Shore Labor School held its fall student worker weekend on November first. There were approximately thirty-five participants from various industries and colleges. Jennifer Brown, Patton Galloway, and Deedie Dinnerstein represented Bennington.

### Friday Night

The weekend was devoted to discussions led by one member of the group and a selected speaker. Friday night Katharine Waters of the Amalgamated Clothing Workers spoke on "Labor Unions: Democracy in Action". Although only half of the people had arrived, this was one of the most valuable sessions.

### Labor Economics

The next morning Samuel Jacobs of the Textile Worker's Union, CIO, gave a talk on "The Shrunken Dollar, Wages, Prices, Profits". Before the morning was over everyone agreed that, intentionally or not, he had given us a good-sized hunk of labor economics.

We had been warned beforehand that Saturday afternoon would be devoted to some sort of "work". At 2:00 everyone was handed gloves and huge clippers and axes. For a few hours we cleared brush along the Hudson and got to know most of the people. At 4:00 Helen Lockwood, Chairman of the Board of Trustees of the Hudson Shore Labor School, and a faculty member at Vassar, spoke on student-worker cooperation.

### Dramatic Performance

That evening we all took part in "Thinking and Doing... acting it out." Vivian Leopold of the Women's Trade Union League had us doing dramatics individually and in groups. After the first shock of stagefright most of us managed to get some fun out of the project.

Sunday morning Julius Manson of the New York State Board of Mediation led a panel on "American Fascism—Threat or Reality". The people who had not participated in the formal discussions were selected for the panel. This turned out to be the most argumentative and stimulating session. The topic itself seemed rather vague, but the channels it took were specific and realistic. The conflicting opinions over education or action came to a climax in this discussion.

### Evaluation of Weekend

After lunch there was a short evaluation meeting during which everyone had their say on how they thought the weekend progressed and on possible improvements.

The general atmosphere was informal and the arguments and questions touched upon during the meetings were carried on "full blast" after hours.

Norma Dinnerstein

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## Forum Speakers Disagree on Security Value of St. Lawrence Seaway

Reprinted from Bennington Evening Banner

Labelling as "camouflage" his opponent's suggestion that a northeast power development be separate from a St. Lawrence Seaway, R. N. Danielian told Monday night's Forum audience that the United States "cannot allow her natural resources and defenses to go undeveloped while building up the potential power outlays of Europe."

The assertion was made before an estimated 300 listeners at the St. Lawrence Seaway debate Monday night at the high school auditorium.

Danielian, member of the Board of Economic Warfare and for seven years connected with the highly controversial project, spoke for the proposed Seaway. He was opposed by Henry R. Foley, Boston attorney, and president of the Bar Association there.

Both are graduates of Harvard.

The debate was waged on the basis of: (1) Economic justification; (2) national defense; and (3) improved transportation and cheaper power supplies.

All three are closely interrelated in the proposed development arguments. Danielian's reference to the long-studied European aid program came when he told the audience that a good deal of "proposed Marshall plan aid would go for power construction projects."

Perhaps the sharpest conflict in the debate was over the importance of the proposed waterway as a security project.

The debaters were in direct disagreement as to the stand taken by the War Board on the issue.

Foley said the War Board found the Seaway "not vital". Danielian argued that no one branch of security is "vital" but that each is important and helpful in instituting the conglomerate whole.

Danielian asserted that the War Board found the project of "overriding importance". He further testified that joint chiefs of staff of Canada and the United States had made an exhaustive study of the proposal in regard to national security.

They found, he stated, that in the event of national emergency the seaway would:

(1) Serve as a shipbuilding and repair area.

(2) Be a line of communication and transportation to ease the load on railroads.

(3) Furnish a large source of cheap, dependable power for manufacture of war goods.

Foley said that in regard to defense it was nothing more than a matter of selection and that any resource is "helpful" in defense purposes.

The opponent of the project, which has been defeated in the Senate in 1934 and has been a source of continual controversy since, pictured the proposal as a "romantic appeal to the sea" and said it was based on "false hopes".

Foley hammered at what he termed the "economic unjustification of the proposal."

He argued that neither on domestic nor export-import shipping "would time or money be saved." He said it was incorrect to portray the middle-west as "land-locked", and stated that the seaway would be no improvement on inland transportation routes.

Foley contended that the seaway is not essential to the development of hydroelectric power in any one state. New England or the northeast. He averred that millions of dollars should not be wasted on such an unrealistic project.

Economically, Danielian contended, savings on power alone would justify the project and said it must be viewed on a long term basis. In effect, Danielian urged that the project, over a period of years, could be made self-liquidating by levying of reasonable toll rates and savings in waste of agricultural supplies.

There was difference in opinion as

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## Bennington College Presents Drama Workshop

(Continued from page 1)

Pamela Soldwedel; a little boy, Anne Sharp; a little girl, Ruth Rigler; Oedipus, Edward Thommen. It was designed and directed by Richard Balbridge.

The concluding scene was from "Serena Blandish" by S. N. Behrman. The cast was as follows: Mrs. Blandish, Marilyn Carlson; Serena Blandish, Elizabeth Bacon; Countess Flor de Folio, Claire McIntosh; Frederic, James Thompson. Both the designing and directing of this scene were done by Edward Thommen.

The production Staff for the performance was composed of James Thompson, technical direction; Mrs. Lillian Foucher, costume construction; Marion Marsh, stage manager; also Construction, Costume, Lighting, Props, Shifting and Sound Crews.

A review of the performance can be found on page 5.

## Kenneth Lindsay Speaks on Education

(Continued from page 2)

have been out of touch with each other for a long time, and are eager to learn, especially about America. Mr. Lindsay stated that America is the country most foreign to England and Europe, even though English is the first language taught in every foreign country. He spoke of the difference between American and European education. The latter is much stricter, more formal and harder, and the result, as he put it, is "more knowledge". Since the end of the war there has been a reform movement going on in European Education. They want to lessen the academic load and have a more integrated curriculum which will include outside activities. Part of the effort to change the European educational system is due to a million ex-service men and women who are attempting to revolutionize the school system abroad in the same way that the ex-G.I.'s in America are leading the way for educational reforms.

The past thirty years of war and unsettlement are the cause of the present conditions in Europe. The American people, said Mr. Lindsay, who have not been bombed or seen their country occupied, cannot possibly understand the feelings of those countries which were bombed or occupied or both, and those that are still occupied.

### National Education

Every European country has a system of national education. The Germans tried to pervert those systems. As an example, they endeavored to make France an agricultural nation, but they did not succeed because no country can force an alien system on another country. Our problem is to deal with the re-education of Germany and the countries that were under her influence. If we are going to inoculate people against propaganda, we must do it by a close student-teacher relationship, not by mass media as the Germans did.

### A New Synthesis of Knowledge

The Marshall Plan alone will not help the European countries, stated Mr. Lindsay. Educators from different nations must meet together and learn to understand each other's philosophies. In the case of Germany and Austria, men and women must be brought to a country such as England, to study there until they can comprehend a democratic ideology, and then return to their native country and teach. The beginning of a unification of education may come through a common approach and common values on which educators can agree. As an example, Mr. Lindsay showed that it is necessary to give students equality of access to education in a physical sense. Even this much has not yet been achieved in Germany, where students cue up for three hours to get into classes, and lecture notes are sold on the black market. Mr. Lindsay closed his speech by saying that there was a great danger in over-organizing education, and that it was the responsibility of the people in every nation to keep control of their government, so that they can in turn control mass media such as the radio and newspapers.

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## Winter Period Projects

(Continued from page 1)

necicut State Interracial Commission. Progress is still being made on work in the schools of United States Indian Reservations in the Southwest; and, as it was announced in the "College Week" the Experiment in International Living will take students to Mexico.

### N. B. C. Internships

The New York Public Library will again take ten students on its staff. Much of the work will be in branches of the library, often in connection with the children's rooms. The National Broadcasting Company has suggested internships in all its departments for a limited number of students. There may be ushering jobs available in the Center of Music and Drama in New York City. A large department store in San Francisco has offered the possibility of taking two students into their training program.

Again, there is a need for couriers in the Frontier Nursing Service at Windover, Kentucky, for girls who are equipped to ride horses or drive jeeps.

## Schubert Cycle Sung at Faculty Concert

Mr. Matthen, accompanied by Mr. Levy, sang Schubert's "Die Schone Mullerin" at the faculty concert on November 5th. This cycle of twenty songs was written by Schubert at the age of twenty-six, four years before the "Winterreise", which Mr. Matthen sang at Bennington last spring.

### Poem by Wilhelm Muller

The poem was written by Wilhelm Muller, who, although his works fill several volumes, is known almost entirely through the Schubert songs. Its story, briefly, as sketched by Mr. Matthen at the concert, is that of a young miller, wandering by a brook in search of work. He finds it at a mill where a beautiful girl lives, whom he falls in love with and apparently wins. Unfortunately, the Maid has a change of heart in favor of a dashing hunter, and the miller, in final despair, flings himself into the brook, which murmurs a lullaby of peace and final rest above him.

### Music Reflects Story

This story, although of little consequence in itself, is transformed into a meaningful and sincere piece by Schubert. The simplicity and robustness of the miller, his love of nature, his adoration of the maid, his passionate jealousy and despair all become truthfully portrayed through the music. No two of the twenty songs are alike, and yet in them all one is conscious of the brook, which, if one must discover deep meanings, might be thought of as representing eternal life, into which our lives ultimately resolve themselves.

Mr. Matthen sang effortlessly, and with a great deal of feeling carefully differentiating the character of each song. The final lullaby, "Des Baches Wiegenlied" was particularly beautiful. Yet while meaningful, his interpretation was in no way over-dramatized, which might have resulted in a loss of the basic simplicity of the miller's story.

### Accompaniment Important

One realized, as Mr. Levy played, how much the accompaniment contributes to the dramatic unity of each song, and how closely wedded are the two. The accompaniment is not meant to be subordinated, but to compliment the vocal line.

To be present at a performance of an entire Schubert cycle is an exciting event. It is hoped that Mr. Matthen will present another of these rewarding concerts soon.

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Scene from Lorca's "The House of Bernarda Alba"

### Drama Workshop Reviewed

The three scenes given by the Drama Department on November 12th, 13th and 14th seemed chosen with an eye to showing the variety, not only in subject matter, but in theatrical presentation, which may be achieved in drama.

#### "The House of Bernarda Alba"

The first, Act 2 of "The House of Bernarda Alba", by Garcia Lorca, is a dramatic portrayal of the conflict of personalities within a feminine household; a conflict actually based upon the inflexibility of social code and tradition, which has always been particularly strong in Spain. Directed by Deane Worth, the intention of the

scene as a whole was clear enough, but individual players did not appear to have discerned the real potentialities in the women they portrayed. There was too much preoccupation with an attempt to make up for lack of action by over-emphasizing obvious words and phrases, and the result was often melodramatic when it should have been subtle.

Marilyn Carlson and Mary Lou White were not too successful as sixty-year-old women, and although Irene Moore gave some spirit to the performance, she had a tendency to over-act. Claire McIntosh and Diane Bishop were convincing enough; however, it seemed that a recasting might have helped the scene considerably. Intensity of mood, which

lagged for a while, picked up towards the end. The scene was designed by Diane Bishop.

#### Jean Cocteau's "The Infernal Machine"

Act 2 of "The Infernal Machine" by Jean Cocteau, was an exciting piece of work, cleverly designed and directed by Richard Baldrige. Cocteau based his play upon the Oedipus story, but unlike Sophocles, he refrains from moralizing. Thwarted love, the human and the divine thread, the question of fate and free will; there are endless themes to be traced in this play. In Act 2, the meeting of Oedipus and the Sphinx, Woman is allied to the infernal machine of the evil gods, and the riddle the Sphinx asks is a trap to catch Man who naively thinks he can conquer the world.

Claire McIntosh was excellent as the Sphinx, a creature with human weaknesses, human longings, and yet a goddess, who can command suffering and death at will. Edward Thommen convincingly portrayed Oedipus as Cocteau saw him, a nineteen-year-old in love with fame and power, blinded by his egotism, and incapable of comprehending his fate. Pamela Soldwedel, taking good advantage of her lines, was a highly amusing Theban Matron, and Richard Golden as Anubis, Egyptian God of the Dead, was a pleasantly mournful foil for the Sphinx.

Although action is sporadic, and there are several quite long speeches, both were done so cleverly that the scene never stagnated, which could so easily have occurred in a play where the main emphasis is on ideas rather than action.

#### "Serena Blandish" Concludes Performance

The final scene given was Act 1, scene 2, from "Serena Blandish", by S. W. Behrman, directed by Edward Thommen. In contrast to the serious overtones of the two previous scenes, the last was quite frivolous, and would have been completely trivial had it not been for Claire McIntosh's performance as a wonderfully absurd countess. Elizabeth Bacon as Serena Blandish, and Marilyn Carlson as her mother, did what they could with some rather bad dialogue. The plot is too nonsensical to mention, but the stage set and the lighting were interesting, and, with the countess in her ridiculous clothes, carrying a pet monkey, were the saving grace of the scene, sending the audience away in a light-hearted mood.

The most consistently good feature of the three scenes was their visual impact. Most of the players moved easily, and in "The Infernal Machine" there was a particularly interesting formal pattern to the movement. The stage sets, the make-up, and the lighting were good, and the production went forward without a hitch. A great deal of hard work went into these scenes, and the result, especially in the case of "The Infernal Machine" was far from disappointing.

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## Price Control Now

(Continued from page 2)

### Techniques of Control

The next question which arises concerns what techniques of control to use. Are we to roll prices back to some arbitrary base period as was done during the war, or should a general freeze be put on the prices of the aforementioned basic commodities? Again, because of the nature of the situation, it would be more feasible to establish an immediate freeze rather than attempt to figure out a suitable base period which would reflect a generally "fair and equitable" price level, i. e., insure a reasonable profit. This is too great a task in view of the fact that costs of producers also have spiraled upward, and thus this would entail control in many other areas to make prices and costs proportionate. At least with a freeze there is some reason to believe that producers' costs will not tend to increase. The thing to be done now is to keep prices from climbing any higher, and the freeze technique is the quickest device by which this end can be accomplished.

### Wage Stabilization

Another question which must be considered when dealing with price control is that of wage stabilization, for we cannot allow wages to rise disproportionately to prices without expecting protests from manufacturers. Since the freeze technique has been suggested in the realm of price control, it seems logical to use the same device for wages. Obviously a roll-back is out of the question because of institutional factors and because the whole wage-price picture would then become disproportionate.

Going farther on into the wage problem, would we freeze the wages of those workers only in the controlled industries, or make it a general freeze? Here we must consider the interrelationship of one worker's wages to another's. Workers (who are also consumers) whose wages are not frozen can influence an increase in prices in uncontrolled areas, especially during a period of increased demand and rising propensity to consume and spend money, while the workers whose wages are frozen plus people whose incomes are fixed, will suffer. Therefore a general wage freeze is necessary.

It has been mentioned before that possibly prices of certain food items such as butter, meat, eggs, etc., require control at the wholesale and retail levels. This, however, would entail the instigation of rationing program, in order that the demand can be reduced somewhat. The two (rationing and price control) go hand in hand. Control of demand (rationing) facilitates price control. But price control is needed also, because of such factors as underestimation of demand, overestimation of supply, and black market outlets. Also, when prices are controlled, there may be an excess of spendable income for the available supply of goods. Hence, rationing is introduced

to insure that demand is controlled, and therefore, that prices are kept in line.

### Obstacles to Price Control

Thus far in this discussion, an attempt has been made to analyze some possible solutions to the problem of an inflation, and suggestions have been made as to what seem the most feasible and speedy techniques to use in a situation such as exists in the United States today. What is still left to be considered are the obstacles to such proposals as have been made. These obstacles exist chiefly in the political area. First, there is strong feeling among many—in part legitimate, and in part, only a front for underlying profit-seeking motives—for the "perpetuation of the free enterprise system." Second, we are faced with the coming election year. Neither party believes it advantageous to take a stand which might prove distasteful to various groups, whose sentiments will be later translated into votes. For example, some manufacturers, farm groups, etc., are obviously opposed to price controls which would effect their profits. Some unions would obviously oppose wage stabilization. It would be more or less "second nature" for these groups to protest such policies, without considering long-run consequences. Rationing might cause some resentment among consumer groups, and would aggravate opposition to foreign aid plans.

### Imperative Need for Price-Wage Policy

All these factors tend to negate any definite price-wage policy which might be adopted. But the imperative need for such a policy cannot be over-emphasized. Time is a factor of the greatest importance in this situation. If action is not taken quickly, an eventual recession will be forthcoming. "Total production and supplies are affected adversely by the inflationary process. Not only does uncertainty concerning future prices discourage enterprise, but excessive inventories pile up. Wholesalers, retailers and consumers all try to increase their inventories. Hoards beyond a minimum necessary level are wasteful. Yet, once the imminence of further price rises is sensed, the propensity to hoard inventories grows. The propensity to hold money declines. The longer one waits, the less goods a dollar will buy. Sellers therefore, withhold supplies, awaiting further price rises, while buyers, certain of further increases, seek to purchase quickly and excessively. Inevitably, prices climb upward." But then a certain "saturation" point is reached, at which, demand is satisfied and prices have spiraled to their peak—after which a period of declining prices follows.

Also while prices are "inevitably climbing upward", Europe is able to buy less. This fact is apparent enough to need no further emphasis. In other words, we face a double crisis—evenual recession or even depression at home, and responsibility for allowing Europe to go "half-aided", with the possible result of some of the Western European countries swinging over to Communist alliance. The only way to avoid these consequences is for the Administration and Congress to establish without delay a definite program which will at least keep the prices of important basic commodities from rising any higher.

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## Forum Speakers Disagree

(Continued from page 3)

to the tonnage that would actually be handled by vessels if the development were approved.

Not until the question period following the five minute rebuttal by Danielian and Foley did Vermont become directly involved in the debate.

Both men apparently felt that the Rutland Railroad would not be affected.

As the proposal now stands, it would cost the United States an estimated \$350,000,000 and Canada about \$170,000,000. (Canada has already spent great sums on development along the St. Lawrence River with such projects as the Welland Canal, completed in 1932.)

Proposals contemplate construction of dams, canals, locks and power houses to permit ocean going vessels to proceed from Montreal to the Great Lakes.

Further, it stands to develop 2,200,000 horsepower of hydroelectric power to be divided equally between Canada and the United States. (Power would be the chief interest in the project for Vermonters.)

New York state, under present proposals, would manage the U. S. share probably subject to a "for the benefit of the nation" clause, thus affording protection to Vermont and other interested states.

Having received major backing by many political figures, including Vermont's Sen. Aiken who is now "national champion" for the proposal, the seaway development has been hotly opposed by railroad and power interests.

Danielian branded as "silly economics" the shipment of coal from West Virginia to New England to generate power when the St. Lawrence makes available the "only cheap source of power in New England."

Foley saw the benefits of the project "disproportionate with the huge expenditures involved in its construction."

He said it wasn't clear yet that if the project inculcated any power advantage to New England that any part would be allotted them.

The proponent for the seaway, Mr. Danielian, cited vast Russian power developments along the Volga and Dnieper Rivers and said that "navigable waters was all that saved Russia from German defeat."

The project would generate 15,000,000 units of electric power a year, Danielian stated, "more than all 20-odd TVA dams together."

He cited the closing down of plants because of the shortage of power and said that power consumption in New York had trebled since 1933.

The Forum, sponsored by Vermont Forums, Inc., was moderated by Bradford Smith.

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