

THE BEACON

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Changes Made in Board
of Co-operative Store

by J. Brandenburger

"To establish yearly continuity in the Bennington College Co-operative Store Board", announced Phyllis Sidenberg, board secretary, "elections to the store board will be on a rotating membership basis." A by-law, proposed and newly accepted provides for the election of two present members to the incoming store board.

Black Lists

"Because of lack of credit for needed store supplies, the board is planning to change its policy toward black lists for unpaid bills", she stated. If a student's name appears on the five dollar black list three times consecutively, or on the ten dollar list twice consecutively, she will lose her charging privileges for the term. Phyllis said that the store board has been considering the suggestions and complaints of faculty and students, and hopes to satisfy as many as possible in spite of limited facilities.

Present members of the board consisting of two faculty, six students, Miss Myra H. Jones, comptroller, and Miss Mary Walsh, manager, are as follows: Margaret DeGray, John Wahnus, Chairman Margot Leake, Phyllis Sidenberg, Dorothy Mackie, Jean Johnson, Dorothy Morris, Barbara Corey and Penny Hartshorne.

The new board will be composed of two members from the present board, and four students elected from the community. Nominations will be made during the fall term by the store board and students belonging to the Co-operative store will hold an election by ballot early in the spring term. From the present board members, a second and third-year class student will be chosen

(Continued on page 6)

Art News

There will be a professional model posing in the Commons art studio Wednesday and Fridays. Students are urged to take advantage of this opportunity.

WANTED

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Three New Members are
Added to Faculty List

Three new faculty members have come to Bennington this term. Mr. Shapiro, in the Graphic Arts Studio, and Mr. Kessler, in the Architecture Studio, have been added to the Art Department, while Mrs. Romero has replaced Miss Jonathan in the Nursery School as Mrs. Hirsh's assistant.

Mrs. Romero Enthusiastic

Mrs. Romero is enthusiastic both about Bennington and about working with Mrs. Hirsch. In addition to work in a nursery school, she has spent several years with groups of two or three children in their homes, helping them with problems of adjustment. While she found this interesting, she is glad to be back in a school. She looks forward also to having more time to devote to her painting.

With paintings in Manchester shows for the past two years, Mrs. Romero is hoping to do enough work to send some to other exhibitions in Vermont. She describes her work, in watercolors and oils, as being "simple things with lots of detail, that will sell".

"I hate to admit I'm not a native Vermonter", she said, adding that she plans to stay here permanently in Arlington, where her family lives.

"I'm really tremendously excited about Bennington", announced Mr. Shapiro. Working in Workshops rather than classrooms appeals to him greatly, since the student can work as an individual, but still remain in a group with roughly the same objectives. He cited the tightness of Bennington as a group compared to groups outside as another point of interest.

Plans for Exhibition

Right now, Mr. Shapiro is planning to do enough work to lead to an exhibition in six months or so. He still is under contract for commercial work, among others, record covers. "Commercial work is fun", he said. "You can juggle with simple concepts and colors within the definite limitations of the field."

Work in media other than art, Mr. Shapiro believes, is a question of transferring your attitudes towards people and objects to a different form. He himself has written poetry and short stories, mostly in an allegorical and satirical vein, as is his recent work in graphic art.

Finds Work Stimulating

Mr. Kessler, the new architecture instructor, worked for William Lescage before coming to Bennington. He is glad to have made the change. "Working with young people is very stimulating", he reported. He also likes having time to work on his own, as he has several jobs planned now.

One of the things which impresses him most about Bennington is how easy it is to take part in all the various activities and events.

Doing Small Homes Now

Mr. Kessler feels that an architect must first master the problems of the small home before he can go on to larger buildings. He is limiting himself to work on small homes, now.

"Eventually I would like to have a firm of my own", he added, stressing the fact that he did not want a large one. He feels that the individual character of a house, that which makes it one man's work and not another's, is lost in a large firm.

Incidentally, Mr. and Mrs. Kessler recently had their first child, a little girl named Suzanne.

Robert D. Leigh Gives First of
Lectures on CommunicationsFormer Teacher Returns
to Lecture

George Lundberg, former teacher of sociology here, was a visitor at the college for the past week, while attending the Second International Conference of Public Opinion Research at Williamstown. Since his departure from Bennington in the summer of 1945, Mr. Lundberg has been chairman of the Department of Sociology at the University of Washington. He is at present organizing an opinion polling agency there, which was created by the last state legislature. The noted sociologist, Stuart C. Dodd, who is at present Co-



Mr. Lundberg (driving) and friends

Chairman with George Gallup of the Williamstown conference, will head this new agency.

Mr. Lundberg, author of "Foundations of Sociology" and many other works, has recently had published a book entitled "Can Science Save Us?" and several articles. One which appeared in the Scientific Monthly of May 1947 entitled "Senate Ponders Social Science", was a review of the Congressional hearings on the establishment of the National Science Foundation. His latest article, "Sociology versus Dialectical Immaterialism", appears in the September issue of the American Journal of Sociology.

Rec. Council Plans

The new Recreation Council is composed of three students and special ad hoc committees will be added as the need arises. At its first meeting last week, suggestions from the community submitted for recreational activities during the coming year were discussed, and some plans were made.

Tournaments and Movies

A singles tennis tournament has been started with about forty students participating. The possibility of holding an inter-house bridge tournament was discussed but no definite plans will be made for this contest until the tennis gets under way.

There will be movies shown in the Theatre or Carriage Barn every few weeks on Saturday nights. Mr. Belitt, pro tem chairman of General Meetings, is planning to get some worthwhile foreign films as well as outstanding American films for showing.

Formal Dance

The date for the formal dance has been tentatively set for Saturday, November 1st. The theme for the dance has not yet been decided but several suggestions have been discussed. The committee for the dance will be greatly enlarged. Anyone who has artistic ability or is interested in

(Continued on page 6)

On September 4th, Robert D. Leigh, the first president of Bennington College, gave a talk entitled "Our Press, Radio, and Films—a Private Business or a Public Business?" Mr. Leigh was director of the Commission on the Freedom of the Press, and was co-author of the publication **Peoples Speaking to Peoples**.

Mr. Leigh defined the purpose of the Fourth Estate, originally meaning a branch of the government, as dissemination of "information, enlightenment and instruction". One of its functions is to give an account of the day's events. There are two approaches to this project. One is the "dehydrated news" approach, which endeavors to gain the utmost objectively in reporting. The other assumes that pure objectivity is impossible, and that a publication is chosen deliberately by individuals as an "agent of partiality".

The "expression and exchange of ideas" comprises the second function. Here the conflict lies between those who hold with the organ of a single policy and those who require varying opinions on an important issue. Through a device such as the forum, the radio has been a pioneer in the second approach.

Television Portrays Foreign Groups

The third function deals with providing a representative picture of foreign groups. Television is a potential organ for this function, and many students of communication believe it will effect a noticeable change in the stereotyped impressions and help to create respect for the group in question.

The fourth function was briefly stated as the dramatization of the values of our society as a whole.

In the United States the public service of mass communication is carried on largely by private business. Several challenges to this system have arisen. One is the question of whether an organ which carries advertisements and amusements is qualified for straightforward reporting. Another challenge is the development of communication services into large units. For instance: Only one-twelfth of our cities publish newspapers that are not under monopolies. This fact is used as a major criticism of United States communications by other countries. Mr. Leigh pointed out, however, that there was little probability of an overall monopoly in this area.

Another challenge to the system points out its tendency "to develop a uniform target of a maximum audience". In such a situation sensationalism becomes important "to the detriment of solid statement". An interested, serious minority is overlooked in this policy.

In order to solve some of these problems, Mr. Leigh suggested partial government dissolution of press concentrations by supplementing the work of private enterprise and competing with it. He also suggested the organization and collection of outside criticism from informed sources.

A panel which included Marilyn Lord, Marilyn Carlson, Eloise Moore, Mary Lou White and Felicia Warburg led the discussion following Mr. Leigh's talk. The Committee on General Meetings has planned a series of lectures on the subject of communication. In the future there will be talks by authorities on radio, films, books and newspapers.

THE BEACON

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Lay-out Ruth Livingston

Editorial

Last term, the Bennington Recreational Council endeavored to find out what the students wanted in the way of entertainment. A questionnaire was circulated and the results were recorded and discussed by the Rec. council. Plans were outlined last spring in order that entertainment activities could begin early this term. Recreational council members are to be commended for their success in giving the students what they asked for.

Part of the success of this council can be attributed to the response of the student body. Interest in the Rec. council was first indicated by the students' conscientious election of Rec. council members. Then, the students contributed worthwhile suggestions and criticism, thus giving the council material with which to work. It is only when the individual loses interest, and refuses to accept the responsibility that is rightfully her's, that such organizations as the Rec. council, the Co-op store, The Beacon, the Silo, etc., become ineffective.

The Rec. council's extensive plans for this term also indicates their eagerness to cooperate with you and to follow your suggestions. The council functions in terms of student expression, and it will continue to fulfill its function only as long as it has the support of the students.

E. S.

After They've Gone

Engaged:

Alice Robinson to Remsen Lefferts
 Byrd Symington to Thomas Collier
 Platt, 3rd.

Elisabeth Marion Evers to Theodore
 Armstrong Griffinger.

Katherine Burke to Gordon T. Get-
 singer.

Katrina Van Tassel to Tom Taylor
 Wuerth.

Carol Stettinius to Ogden Chenault
 Gorman.

Edith Ames Stevens to Albert Mil-
 lerd Sheldon.

Ruth Kieser to Harry Bevinger
 Mitchell.

Patricia Coombe to Asa Shiverick,
 Jr.

Holly Appel to Spencer V. Silver-
 thorn, Jr.

Mary Catesby Jones to Dr. Richard
 Lord Riley.

Married:

Ann Hester to Leonard Robert
 Kennedy (July 26).

Mary Marshall Otis to Robert Hanks
 Hivner (July 17).

Elizabeth Peabody to William Wes-
 ley Jacobins (July 20).

Leslie Denman to Lawrence Collins
 Smith (Sept. 6).

Eleanor Gregory is now in the chor-
 us of **Finian's Rainbow**.

Felicia Warburg and Sue Bangs are
 filling the recreational council positions
 vacated by Janet Rouse and Jane Cole.

"I Guess I Hate Strangers"

Has anyone seen my old friends of
 last year? No? Well, I don't wonder!
 There are twenty new freshmen in my
 house, and I can't seem to find any of
 my classmates. Oh heavens no, I have
 nothing against freshmen, but there
 are a few gripes I'd like to thrash out
 here and now, before the term gets un-
 der way:

1. **Community Living.** At the date
 of this writing, I am sharing a suite
 with eight other girls. Between us,
 we have three wash rags, four tooth-
 brushes, one cake of Lux, an old bottle
 of calamine lotion, a new pint of Four
 Roses, and little compatibility. Ha-ha,
 you say; laugh it off. Mother used to
 tell me to count up to ten, and my an-
 ger would disappear. I've been count-
 ing up, beyond the dreams of Mr.
 Kaiser. Mother, where are you now?

2. **Getting-to-know-the-Girls.** Each
 of these twenty freshmen has a nick-
 name, and is very hurt if I forget it.
 These tags range from Crunchy to
 Pugsie, and are slapped on at the
 slightest provocation. Last I heard,
 seven of them had adopted the names
 of Disney's dwarfs. I guess it wouldn't
 be so bad if they didn't have beards.
 And I draw the line when they start
 calling the house chairman Snow
 White.

3. **Wardrobes.** They have the gall
 to fie at my sloppy old clothes and
 shake their fists (draped to the should-
 er in dolman sleeves) through my trans-
 om. One freshman charged into my
 room, to ask me if her blue jeans were
 exactly fourteen inches off the floor.
 I really didn't mind until last Wed-
 nesday, the day it rained. From across
 Commons, I watched a swaying group
 of cloaked and hooded figures advanc-
 ing through the mist. Panic stricken,
 I hastened to the barn to report Ku
 Klux Klan activities on campus. But
 no, foiled again. (Readers, check with
 recent Vogue, Mademoiselle, Seventeen,
 and Glamour.)

4. **Social Activities.** But this has
 got to stop. About ten Williams boys
 pause at my room each day, and when
 I look up and try to pull them in, they
 say "scuse me, I was looking for the
 new girl in room five."

Heh. You all know I'm really kid-
 ding, so don't take this all too seriou-
 wait a minute... come back here with
 that typewriter!

H. F.

Remarks on the So-Called
"Educational Problem"

by Ernst Levy

Why is there so much talk about ed-
 ucation and "The Educational Prob-
 lem"—Why is the subject brought up
 again and again—Why, again and
 again, is the solution proposed merely
 tantamount to a restatement of the
 problem—Why, then, insist that never-
 theless, the problem must be faced—
 What's the use of facing problems—
 facing them, period? Problems—Prob-
 lems—We have the frenzy of looking
 for problems, of stating problems, of
 discussing problems—Would we had
 some passion for finding solutions—
 the courage not only to face problems,
 but to face them in order to solve them!
 Problems are no end in themselves. If
 they are treated as we have at this
 time a predilection to treat them, they
 become pets. Too often it looks—in ed-
 ucation as in politics—as if we were
 nursing the problems in order to avoid
 a solution.

This attitude is not the outflow of
 a superior wisdom and of the serenity
 conferred by such, nor of a spirit of
 tolerance, also generated by a superior
 wisdom. It is a sign of confusion; it is
 a symptom of weakness of the creative
 power. That we live in an uncreative
 age there can be no doubt. There is
 confusion everywhere about everything.
 Belief is weak; conviction is weak; ideas
 are weak. The spiritual "vitamin de-

c/o R. S. V. P.

Letter Box

It seems to me that Mr. Lundberg
 uses the word "discrimination" in a
 sense so broad as to obscure the issue.
 We all know very well what the term
 in its pejorative sense means. When
 I prefer beef to mutton (which I do),
 I am not discriminating against mutton,
 although some people (those who
 share my preference) will say that I
 have a discriminating taste. When I
 feel attracted toward one particular
 person, I am not discriminating against
 the rest of humanity. When I like to

efficiency" is so great that any manifes-
 tation of brute or even diabolic force
 will command respect and find adora-
 tion, although it be but a caricature
 of creative power. Spiritually starved
 people will be driven into the fangs of
 totalitarianism, which is a cheap
 "Ersatz" for a real idea.

We react against that. We believe
 in confusion. We believe that ideas,
 truths, actions will spring up from
 confusion. We consider confusion as a
 sort of necessary and desirable pre-
 creative chaos, as some sort of "Ursch-
 leim". I don't deny that it might hap-
 pen to be true. I want to say, how-
 ever, that it is not necessarily so, and
 we all know it. There is left out of cal-
 culation another kind of chaos that
 must first have experienced creation,
 that must have gone through the act
 of harmonization, before any result can
 be expected from creative convulsions
 of the greater chaos; that other kind
 of chaos is within us. The process of
 clarification must first have gone on
 within ourselves before we can embark
 upon discussion with others. Don't
 ever expect an idea to spring up from
 a discussion between persons who go to
 the meeting without an idea of their
 own! If I have to propose definite so-
 lutions to the economic problems, I
 might go to an international confer-
 ence, and I might carry the assembly,
 or somebody with a better idea (or one
 that seems better at the time) might
 carry the assembly. But if nobody has
 an idea, there is no use for the gather-
 ing. Never anything worth while will
 come of it. It is only on the flint of
 one's hard convictions that the sparks
 of other ideas will be generated.

In strong eras people do much, and
 talk little about what they are doing;
 or when they talk about it, they talk
 as workmen do about their job. Weak
 eras are bustling; people are creating
 little, but talk a lot. We talk a lot.
 Especially, we like to talk in meetings.
 We like to know other people's opin-
 ions. It frees us to a large extent from
 having to think for ourselves. We
 hope to get at the core of the things
 by this way, or, at least, to get at the
 opinion the majority has of the core
 of the things.

But hark! Majority! There we have
 something. There we have at least
 something in which the majority seems
 strongly to believe. Here is the basis
 of democracy—the reign of the people,
 that is, of the majority. Here, at last,
 we have a strong, a hard conviction.
 We all agree, of course, that the uni-
 versal vote is not only the foundation
 of democracy, but is democracy. We
 also agree that democracy is desirable.
 So, then, we believe that the greater
 number—the majority—should be
 made happy in having it their way, for
 that is what the reign of the majority
 means, isn't it?

We agree. Yet, here we begin to feel
 a little uneasy. As long as "happiness"
 means good houses and cars and ice-
 boxes and radios ("worth fighting
 for"), as long as, in other words, ma-
 terial comfort and practical tools are
 concerned, there is no doubt whatever
 about the validity of the opinion of the
 majority. We all want these things.
 It is not even necessary to grow up
 when it comes to that: children want
 these things, too. Now all this can be

talk to people of certain professions I
 am not discriminating against other
 professions. When a hotel is asking
 ten dollars for a room and I can only
 spend five, the hotel is not discrimi-
 nating against me. I would even say
 that when an educational institution is
 so expensive that I cannot afford to
 send my children there, that institution
 is not discriminating against me. (The
 question whether or not it be the duty
 of the commonwealth to provide equal
 educational opportunity for all does not
 come in here.) All these instances,
 then, do not fit under the heading "dis-
 crimination". Discrimination is a com-
 plex of emotions, opinions and actions
 based on a prejudice which we reject in
 the name of a spiritual postulate.

I don't know how many instances of
 discrimination there might exist. Clearly,
 however, when today we speak of
 discrimination in this country, we mean
 above all that pertaining to religion
 and race, to which the above definition
 applies. I fail to see the good a sci-
 entific or pseudo-scientific research will
 procure. We have unfortunately more
 evidence than anybody would want as
 to the ultimate effects of discrimina-
 tion against so-called minorities. Dis-
 crimination is an evil and has to be
 fought. I don't see at all why it couldn't
 be branded as a crime. Things infin-
 itely more harmless actually are—
 things more harmless than discrimina-
 tion, that peace-time variety of perse-
 cution and civil war.

Ernst Levy

Dear Editor:

As two of the lazier members of the
 Bennington Community who though
 interested in lectures, find their limbs
 weary after that up-hill trek to the
 Carriage Barn, we have begun to wonder
 if it is necessary to hold all lectures
 there.

The two undersigned understand the
 fire regulations applying to the theater;
 but we were also led to under-
 stand that the rule applied to 300 per-
 sons. However we have not noticed
 300 eager intellects attending lectures.
 Whenever 300 members are anticipat-
 ed tickets could be issued. We assume
 that this has worked out satisfactorily
 in the past.

Could it be that the drama depart-
 ment has a priority on the theater?
 Yet, we're sure the drama students
 would be willing to give it up for at
 least four hours a month for two lec-
 tures.

Now we're modern people and we
 don't believe the Administration holds
 to the idea that hardships are good for
 the students. Perhaps someone could
 explain to us why it is necessary that
 we continue this combination of physi-
 cal and mental exercise.

Elizabeth Ahn and Joyce Fondren

(L) FRESHMAN STROLLS WITH "OLD" STUDENT



(Continued on page 6)

Report on Summer Counselling Job

The day after I arrived at Camp Forest Lake in New Hampshire, a large truck picked up twelve of us and drove us over a rocky, winding road to Rabbit Hollow, the boys' camp. We were going to build a dam. It was two days before the children were due to arrive and the dam had to be finished so that ninety-five colored boys would have a place to swim. We worked all day and half of the night with a rusty cement mixer, water and a dozen truckloads of sand. Not one of the 12 boys or girls, who had come to be counsellors, had ever built a dam before. There are not many courses given in dam building. None of us knew each other. Some of us had never worked with colored people before. We finished work by eleven-thirty at night and by the time I got back to the girls' camp, exhausted and cement-stained, I knew that this was going to be an experience unique from any I'd had before. I knew it was going to be one of the toughest and one of the most wonderful. I wasn't disappointed.

First of all there were the counsellors—12 girls white and dark, from a grammar school education to an A.B. degree at Wells College. There was the camp itself—a couple of old tents, eight cabins the counsellors had built in years past, a lake surrounded by pines, a dining hall with hand-built tables and benches and a wide field the kids called a baseball diamond. There was limited equipment—no bathrooms, no hot water to wash in, not enough athletic materials. The kitchenware supply was limited and the food starchy. There were the children—95 colored girls from New York. Some of them came from happy homes, some from orphanages, some from broken homes, some from alcoholic homes. Some of them had never seen a cow, some had never been swimming. Some of them were tough, some were scared, some were delinquents, some only know how to talk with their fists. Some were almost impossible to handle when they came, and left, completely different people. There were times when I felt so hopeless I didn't think it was worth the effort. But there were times when one out of maybe twenty children understood what I was trying to teach all of them and left the camp with a new outlook, new courage and faith in how to live. That made anything worth the struggle.

The first few days were the hardest. I was petrified of my nine 12-year-olds who were all bigger than I. They didn't feel too kindly towards me either. And for awhile all ten of us weren't very happy. One night after I'd been slinking around trying to justify my own existence all nine of them ran up to me and demanded a game of dodge ball. After a wild and noisy session of trying to get them organized into a team, we discovered there was one man short. Desperately, I gasped that I would play. They looked at me suspiciously and warily consented, expecting, of course, that I would disgrace them all. It's a funny thing. In grade school and high school I was rather poor at athletics in nine out of ten games. The tenth was dodge ball. After the game I was led by cheering, devoted children back to the tent. I had conquered. They were mine. Every two weeks the old

Bennington President to be Inaugurated Saturday, Oct. 4

Bennington College will inaugurate its new president, Dr. Frederick Burkhardt, at a ceremony to be held on the College campus in Bennington on Saturday afternoon, October 4, it was announced today by the chairman of the board of trustees, Mrs. George S. Franklin.

Because of the limited physical facilities available, only institutions of higher learning in the New England area will be invited to send representatives to the inauguration. Gov. Ernest W. Gibson of Vermont will speak at the ceremonies on behalf of the state and Dr. John Sloan Dickey, president of Dartmouth College, will be spokesman for the New England colleges and universities.

Addresses will also be given by the noted author, Dorothy Canfield Fisher of Arlington, who will speak on behalf of the "community"; by Dr. George Clark Sellery, emeritus dean of the College of Letters and Science of the University of Wisconsin, and Dr. Burkhardt.

Mrs. Hall Park McCullough of New York and North Bennington, is chairman of the committee planning the ceremony, and Mrs. Franklin will preside at the occasion. Guests of honor will include all former trustees and donors and the original founders of the College. The inauguration will be held out of doors at 2:00 p. m., and will be followed by a tea for all guests.

Mr. Burkhardt joined the faculty of the University of Wisconsin in 1937 and became an assistant professor in 1941. From 1942 to 1946, he served with the Research and Analysis Branch of the Office of Strategic Services, as a lieutenant, senior grade, in the United States Navy. He carried out a number of strategic missions in the Balkans and Germany, for one of which he was awarded the Bronze Star Medal. In

group of campers left and a new group came. I always felt closest to that first group. The next five weeks after the dodge ball game went smoothly. Smoothly? Well, there was the time we had a cook-out and everyone dropped their hamburgers in the fire. There was the time it rained through our sleeping bags and we played hide and seek with a porcupine at 3:00 in the morning. There was the time we were chased off a hill by the owner of that property because the kids weren't the same color he was. And of course the time the two campers ran away with my raincoat and brought it back wrapped around a pregnant rabbit. But the next five weeks after the dodge ball game went smoothly.

Despite the conditions and the equipment we kept the kids clean and fed and happy. It couldn't have been done unless the 12 girls, white and dark, hadn't done more than their job, hadn't thought of nine or more children before they thought of themselves and hadn't believed completely in what the camp was trying to do. On the very last day of the season, before boarding the bus to take the campers to the railway station, one of them said to me:

"Do you know why I like you?"

"No", I said, "why?"

"Because you're one of us", she said.

Ellen Denson

1945 he was brought back to Washington to direct the whole European Research Division, when the State department took over the OSS operation. He returned to Wisconsin in the fall of 1946.

Born in Brooklyn in 1912, Dr. Burkhardt was graduated from Columbia University in 1933 with honors in philosophy. He was awarded the Eureka J. Kellett Fellowship to study at Oxford University in England and received the B. Litt. degree there in 1935. He took his doctorate at Columbia in 1940.

The Bennington concept of a college with an individualized integrated curriculum for each student was developed under the leadership of Dr. Robert D. Leigh who served as Bennington's first president from 1932 until 1941. Seeking to educate students as individuals and as citizens, the college has pioneered in establishing broad basic study courses in scientific method, political economy, the arts, literature and humanities.

Reprinted from the
Bennington Evening Banner, Sept. 8, 1947

Mr. and Mrs. Richard Mills, booksellers, have moved from Bennington to New Haven. However, their annual sale will be held in the student lounge tomorrow, September 11.

Transfers

Statistics on Bennington's present enrollment reveal that this year's crop of entering students is one hundred and thirteen strong. Of this number sixteen do not come directly from high school, having either worked or attended other schools or colleges in the interim. Feeling that its readers would like to become acquainted with the various activities of these students, the Beacon is presenting some vital statistics on eight of them in the present issue, with a promise to do likewise for the remaining eight in the following number.

Gayle Bowman of Fort Bragg, California, and Katherine Anne Kingsford, T. K. Bar Ranch, Kirkland, Arizona, have both come to Bennington via Stevens Junior College in Columbia, Missouri. Gayle is not sure in what field she is going to concentrate, as she has a wide range of interests and was not required at Stevens to choose a major field. A lot of her time was spent in extra-curricular activities connected with the educational program. Although Stevens has a considerable number of rules, such as a "lights out" hour, prohibition against liquor and cars, Gayle does not feel that the change to the comparative freedom of Bennington will be a drastic one; rather does she feel that two years of college have prepared her to adjust quickly to new situations.

Katherine Anne has had only one semester at Stevens College, although she graduated from the Stevens High School, a two year program affiliated with the college. It was because she finished this course a half year early, that she was able to get in the semester of college work. Katherine Anne says she always wanted to come to Benn-

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Vogue and Vanity

the favored store
of the style-wise
College Girl

dresses - coats - suits
sportswear

Give your feet a treat

**Bostonian
and
Mansfield
Shoes**

ADAMS CLOTHES SHOP
"Shoes too"



THE JENNINGS' CRAFT SHOP

the Red House on
corner of South and Elm has
all sorts of HANDMADE things

FURNITURE

"Handmade by Thompson"

INTERIOR DECORATION

by

Blair Fletcher

GIFTS of every description

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Mr. Lundberg's Lecture

The battle of wits at the Carriage Barn Tuesday, Sept. 2, was, as most good lectures are, potentially frustrating. Mr. George Lundberg spoke on what he called some of the "neglected aspects" of that incendiary problem, minorities. The aspects he referred to are, as he explained, neglected because they are unpleasant; I think that much of the audience felt that we could, with justification, continue to neglect them.

There was an air of cleverness to Mr. Lundberg's lecture that made one wonder whether he had his tongue in his cheek. What he said made sense, but it made too much sense. It is very sensible to remind us that there are some pretty obnoxious people in minority groups, and that they are just as narrow-minded and prejudiced as we are. But it's also something we encourage ourselves to forget if we want to get anywhere trying to fight discrimination. It's a very practical policy for private schools and colleges to discriminate, selecting only a few of the choicest members of a minority group. But it's also the sort of practical policy we scarcely endorse for the future of decent education. Mr. Lundberg stated that college administration advocated scattering only a few rare specimens of a minority group throughout a college. He also stated that a policy of no discrimination would put the private colleges out of business. He said the alternative was discrimination or going out of business. What Mr. Lundberg glibly appeared to assume was that discrimination is an unfortunate but inevitable phenomenon that we cannot help but accept it as such. This was where I at least could not share Mr. Lundberg's objective attitude. When, during the intense question period, he described the Four Freedoms as "unreal, impractical and therefore a fraud", I thought it was time to drop practicality and try a little hope.

Sue Worcester

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The Informer

New students at Bennington usually have some pretty definite ideas about the College after a few days. Here are some of those ideas expressed by Freshmen from all over the country when they were asked the following question: "What are some of your first impressions of Bennington?"

Rosemary Lawrence (San Francisco)—I was very much impressed by the casualness and informality of everyone at Bennington. I like the fact that you're so much on your own. You can wear whatever you want to and never be out of place; do whatever you want to and nobody will act surprised. It certainly is beautiful country and a beautiful campus. Quite different from California, much greener.

Nancy Smith (Washington, D. C.)—I have found classes much more interesting than in high school. I am amazed at the number of people who sound as if they wanted to go to a country club. But by watching the upper-classmen you can see that people really want to work.

Pat Fitzsimmons (Garden City, L. I.)—I think that the informality of classes is an important part of Bennington. One thing that I noticed immediately was that everyone was surprisingly nice and helpful. I didn't meet a single person who wasn't friendly.

Joyce Berger (Omaha)—I like the country particularly. It's neither mountains nor plains, but a combination. I like the apple trees, or to be more exact, the apples. About the college itself, I am impressed with the informality of the teachers and the fact that you are not pinned down in any way. Along the same lines I've noticed that the upper classmen and particularly the seniors don't lord it over you as if they were God.

Phyllis Meili (Scarsdale, N. Y.)—If you've been to a conservative school, the Bennington program comes as quite a shock; the way you have very few classes and a lot of free time in which to plan your own work. It seems to me that this is a very good idea. The only way to teach people how to work is to leave them alone and let them learn from their mistakes.

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BELTS

Incidentally, it's wise to start planning your Christmas gift list. For girl woman, or man, it's hard to find a nicer present than a belt by Calderon.

Faculty Art Exhibition Reviewed

The exhibition of work done by the art faculty now on view in Commons is the first show of its type held in several years. It is a group show composed of work of the faculty in each department within the art division, and provides variety from the usual one-man show to which we are accustomed. The work exhibited shows competence as far as craftsmanship is concerned but is lacking in excitement.

Mr. Feeley's three paintings stem from the Cezanne tradition. His over-careful consideration of the elements which have gone into the painting, such as the close color harmonies and the play of light and dark, have an unresolved quality about them; he has sacrificed any attempt at daring in order to achieve competence in pictorial form.

Mr. Shapiro's most successful work on exhibit is found in the two cover designs for record albums. Here he shows an understanding of the problem of layout, of light, dark, and middle tone patterning. He has not been able to carry this over and adapt it to the pen drawing for Thomas Wolfe's novel "Look Homeward, Angel" in which his light, dark, and middle tones are spotty and are not resolved into a large design. The drawing in this work also falls short of that on the Argentinita album. As a comment by the artist, the small etching, "Europe, the Jest", lacks the conviction demanded by the subject. It is, however, interesting to note the variety of approaches Mr. Shapiro has used, depending upon the medium and the audience toward whom the work is directed. In this sense Mr. Shapiro has most successfully adapted the art form.

Mr. Holt's contribution is a departure from the other work on exhibit in the

utilization of various unusual materials. His construction with eggs is a very colorful, imaginative and quite delightful piece. The encaustic on wood is reminiscent of some of the South Sea Island art. Along with these two pieces is his painting. Although more serious, it still retains something of the quality of the other two. His work is characterized by a playful handling of shapes, and what various colors will do to them.

Mrs. Moselsio's ceramics show a high quality of craftsmanship. The vases display some very beautiful and rich coloring and interesting textures. The shapes are pleasing but conventional. Mr. Moselsio has adapted his sculpture to the materials he is working in to a most successful degree. The mother and child figures have an honest simplicity about them which is not found in the more conventionalized figure and torso (although the lower half of the torso does show the simplicity found in the mother and child figure). The figure and torso seem forced into a stylistic convention. The sculpture does have pleasing rounded forms, although they are not fully exploited and picked out by contrasts. The lighting has been utilized to the best advantage but due to the limited equipment and space, the sculpture does not have the setting necessary to show it at its best.

Mr. Kessler's blue print looks most competent and functional. It is too bad that the kodachromes cannot be seen better. His drawing of the living room is marked by cold facility and precision.

Carol Vreeland has replaced Janet Rouse as chief fire warden on campus.

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Macbeth Presented at Williams

by Solange Batsell

On August 28th, 29th and 30th, the dramatic department of Williams College presented *The Tragedy of Macbeth* by William Shakespeare. This was the first time that the curriculum of Williams had been extended to give academic credit for work in drama. For David Allen Traylor, both the principal actor and Production Manager, it was the culmination of two years' independent study of the play, and counted as his honor thesis for graduation from Williams. The credit



David Allen Traylor

he is getting is based on the production itself and on essays written on research. Stuart Jacobs, the Stage Manager, will also get credit for the production and for the semester's work he has just concluded on the methods of Elizabethan staging. Mr. David C. Bryant, of the Adams Memorial Theatre, supervised the project with the assistance of Associate Professor Roy Lamson of the English Department, advising on research.

David Traylor cut quite a few of the

scenes which are usually included in the production of *Macbeth* and combined the whole play into two acts instead of the traditional five. The staging of the play was done in neither the Elizabethan nor the realistic manner, but as a compromise between the two. David Traylor outshone the rest of the cast by far. He succeeded magnificently in sustaining the character of *Macbeth* and in keeping in the mood and tempo of the scenes throughout the play. This last virtue was sadly lacking in most of the other players who were often completely out of character and place and caused a disturbance of atmosphere which prevented the particular mood desired, from getting across to the audience.

Another point in which Traylor, and Helen Byrne Kelly, who played the part of Lady *Macbeth*, outdid the other actors was diction. The speeches of the witches were particularly bad in this respect—only vague mumblings about toil and trouble could be heard. Most of the other minor characters had a tendency to recite their speeches in a dry, unclear manner, without any meaning. David H. Nash, the *Macduff* of the production, delivered some very powerful dialogues which rated far above the other secondary actors'.

On the whole, the play deserves a great deal of praise. It must be taken into consideration that the cast of 30 had to be picked from some 400 Summer School students, none of whom had had much dramatic training. By accomplishing what he did under these conditions, Traylor showed himself to be a talented, persevering individual. He would like to go on Broadway after he graduates, and, with his qualities, he should indeed succeed in the theatrical world.

Though Helen Byrne Kelly had a tendency to overact in some parts, her acting was technically indicative of previous training. She majored in drama at Smith from which she was graduated Phi Beta Kappa.

It is to be hoped that Williams College will continue this new experiment, enabling more drama students to combine research with a final production of the play.

Transfers

(Continued from page 3)

ington, having heard about it from a friend. Her major interest lies in literature.

Another Katherine, Katherine Elizabeth Edwards, who prefers to be known as Katya, graduated from Holton Arms before completing her freshman year at Sweet Briar, both a long way from her native El Paso, Texas. She became interested in progressive education through her roommate at Sweet Briar; the latter is also a new student at Bennington this year. Katya is a potential physics major and is consequently taking a heavy program of science courses.

Inge Chwang left China at an early age because her father, who works for the Chinese government, was ordered to Berlin. She studied at the Lyzeum, an elementary school in Berlin, for about three years. With her parents and younger sister, Inge was on her way back to China when Pearl Harbor forced the Chwang family to America. They settled in Washington, D. C., where Inge attended high school and the first two years of George Washington University. The latter she found to be terribly crowded. Bennington, recommended to her by a friend, constitutes "quite a change". Inge plans to major in Foreign Affairs and continue to study languages.

From twenty-three thousand students of the University of California at Los Angeles to a mere three hundred and some, is the change made by Joan Swafford of Pasadena, California. Joan was a student at UCLA for two years and says she fears the enrollment there may be even larger this year. Before coming to Bennington, Joan had never lived in the East before. She would like to major in political economy here and go to Europe in the near future.

Bennington's art department is the primary reason why Maribel (Mickey) Asher from Kansas City, Missouri, decided to come here after graduating from Pine Manor Junior College in Wellesley, Mass. Needless to say, she is a potential Art major. Mickey's earlier education consisted of two years of public high school and two at Barstow, a private school for girls in Kansas City. She enjoyed Pine Manor, but found the atmosphere "a little boarding schoolish". She would like

to graduate from Bennington in two years.

Allegra Fuller is temporarily halting a rapidly progressing career in Ballet to come to Bennington, although she in no sense considers this move a "sacrifice". Her main purpose is to broaden her approach to dance in particular, and her whole range of knowledge in general. She feels that being with a group of people who eat, sleep and talk ballet exclusively is likely to become a limiting experience. Allegra has been out of school for two years, having attended Dalton and graduated from Miss Madeira's. In the interim, she has studied intensively at the American School of Ballet under Balanchine and other leaders in the dance world, and at the same time, held a part time job assisting Dr. Amberg in the Theatre Arts department of the Museum of Modern Art. One of her jobs was to do research for Dr. Amberg's forthcoming book on ballet in America. Last year, she participated in Ballet Society's first season. This organization, a new and experimental one, sponsored the original presentation of the now famous "Medium" and "The Telephone".

Upon graduation from Holton Arms, Sherry Walker did office work at the school for one year. She became a full-fledged sixth-grade teacher for three days when the regular teacher was absent. Needless to say, she found these three days constituted "quite an experience". She became interested in Bennington when she learned that there was no rigid program of required courses; too many requirements in high school made her feel that she was becoming "too dependent". Her main interest is literature, although she says she might change her mind. Greek mythology has always had a strong fascination for Sherry, and consequently she is studying Greek at Bennington, with the intention of someday visiting Greece.

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Changes in Co-op Board

(Continued from page 1)

to remain. The other candidates will be two students from the first-year class, one from the second-year class, and one from the third-year class.

Exhibits

Exhibits and sales held in the Student Lounge are under the supervision of the store board. Mary Walsh, manager, has released the following tentative schedule:

- Sept. 9—Vogue and Vanity
11—Richard Mills, books
15—Calderon, belts and bags
18—Leopold Feldstein, tweeds and sweaters
22—Fashion Fair, clothing
25—Blue-Brown Shop, kilts
30—Honigsbaum's, clothing
- Oct. 2—Mrs. Gordon Vail, yarns
7—Jessie Wood, clothing
9 & 10—Arts & Crafts Exhibit, student and faculty
13—E. L. Nichols, clothing
28—Vogue and Vanity
30—Andre, ski clothing
- Nov. 3—Fashion Fair
6—Mrs. Gordon Vail
10—English Sports Shop
11—Arts and Crafts Exhibit
13—Winifred Mason, copper jewelry
18—Honigsbaum's
20—Second Hand Rummage Sale
- Dec. 2—Gift Box, jewelry
9—Mrs. Gordon Vail
11—Richard Mills

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Remarks on the So-Called "Educational Problem"

(Continued from page 2)

bought with money. So we all want money, as much money as possible, and we agree that a decent minimum ought to be everybody's least share. On this level, therefore, we can say that we must give the people what the people want. We are part of the people; we want the same things; we invent, manufacture, offer the things everybody wants. Human interest, on the material, physical, practical level is universally concordant. No "higher education" is necessary to appreciate the advantages of plentiful and decent food (I am not so sure about refined cuisine!), thermostats, iceboxes, telephones, airplanes. No special college courses are necessary to persuade people to aspire towards possession of an automobile. It doesn't need a 'stimulating' teacher to develop the idea that 'making money' is a useful pursuit. It is no less obvious that the professions which contribute to that life of greater wealth and greater comfort, to "bigger and better"—and, should we add: "speedier" living, are understood and approved and sought by all of us . . . provided, let us insist on this, that they serve an immediate practical purpose. The laboratory of the man who was interested in theoretical physics had been pretty poorly endowed till the day (it's not so very long ago, after all) it appeared that atom-splitting was no hair-splitting and that it was not "merely" theoretical. Instruction in the various fields of science, especially when technologically tinted, is therefore widely understood and approved.

Does education come in at all, on that level? It does, in a certain sense. Man is a social animal, as the saying goes. If he were but that, he probably would have definite instincts like bees or ants, and there would be no necessity of education. Also, man is in some respects quite inferior to animals, inasmuch as he is utterly helpless for an amazingly long period of his babyhood and early childhood. Also, while a lion will become a perfect lion even without any lions around him, once he has been carried over the very first period of helplessness, man, under similar conditions, will remain a monstrous, four-legged, miserable being. In other words, every individual has to be made man, and this is done by education. The term

is a beautiful one: it means "leading out"—namely, out of a primitive condition—out of barbarism. We see that in this first meaning education comprises everything that contributes to make a human being out of what first is but a helpless animal. The most important acquisition, besides the upright posture, is, of course, speech, which is the very foundation for all further accomplishments. Another educational activity sets in nearly simultaneously. It consists in trying (I am being cautious and modest) to form habits such as would enable baby's contemporaries immediately surrounding him to go on leading decent lives—or let's simply say: leading lives. You know what I mean. It's an act of self-defense on the part of the parents. Now if we look a little closer at these examples of early education, we will find that they represent instances of two different series of educational actions. The first series comprises all the individual acquires—knowledge and skills—that is useful to him as an individual. The second series comprises all the individual acquires that is useful to him as a social being (not animal!). To begin with, all the elements of the first series are positive, and of the second series, negative, as seen from the individual. We know that the struggle between individual and society begins right there, and that the quest of a synthesis is one of the great issues of humanity. In looking at our examples, we may also see that all of the first series' accomplishments pertain to knowledge and skills, and all of the second one's to what we would call "civic virtues", which, being engendered by social necessities, in order to avoid "bellum omnium contra omnes", may be considered as belonging to a lowly chapter of ethics.

(This is the first of three instalments. The second will appear in next issue.)

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Rec. Council Plans

(Continued from page 1)

working on dance preparations, should inform the council if she'd be willing to serve on this committee.

Last year the Rec Council sponsored an open house for Bennington freshmen to meet Williams students. Because of its apparent success, the Council is considering another one this year. It will probably be given one of the first weekends in October after fraternity rushing is completed.

Field Hockey

Last fall the Council sponsored an informal "rough and tumble" field hockey game with the Zeta Psi house of Williams. It seemed to provide many laughs for the spectators (along with a few minor bruises and broken bones for the Bennington team). This year Bennington has again challenged its victors. They have accepted with alacrity and promise to limit their field tactics in accordance with the rules. Anyone who has played a fair amount of field hockey will be needed.

The Recreational Council will welcome any further suggestions.

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IT HAPPENED IN BROOKLYN

Frank Sinatra, Jimmy Durante, Kathryn Grayson

Tuesday, Wednesday, Thursday, Sept. 16, 17, 18

THE ROMANCE OF ROSY RIDGE

Van Johnson, Tom Mitchell, Janet Leigh

Friday, Saturday, Sept. 19, 20

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UNEXPECTED GUEST**

Gloria Henry, Michael Duane
Hop-a-Long Cassidy

Sunday, Monday, Sept. 21, 22

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Gene Kelly, Marie MacDonald

