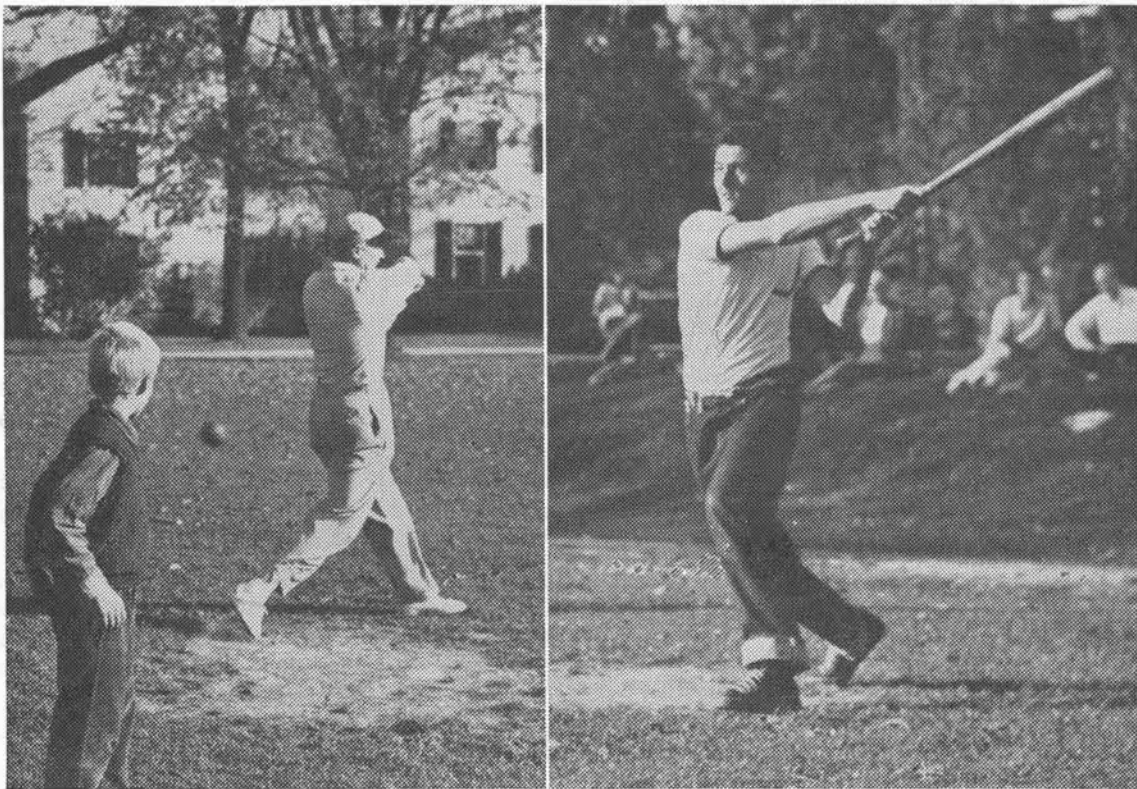


Students Down Faculty, 8 To 5



Faculty Stars: Thomas Brockway and Howard Nemerov

On Sunday, October 8, the faculty baseball team met their match. Mr. Ford was captain of the faculty team, Babs Pavell captain of the student team and Mr. Sundgaard refereed with occasional cries of "kill the umpire" from the sidelines. It was anybody's game for a long time and things really looked gloomy for the students when Mr. Aaron replaced Mr. Brockway as pitcher. Luckily, though, Mr. Aaron had an appointment elsewhere after having pitched only one inning and had to leave—the student team was heard to breathe a sigh of relief. Ted Goodman distinguished himself by playing two roles at the same time, that of outfielder and photographer, his dog meanwhile devoured ice cream cones which he snatched from unsuspecting children. All in all it was a very good game and from an onlooker's point of view it seemed that everyone had a good time, spectators as well as players. The student team, no doubt, will be pleased to accept another challenge from the faculty team and give them a chance for revenge.

Anthropology Class Studies Williams

By Pat Okoshken

A recent assignment of Mr. Hall's Cultural Anthropology class was to make a study of the behavior patterns of either Williams College or Bennington College. This is the first in a series of two articles and shall deal with some of the findings of the group that chose to study Williams. It might be well to mention that the reason for this choice was not as obvious as it might appear. The general feeling was that being as much a part of Bennington as most students are, the perspective would be lost and an objective view could not be taken. We here at Bennington see Williams as a social group, not as a structural organization equally if not more complex than our own.

The group divided itself up into sections which set out on different tangents, hoping to arrive at some cohesive conclusions. One group studied the fraternity system from the point of view of the boys themselves, another the same subject from the point of view of the faculty. Still another chose to study the student government, etc. A survey of this type was an entirely new endeavor for most, having had very little training in the social sciences. It must be expected, therefore, that the findings are not necessarily accurate or in keeping with the correct form of an anthropological study.

One of the issues under discussion at Williams at this time was the fraternity system. The college seemed quite concerned over the problem of whether or not to abolish it completely, or to modify it to some extent. The fraternities at Williams play a very important part in the college life and their dissolution would completely change the entire social set-up.

Having only scanned the other reports I can speak only for myself. Rather than ask the students

(Continued on Page 4)

Vermont Forums To Debate On Communism

"Are we using the right methods to combat Communism" will be the question under debate when the Bennington chapter of the Vermont Forums holds its first meeting next Thursday evening, October 19, at 8 o'clock in the high school auditorium. The two featured speakers for this opening session in the current series will be Colonel Timothy R. Murphy and Dr. Clyde Miller, both of New York. As in all meetings sponsored by the Forums, however, an important part of the program will be the open question period when those in the audience will have their chance to participate.

Colonel Murphy, a chemical warfare specialist whose military career has included two years as a provincial military governor in South Korea, is at present military adviser to Arthur Wallander, civilian defense director for New York City. Dr. Miller, an authority on psychological warfare, is well known for his lectures at Columbia University, for his book, *The Process of Persuasion*, and for his frequent appearances on radio panels such as the Chicago Round Table, the People's Platform and NBC's Educational Forum.

Advance reports from Rutland, where the above speakers debated

(Continued on Page 2)

DANCE WEEK-END TO BE MASQUERADE

The vote recently taken in house meetings was close but final in favor of a masquerade rather than a formal dance for Saturday night of Dance Week-end, November 3, 4, and 5.

All students are cordially invited to the dance which is taking place on a shipwreck under water. Rec. Council requests that girls and their dates attire themselves in something which will fit in with the setting, (e. g. mermaids, pirates). Further details concerning the program for the Week-end will be given next week.

Eva LeGallienne At Williamstown

Suki Rayner, Nan Offray

On Wednesday night, October 11, Eva Le Gallienne presented scenes from Shakespeare, Congreve, Goldoni, and Ibsen at the Adam's Memorial Theatre in Williamstown. The production was performed informally and with a minimum of theatrics. Miss Le Gallienne dispensed with costumes, scenery and elaborate props; and all scene shifts were carried out in full view of the audience. The program began with an informal discussion of theatre and its objectives. Miss Le Gallienne strongly emphasized audience-actor communication, and the responsibility of the audience in this relationship. With great charm, and some bitterness, Miss Le Gallienne expounded on the "evils" of movies, television, and radio in contrast to the value of performing for a "live" audience. She is a personality of tremendous vitality and grace.

Miss Le Gallienne selected the death scene of Catherine of Aragon. She was assisted by Kendall Clarke, Freddie Rolf, Nan Marchand, and Theodore Tanley, all of whom ably supported her throughout the remaining five scenes. Miss Le Gallienne's interpretation of Catherine was disappointing. The weakness in the performance lay in her characterization of Catherine. She lost the tired, aged, quality after her entrance, and unsuccessfully tried to recapture it throughout the remainder of the scene by the use of externalization and hackneyed, stock, body movement. Her interpretation lacked a certain warmth and spontaneity. But the instrument with which Miss Le Gallienne performs is highly perfected. Her timing, diction, and the quality and control of her speech are excellent.

The next scene involved a quick transition from Shakespeare to Restoration Comedy. Congreve's comedy, *The Way of the World*, is

(Continued on Page 4)

Trustees Plan Fund Drive, Name 3 Members To Board

The Bennington Board of Trustees met last week-end at college. Its twenty-one members talked with the faculty, Executive committee and Judicial committee. The officers of the board are Mrs. George S. Franklin from New York, chairman; Mr. Charles Dollard, also from New York, vice chairman; Mrs. William H. Willis from Old Bennington, Secretary, and Mr. Levi P. Smith from Burlington, treasurer.

Three new members have been elected by the Trustees this year. They are Mr. Amory Bradford who is the Assistant Editor of the *New York Times*, Mrs. Richard Emmett who is the Director of *Aid to Crippled Children*, and assistant fiction editor of *Collier's Magazine*, and Mrs. Maurice Saul who is running for Congress in Delaware.

The Board is extending its activities this year by planning a Fund Raising campaign. This campaign was to be led by President Burkhardt, but due to his leave of absence, the Trustees took over the responsibility in order that Acting President, Brockway, could be left free to attend to the administrative and educational affairs of the College.

One of the principal goals during this campaign is to enlarge the number of members belonging to the "Associates of Bennington." The Trustees are making an attempt to create an annual income from contributions and pledges received from this organization. In order to augment this fund the alumni are to be organized in new areas, and a committee has been set up to investigate the possibilities of getting grants from foundations. Still another result of the campaign will be to interest prospective college students and their parents in the college.

In order to accomplish these goals the trustees and several of the faculty, including Mr. Aaron, are going to attend dinner parties, teas, and lectures given for Bennington by the alumnae. The trustees will be traveling all over the United States and making stops in cities such as Detroit, Chicago, San Francisco, Los Angeles, Providence, Hartford, Philadelphia, Washington and Boston.

The following is the financial report of the Academic Years 1949-1950 and 1950-51.

Last Year—1949-1950	
Expenses	\$763,000
Student fees (92%)	\$659,000
Other operating income (7.5%)	52,000
Endowment (0.5%)	4,000 715,000
Operating deficit	\$48,000
Deficit from previous year	4,000
	\$52,000
Gifts received	\$58,000
Reserve	\$6,000

This Year 1950-1951	
Expenses	\$777,000
Student fees (92%)	\$657,000
Other operating income (7.5%)	52,800
Endowment (0.5%)	4,200 714,000
NEEDED—in gifts to wipe out deficit	\$63,000

College Reputation Under Discussion

The social reputation of Bennington was one of the most important issues under discussion in the meeting that took place between the Board of Trustees, the Judicial and the Executive committee last week-end. It is generally thought that the reputation arises from the irresponsible actions of a few students on campus, and then from the equally irresponsible exaggeration and gossip from those who come in contact with these elements of the College.

Methods for Improvement

Several methods for improving the reputation were suggested. Included in these were more active ways for the employees to take part in Community life, more effective enforcement of the rules in existence, and a more mature and responsible attitude toward these rules and standards on the part of the students. It was also suggested that more stringent rules be placed upon the freshman in order to orient them more gradually from their high school and prep school life to the freedom and self-direction called for at Bennington. The majority agreed, however, that although there was a great deal of misinterpretation of the rules and standards of conduct from the outside world, these rules were perfectly adequate for the needs of the student within.

The entire meeting of the Board of Trustees with the Executive and the Judicial Committee was felt to be very profitable. A new area of cooperation and understanding was opened. It is hoped that more such meetings will take place in the future.

HALF HOLIDAY ON THANKSGIVING?

As the calendar now stands, classes are not scheduled for Thanksgiving Day. However, both Student EPC and Executive Committee recommend that since the regular vacation was given up to shorten the academic year, the Community should experiment with a half holiday in the afternoon only, but feel that final decision should be up to the Community.

In the next house meeting a statement drawn up by these two organizations will be presented, listing three alternatives to be voted upon: vacation for a whole day, for half the day, or not at all.

Exec and SEPC favor just the afternoon free because in past years, when vacation was given for the whole day, the faculty holding classes on that Friday and Saturday said that attendance was so low it was not worthwhile for them to teach at all.

Last year Thanksgiving was a three-day holiday, but it was not possible to do this and have college end before the beginning of July, as it will from now on. In any case it is hoped that a Thanksgiving celebration for the whole Community will be held.

The Bennington Weekly

Published by Students of Bennington College

Friday, October 13, 1950

Editor Susan Liebman
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EDITORIAL

One of the most basic instruments of communication is the written word. The facility with which this instrument is used is of vital importance in academic as well as in social areas. Almost every person within our range of experience is able to write, but how many are able to project their ideas on paper in clear, well-constructed, organized form? This does not relate solely to language or literature students, but good prose should be a requisite in every field of study. Acute perceptive and analytical thinking are of transitory value unless they can be clearly expressed and recorded on paper.

At Bennington one frequently hears a harassed faculty member comment on "the low calibre of prose" he's been receiving. The student about to undertake a critical analysis is often heard saying, "I honestly don't know where to begin." The frequency of these statements seems to indicate a very real and basic problem: the insensibility of the student to the problems and techniques of writing good prose.

The freshman seldom has sufficient background in this phase of literature, for the emphasis in today's high schools is on the stimulation and development of creative rather than analytical and critical writing. The imaginative impressions, anecdotal stories and occasional critical pieces hardly equip the student for the level and amount of critical and prose work required in college.

Let us take as an extreme example a first year college student in a basic course, like "Language and Literature." She is assigned a critical analysis of a Thomas Wolfe essay. She reads the work twice to find that her means of reading and evaluating the material have no focus or organization. She has not been taught a process by which she may select her thesis or controlling idea. When it comes to the actual writing, the student lacks a means of approaching the material. She knows no organized method of taking notes or making an outline. She realizes the paper must have an introduction, a body, and a conclusion, but she soon finds out the uselessness of these general terms. There is no criterion by which the student can choose her premises, nor is she able to arrange these premises in logical sequence. Her paper will lack organization, clarity, and unity of tone.

The language which is used in the student's analysis is of primary importance. The student must first be made aware, and then able to recognize a well-balanced, harmonious phrase or sentence. Her facility for choosing and arranging words must be sharpened. Of secondary importance is the student's knowledge of documentation and bibliography.

There is not sufficient emphasis on the technique of prose writing at Bennington. "Language and Literature's" "first purpose is to teach the students to understand the nature of language." This should be followed by "and to equip them with the methods with which to express this understanding." Basic courses in all fields should emphasize the writing of good prose. The freshman counselor can do much to alleviate the problem by assigning the student work in this line. A rigid, inflexible formula should not be taught, but various means and devices should be presented to the student to make her aware of the various methods which can be utilized in criticism.

Prose composition should be given as an integral part of all basic courses. For critical and evaluative study are never fully realized until the student is able to give her knowledge comprehensive expression.

S. R.

Vermont Forums To Debate On Communism

(Continued from Page 1)

ed the same question on October 10, point to a lively session. Aside from their obvious differences of approach, one ideological, the other primarily military, Dr. Miller and Colonel Murphy represent diametrically opposed views of present American foreign policy. Though sharply critical of Communism as such, Dr. Miller is prepared to argue that Russia will not gamble on a world war unless the United States commits itself to an

aggressive crusade. Colonel Murphy, on the other hand, upholds the view that a strong stand, backed by military force, offers Americans the best hope of peace. Judging from the records of the speakers and their willingness to bring the basic issues into the open, Forum-goers can look forward to a challenging and enlightening discussion on Thursday night.

Members of the College Community who are interested but have not yet become members should contact Betsy Newman Ward, in the case of students, or Mr. Ford, in the case of faculty and staff.

Auto On Campus? Please Note

There have been more automobile accidents in the last four weeks, than in the entire academic year 1949-50. Two-thirds of these occurred in illegally borrowed cars.

Because of the graveness of this situation students should obey the rules and not borrow or lend cars unless they have a permit card signed by their parents on file in the student personnel office, or an emergency permit issued by the house chairman.

Judicial committee will revoke the college permits of any student who is found driving an illegally borrowed car and the owner's permit also. An official announcement of this will be made at the next house meeting.

Tips For Non-Resident Term Jobs

Paid Jobs

In the field of art, as well as in other fields, employers normally will only pay for work which they have to have done as a regular part of their business. The student's chances of getting a paid job, then, depend on whether or not she has the qualifications for doing such work at the time they need someone, or whether she can learn how to do it in a short enough time to make it worthwhile for the employer.

Thus a student can only find out by going to see people and talking to them in person. It is usually better to arrange for an interview in advance, either by mail or phone. Naturally, employers can't say anything definitely very far ahead of the time the student is going to be available for work. If she applies in October, she will probably need to follow up on it in December.

Volunteer Jobs

These are easier to arrange in advance, and often the training experience is equivalent to that which one would pay for in a regular art school. Assistants in museums and art galleries—usually volunteer. Assistant art teachers in public and private schools—volunteer. Occupational therapy assistance in hospitals—usually volunteer. Apprentice in store window and interior display—volunteer. Apprentice in Commercial Art studio—volunteer. Apprentice in art department of magazine—volunteer.

Typist, "office girl", or receptionist in the art department of large advertising agency—paid if available.

Same as above in advertising department of any large company—paid if available (typing helpful).

Production work in papier mache, paper sculpture, wire, etc., for a company which originates and makes window and other displays—paid, but not easy to get in advance.

Occasionally production or apprentice work in ceramics studios, handmade jewelry, decorating furniture, coloring greeting cards—usually paid.

NRT Notes

Do you know that the Non-Resident Term office will be glad to supply you with a letter of introduction to prospective employers? If you would like your letter before long week-end, please give your name to the secretary before Tuesday, October 17. If you would like one after long week-end you may give the secretary your name any time.

Do you know that some student reports of the Non-resident term are now available in the library? Be sure to drop in for a look at them.

Poetry Contest Starts November 5

The National Poetry Association announces the seventh annual competition of College Students' Poetry.

The closing date for the submission of mss. by all College Students is November Fifth.

Any student attending either junior or senior college is eligible to submit his verse. There is no limitation as to form or theme. Shorter works are preferred by the Board of Judges, because of space limitations.

Each poem must be typed or printed on a separate sheet, and must bear the name and home address of the student, as well as the name of the college attended, and the college year.

In 1949, some 21,000 mss. were received in the college competition, from practically every college in the country.

There are absolutely no fees or charges for either acceptance or submission of verse. All work will be judged on merit alone.

Manuscripts should be sent to the offices of the Association, National Poetry Assn., 3210 Selby Ave., Los Angeles 34, Calif.

Third "Crisis" Lecture Monday Evening

Richard Shryock, professor of medical history at Johns Hopkins University, will deliver the third lecture in the American Response to Crisis series Monday evening, October 16, in the Carriage Barn at 7:40. His subject will be the Philadelphia Yellow Fever Epidemic.

Professor Shryock was director of the American Council of the Learned Society, president of the History of Science Society, president of American Association of Medical History and secretary of the American Philosophical Society. He is the author of *Georgia and the Union in 1850, The Development of Modern Medicine, American Medical Research: Past and Present*. He edited the *Letters of Richard D. Arnold*, and the *Pennsylvania Magazine of History and Biology*.

METAPHYSICAL STUDY GROUP

Someone recently exclaimed: "Metaphysics!—Isn't that the philosophy which says you come back as a cat or a cow or something". The term "Metaphysics" is probably at fault. I chose it as a general term to cover the basic philosophy of many "occult" groups. But I believe it adheres to a logical view of evolution, and is the most advanced expression of modern ideas, western and oriental.

This Friday, October 13, and October 20, at 7:45 p. m., in Stokes-Sanford 19 we will continue our study of psychic phenomena. The ideas are taken not only from books, but from my observations within a group devoted to psychic healing, which includes clairvoyance. The benefits such powers can bestow upon the human race seem too beautiful to ignore, especially when the faculties lie latent in every human being.

Barbara Paige

WOODWORTH SPEAKS

Last Tuesday afternoon Mr. Woodworth spoke to the Social Science Workshop on "Semantics". His interest in semantics, he explained, evolved from his teaching the scientific method.

The material he presented was taken directly from his classes. He discussed questions which involved semantic problems and the reaction of students before and after experience in this discipline. Students and faculty from a number of fields were present, and participated in the discussion following Mr. Woodworth's talk.

COURAGE

Reading, at breakfast, that the atom bomb
 Had been found to have a range of devastation
 "Regrettably short of what we had supposed",
 I coughed to show my amazement and regret
 And faced my bacon and eggs, though I saw
 (for only a quite startling second) my plate
 One yellow gullet screaming immitigably.

Notices

DON'T FORGET

Those in Bridge Tournament, please, please play as soon as possible.

The Halloween Party on Sunday, October 29. Entertainment and Square Dancing.

"An October Romance" is being presented at the Dorset Playhouse tonight and tomorrow night, October 13-14 at 8:30 p. m. Admission is \$.90 and \$.60.

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"Hansel And Gretel" To Be Performed

This year Madame Stueckgold is starting something new in the music department—a student presentation of Humperdinck's opera, Hansel and Gretel. The first two acts, up to and including the prayer, will be sung and acted by all of her students. This gala event will take place about the middle of December in music seminar.

Next year Madame Stueckgold plans to direct the entire work with stage sets and costumes, and she hopes that "someone will present me with a gingerbread house, and then I'll play the old witch myself!"

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FUR STORAGE

Humanism And The Dawn Of The Renaissance

(In Politics, Literature and Art)
Term Paper for
Symbol, Myth, and Order
(Mr. Galiffa)

(From time to time we intend to print outstanding examples of student work, and this is the first.)

About the year 1431, the stagnant pattern (of the middle Ages) was over-shadowed by the complex development of Renaissance thought Patterns which burst upon Europe as the new "flowering" which could be seen, in embryo, in the works of Dante. Actually, of course, this had done so before and was again to be so later; but it was about the beginning, as I say above, of the 14th century that these events take place. In history, in literature, in economics, even in sociology, history speeded up and men's minds began to turn in a broader direction than their feudal forefathers.

In that famous painting, "The Adoration of the Lamb" (The Gent Altar-piece) the Brothers Van Eyck show the development of these concepts which heralded the growth of new foundations, even in literature, in Italy and thus, of course, in Flanders. This in turn can be seen in the rapid rise of the so-called middle class and their substitute for land, which was money. Thus there was the destruction of old horizons and the revamping of men's Spiritual desires in the direction of a more individualistic outlook seen through the windows of gold and ancient Greece. In Florence, since Constantinople had fallen to the Turks, they were digging up old manuscripts.

There was also the overthrowing of old thought patterns because of the feudal Church with its hierarchy which medieval man was now no longer willing to labor under. Petrarch saw this, and as the wit, Francesco Romano, writes: "It was a case of on with the old, off with the new" (*The Italian Renaissance*, p. 3). As Romano says, it is obvious that everywhere the overworn hulks of conventions (medieval myth) were being jetsamed, in an attempt to take on new patterns of reality and further enable the search for expression—or as Erasmus once said, "Veritas".

Thus we see in conclusion that the fundamental values raised by the Renaissance and hence by the Reformation (Luther, Calvin, etc.) were not so much a matter of man's thought, which had not changed, as a striving after a new Ideal, surrounded by utterly different conditions.

Of course, I do not know in this short paper whether I have thoroughly exhausted the Renaissance because of its many aspects whereon a student could probably spend many years of his life, but I feel that my analysis has taken a step in the right direction which has opened up many doors that I had never before noticed. The question "Quo Vadis" may express my present state of understanding. In conclusion, the symbolic ideas of the Renaissance, hold just as good today, when from our war-torn world to the austere soliloquies of Petrarch and Boccaccio is but a step. And who shall say that we have done better?

Dear Mr. Galiffa—I am sorry about this. I figured to have last weekend, but it turned out that I had to run down to Williamstown. I am more interested than you might think. Thank you.

Patsy.

A Daring Step?—Wellesley College has just announced that heretofore their students may remain out until 2:45 on Sundays. Just a Rumor—

More To Sculpture Than Meets The Eye

Have you ever had a yen, a whim, a crazy notion to do something creative with your hands? Maybe you've knit socks for your beau, or made a dress for yourself and are satisfied because you have created something for your own satisfaction or for someone else's. Well, friend, my advice is for you to take a look in the Sculpture Studio at some free moment, and see how Mr. Moselsio's students not only fulfill their creative ideas in the sculpture medium, but materialize them into practicality.

That sounds difficult, doesn't it? So it is, but so is anything worth while involving serious problems that have to be solved. Now the difference between cable-stitch socks and sculpture is simply this. On the one hand you are flatly given the knitting directions to follow, and on the other hand (in sculpture) you are flatly faced with making up your own directions. In sculpture you have not only your own imagination and a lump of plasticine, but Mr. Moselsio, who is always there to guide you in experimenting with your original ideas no matter how far-fetched they might sound to you or to anyone else.

Awareness of General Method

Mr. Moselsio feels that in order for us to appreciate what is going on in sculpture, this term as well as any other year, it is necessary for us to be aware of the general method used in helping the student to utilize her artistic ability toward some specific and original project. Originality, Mr. Moselsio feels, is one of the prime requisites for the sculpture student. She works on a piece that is exciting and interesting to her so that she is willing to fight her idea through to a completed project that answers her problems and expresses her idea clearly.

Ask Liz Ivory to show you some of the projects she has done during the last few years and then don't gasp in amazement when she tells you the amount of effort that has gone into her pieces, because I am sure she would explain to you that it is all a matter of work involving three principles which Mr. Moselsio stresses in teaching his students: Experimentation, Discipline, and Practicality.

The student experiments with her own ideas by translating them into sketches or small figures from which she selects a project in the one which is most challenging to her. The next step is to choose the material from which to develop her sketch into a project. Since no two students are alike, the materials vary according to the individual preference. You can easily understand this when you look at the fascinating wood carvings, (Liz calls hers "Doubting Thomas"), the beautiful piece-moulds made in conjunction with Ceramics, or the papier-mache masks used by the Drama Department that can almost talk back to you.

Work in New Materials

As soon as his students have proven by their sketches that they are capable of dealing with form and design, Mr. Moselsio encourages them to work their projects into new materials in order to show them how art can be applied practically in more solid materials than plasticine such as metals, stone and plastics, and how these mediums can actually work in sympathy with the particular project allotted to them. For example, a student carving an animal in wood finds that the very grains of the material run in a certain direction and help find the movement she is creating.

Dr. Fromm Replaced By Dr. Mullahy

Dr. Eric Fromm has taken a leave of absence from Bennington College for this semester because his wife is ill. Dr. Patrick Mullahy, an associate of Dr. Fromm at the Washington School of Society, has replaced him. Dr. Mullahy is a graduate of Columbia University and the City College of New York. He wrote *The Oedipus Complex* of which Dr. Fromm wrote the foreword.

NEW ART CENTER

Manchester will be the site of a southern Vermont Art Center and permanent gallery in the near future. Local artists will be represented, the purpose of the project being to gather the various arts into one cultural center.

Ever looked at a stick of wood that way?

Sculpture is such a challenge to the student because she can undertake almost any kind of project in whatever form and material she chooses, providing of course she is ambitious enough to carry it to completion. She learns to simplify her ideas, no matter how hazy, into an understanding of the different components of composition and to translate them into another workable substance.

Casting Mr. Moselsio considers as one of the most important and final steps in the completion of his student's work. He says that by doing the practical as well as the artistic phases of art, the student becomes independent in realizing that she is capable of completing something entirely on her own; she may even wish to make a vocation of her work. She has matured then with her project in each of its stages, and has developed within it a symbol of her "whole person".

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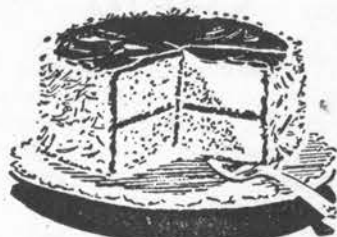
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"THE DAMMED
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D. Bryan, Joan Crawford
Kent Smith

"FIFTY YEARS
BEFORE YOUR EYES"
TUES., WED., THURS.,
OCT. 17, 18, 19

"THE MEN"
Teresa Wright, Marlon
Brando

Anthropology Class Studies Williams

(Continued from Page 1)

themselves, who I thought too close to the problem to be able to see it objectively, I posed my questions to members of the faculty. I felt that they could more easily see the direct advantages and disadvantages to the students.

In order to get my information I interviewed members of the History, Economics, Music, English and Physics departments. I found them quite responsive, a bit non-committal and slightly amused. They were invariably much more interested in questioning me about Bennington. The circumstances were quite favorable, being of discussion type rather than of the formal question and answer variety. I did, however, start out with the well-worn question, "What do you think of the fraternity system?"

This was answered differently in most cases but all added up to a very definite disapproval. The obvious reasons were mentioned. When asked what they thought a desirable solution would be I received some very interesting answers. Professor A suggested that the system be completely done away with and that the houses that now serve as fraternity houses be used for dormitories with eating facilities. The Garfield club, which now serves as a "receptacle" for the non-fraternity members, is scheduled to be rebuilt with many improvements. Professor A also suggested that this money be used to build a student union which would serve as the core of all of the social activities on campus. There was only one catch to this. It seems that the alumni own the fraternity houses and would not be eager to sell them to the college even if the college could afford to buy them which it can't. That seems to remove the practicability of that suggestion.

Professor B suggested complete rushing, which would mean that each boy belonged to a fraternity and that the Garfield club be done away with completely. The only thing wrong with that is the national organizations of the fraternities would not permit that through the wording of their charters.

It is indeed a problem at Williams and although an actual solution has not been reached, everyone sees the need of reform. I am sure that if anyone is interested in finding out more about what was done, Mr. Hall would be willing to put the papers in the library.

Did you ever call a friend on Campus at about nine o'clock p. m. and hear her tone of throaty expectation change rapidly to a leaden, "Oh, it's you?"

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PHOTOGRAPHY

by

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DANNY'S GARAGE

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Student Looks At Hanks' New Book

Have you ever wondered about the importance of an obscure sect to connect and create new ideas in our society? The opportunity may present itself from many sources. Lucien and Jane Hanks' new book "Tribe and Trust" is just such an opportunity. As Mr. Hanks says: "If Marx had read about the Blackfoot Indians his would have been a different system."

"Tribe and Trust" describes a band of Indians in Canada, who according to our standards are in a position of perfect security. But in reality these people are not able to function well within their group because the white man's system is superimposed upon them. And they are not able to leave this "nest" for fear of the outside world. This problem of the Blackfoot Indians may be correlated with the Japanese P. O. W.'s who were unwilling to leave the concentration camp, and return to the changes that had taken place in the outside world.

Three main points are made about the reservation: (1) The economic status gained from the sale of valuable land, granted them under a treaty with England, (2) The political activity, where the Indians' general welfare is represented by an impotent group, and (3) A diagnosis of their needs. Under the last point can be seen the duality that exists between the white man's farming system, and the Indians' ancient and magical culture. The Indians are frustrated because they lack any politico-economic self-expression. The white staff is frustrated in attaining their goal of making the Indians self-supporting.

In his advice to the administrators of the reservation, "Unity cannot be attained by granting external conditions of security alone," Hanks hits upon the main point of friction. A very understanding and thorough diagnosis of this disharmony among the Blackfoot Indians is given in the book "Tribe Under Trust."

Katrina Boyden.

Bennington In Life Magazine

This week's "Life" has put out its long awaited educational issue. It includes a section on education of college girls in which it points out that there is a great deal of controversy concerning methods of teaching them. The colleges discussed in this article are Sarah Lawrence, Stevens, Mills, Vassar, and Bennington.

The Life photographer came up last Thursday, October 5, and following Ted Goodman's suggestions, took pictures of Joan Olmstead and Mr. Boepple conducting a small wind and string ensemble, Sue Sessions Kaplan and Mr. Bayles in the dance class, Betsy Brady and Mr. Wahnus in the Biology lab breeding fish. Pictures were also taken of the Non-Resident Term committee, and Miss Schlabach sitting outdoors with her counselees, Greta Mayer and Chris Curtis. However, only the one of Sue Kaplan got in.

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CORNELIA SKINNER GIVES MONOLOGUES

Last Monday night at the Bennington Armory Miss Skinner presented several of her famous monologues to a very appreciative audience. She presented a variety of well-chosen skits. One of her most interesting was one entitled "The Yearly American Invasion" which involved seven different feminine responses to Paris. The only prop Miss Skinner used was a large, floppy, red velvet hat, the shape of which she changed seven times, to portray the seven different types of women. She characterizes, in this monologue, the Cosmopolitan, the Nouveau Riche, and the Unimpressed Sophisticate.

In the skit, "Lady Explorer", the audience was introduced to dry English wit, and a delightfully spontaneous lecture involving several humorous antics. The "Facts of Life" consisted of a comically nervous mother trying to tell the facts of life to a patient son who knew all about them anyway. This skit had a great many funny and suggestive lines, but ended weakly. Unhappily, this last was not as well-written as the rest of the skits.

Miss Skinner's technique and skill in enacting the monologues was finished and clever. A minimum use of gestures conveyed a maximum impression, and amazing transitions inspired respect of showmanship. For example, in "Hotel Porch", with every introductory word and gesture, Miss Skinner aged ten years and became a grouchy old woman.

The monologues revealed an unusually perceptive and extensive study of the various social groups, and a generous heart in the warm portrayal of personalities. Those of you who have never seen Miss Skinner—do so at your earliest opportunity. Her personal charm alone, warrants recognition.

Nannette Offray.

Eva LeGallienne At Williamstown

(Continued from Page 1)
a difficult selection to perform without the rich and ornate sets and costumes of the period, for so much of the appeal of the play is visual. Miss Le Gallienne attempted a stylized performance but her interpretation lacked a certain crispness in manner and movement which the comedy deserves. The humor of the comedy depending upon the situation and the lines, did not appear to be fulfilled.

Only in the following two scenes from Miss Le Gallienne's translation of Ibsen's *Ghosts* did she seem completely concentrated on the scene rather than the audience. She did not anticipate the action and her performance was well controlled, less mechanical, and more spontaneous than in the previous scenes. Certain moments in the scene were sharply focused and deeply moving. Freddie Rolf turned in an excellent performance as Miss Le Gallienne's son.

Miss LeGallienne is an actress of great scope, although she apparently has a tendency to show the audience her interpretations rather than allowing them to be evoked through performance. Often, during the evening, her own vital personality seemed to break through a characterization but the scenes, although skillfully rendered, were not individualized.

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