

THE BEACON

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Drama Dept.'s Production of "Right You Are"

By Sue Rayner

The Drama Department presented a well-done and stimulating production of Luigi Pirandello's "Right You Are (If You Think You Are)" at the College theatre November 7, 8, and 9th. The audience applauded enthusiastically at the end of each night's production, and if "Right You Are" is any indication of the calibre and type of work the Drama Department plans to do this year, there will be much to look forward to.

This is not to say that there were not certain weaknesses evident, though they were manifest largely in the script itself. It may be wondered why the department chose "Right You Are" for production. Granted, the play deals with a provocative, unusual and worthwhile theme, but this in itself is not conducive to good theatre. The introduction, in the latter part of the first act, of the central idea, that there is no universal truth by virtue of its meaning, anticipates the whole action of the play. This invalidates the ensuing arguments and philosophies and the final result is a lack of tension. This conclusion is again borne out by the fact that each act consists of a series of crises of about the same degree of intensity.

On the whole, the cast did an excellent job, with particular mention going to Linda Borden as Signora Frola and Colin Craig as Agazzi. Linda achieved a quality of frailty and poignancy as Frola, which remained consistent throughout the play; whereas Colin gave humor and verve to the character of Agazzi. Richard Deacon showed an amazing growth in characterization since last year, as well as excellent timing, and his "double-takes" are a distinct menace to those of Edward Everett Horton.

Robert Alvin's direction showed a complete understanding of the potentialities of "Right You Are." Every attempt was made to vary the pace and intensity of the play with as much success as the script would allow. Mr. Alvin's handling of the group movement was highly effective, as was the general blocking of the play. The set, a suggestion of walls, doors, mirrors, etc. by Charles Hyman, was highly effective.

There is a suggestion that the success of "Right You Are" is a result of good direction and an able cast, rather than the play itself.

New Art Gallery in Student Lounge

An Art Gallery is now under construction in the Student Lounge in Commons. The art faculty and students suggested that we have such a gallery, and the decision was cleared at the end of the Spring Term by the art faculty, administration, student body, trustees, and the store board.

Why?

For many years Bennington has not had the facilities for art exhibits by the students, faculty and outside artists. The cases on the third floor of Commons have been inadequate. Aside from not having any continuity for exhibitions planned with continuity in mind, they are too small in size; and there is not enough floor space for the observer to view the exhibition from a distance. Because of the poor lighting, the cases are not adequate for exhibiting oil paintings. The new lounge sight, besides correcting these faults, is ad-

(Continued on page 2)

Store Rebates Only 2%

The Cooperative Store is not primarily a profit making institution. Obviously, it has to make enough to pay expenses and, aside from profits which are used to build up funds for future operating needs, it is customary to distribute remaining funds to the members of the Store in the form of rebates on their purchases.

Over \$1000 worth of books and supplies was taken from the Store last year. In order to give a 2% rebate to the members, the Store Board decided this year to use reserve capital.

It is depressing that stealing goes on in the Bennington Cooperative Store. The Store is run for the benefit and convenience of the community. It is open every day of the college year for long hours and the shelves are uncovered. Any added difficulty for the Store, such as stealing, means a disservice to the community. The idea behind the term "cooperative store" seems to have lost any meaning that it once possessed. Great lack of thoughtfulness is shown on the part of people who, by stealing, seem to think that their needs are greater than those of others.

However, the \$1000 is missing. We bring this situation to the attention of the community in hope that some solution can be effected.

Student Teachers in Four Fields; New Plan at Bennington

A new plan was effected this year, in which students practice teaching in four of the divisions. In the Drama Department, Joanne McCallum is working with Mr. Hyman teaching a class in Stagecraft once a week. Five advanced Ceremics students, Ann Hellweg, Martha Holt, Phyllis Jones, Patricia Potter and Judith Seaver, help Mrs. Moselsio one afternoon a week. Sue Worcester Light teaches Mr. Lewis' section of Language and Literature once every three weeks, and Ginny Allen has taken several classes in Mrs. Foster's corresponding group. In the Music Department, Martha Humphries, Doris Lee Robbins and Priscilla Norton are giving private piano lessons each week, and Mr. Nowak has a lesson with each of their pupils once a month.

One student teacher summed up her feeling by saying, "Practice-teaching helps your own conceptions and knowledge, thus crystallizing them in your own mind."

Purpose of Plan

The student-teacher plan sprang up separately in each of these fields this year. Some of the students are teaching as part of their senior projects, and some plan to continue in education after college.

Mr. Nowak believes that probably half of the music majors will teach some time in their lives; here they can obtain experience and at the same time help a student see her own problems. "When the success of the present plan is seen," Mr. Nowak concluded "there might be further experiments in the realm of classroom teaching in ear-training."

N.R.T. Committee Needs Researchers

The Committee is looking for social science students to work out various studies pertaining to the N.R.T. which would be useful not only to the community at large, but also for publicity purposes, such as magazine articles on N.R.T. Some of the suggested studies are tracing the growth of maturity in first year students before and after the winter work period; studying the influence of the N.R.T. on applications for admission to Bennington; studying employers' evaluations; and investigating and questioning the importance of the N.R.T. in Bennington's philosophy of education.

N.S.A. Student Discount Plan to be Discussed

Corinne Silverman
N.S.A. Representative

The National Student Association* of which Bennington College is a member, has evolved a program through its member colleges and universities for obtaining discounts for the students on various items such as food, clothing, beauty shops, dry cleaning establishments, etc. The plan, though it cannot be used in its pure form at Bennington, can very readily be adapted to our particular needs for the non-resident term.

The organization of the plan is simple, and has already been established in many of the key cities all over the country: New York, Boston, Chicago, Minneapolis, Detroit.

This is the method in other colleges: a committee approaches several shoe stores (for example) in the city and brings it to the attention of each owner that if student discounts were given, the rate of business would probably go up; and asks what discount he might be willing to advance. One shoe store might offer 6%, another 10%, another 15%. The committee would thereupon sign a contract with the store which had offered the highest discount. They would proceed to do this with as many other types of stores as possible.

Any student of an N.S.A. college could then buy a Purchase Card for \$1 from his Purchase Card Committee (or whatever committee was handling it). This would entitle him to get the stated discounts at any store in the country which had signed a contract with any N.S.A. committee. The dollar is used to pay the school's N.S.A. dues, the delegate's expenses, or whatever use the school decides.

At the Non-Resident Term meeting tonight, the program will be formally presented for the students to express their opinion of the benefits possible during the Non-Resident Term by using this system to reduce living expenses.

To clarify the position of Bennington College and the National Student Association:

The National Student Association is an intercollegiate student organization composed of more than 350 colleges and universities in the United States, and representing more than a million students. No individual student belongs to this organization; a college or university joins as a unit by vote of a majority of the student body to adopt the N.S.A. Constitution which sets

(Continued on Page 2)

IN THIS ISSUE

Community News:	Page
NSA Student Discount Plan	1
New Art Gallery	1
Student Teachers in Four Fields	1
Community Chest Drive Unsuccessful	1
Store Rebates Only 2%	1
Episcopal Discussion Group	2
Lewis Writes Book on Melville	3
Features:	
Frank Lloyd Wright Lecture	1
Dr. Hutchins' "Chicago Plan"	3
Group Mechanics Meeting at UVM	4
Reviews:	
Mme Stueckgold Gives Concert	3
"Right You Are"	1
General:	
RSVP	2
National Bridge Tournament	2
How to Become a Music Critic	4
Checkup	6
Bennington's Bump Turnpike	6

Bennington Students Attend Frank Lloyd Wright Lecture

Traditional Contamination Versus Revolutionary Approach

By Petrie Manning

Five Architect majors left Bennington College early on the afternoon of November 4 for Yale University, where Frank Lloyd Wright, the best known architect in the United States, was to speak. They were Anne Kenworthy, Jane Roberts, Frances Wells, Judy Cunningham and Petrie Manning.

Frank Lloyds Wright's talk was directed towards all those preparing to work in the field of architecture, but it was general enough to be of interest to everyone. Rather than try to analyze and discuss Mr. Wright's talk, I am going to present quotations, by no means complete, but those which I con-

sider most interesting, from his speech.

Quotations from Wright's Speech

"I wish I knew how to steer—how to open the windows and doors in the right direction—we're in a very sad way. We have a tendency to look on the ones who have passed as more great than the present ones. It might be that this means degeneracy. . . .Fame has come to this man late in life—I thought it would be fun, and now it's funny. . . .The only satisfaction you'll have is being yourself—don't count on fame. Honor yourself as yourself."

"Personality is an accident, a gift that you cannot help. You are not one personality, you are a dozen, or at least five or six. The whole question is to unify these personalities. But do not

(Continued on page 5)

Community Chest Drive Unsuccessful

Last Monday the Community Chest Drive closed. Only \$512.35 was collected. The students and one member of the faculty contributed this sum. Each member of the community is asked to give \$2.50, but this total shows that few people did and many failed to contribute at all.

THE BEACON

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State Dept. Representative Visits Bennington

Miss Joan Speisser, representing the State Department, visited Bennington recently on a tour of Eastern colleges for the International Information and Eastern Division of the State Department. She is collecting photographs of colleges to be used as a pictorial survey of college life. These photographs are to be sent to foreign countries as part of the State Department's project of picturing American life to Europeans.

Office Created By Congress

The Office of International Information and Education Exchange was created by Congress a few years ago for the purpose of acting as a propaganda bureau to present our democracy in its true form. This organization also makes arrangements for foreign students to study in America.

Campus Pictures Taken

The color pictures that Miss Speisser took at Bennington will be included in the series on college life, and will display in various European and Asiatic countries. The goal of the project is to promote peace through understanding.

While here on her trip for the State Department, she also took some photographs of campus clothes styles. These pictures, however, were not requested by the government.

Formerly on Life Staff

Miss Speisser, who formerly worked for Life magazine, was an author of the article on the Bennington Summer School of the Dance which appeared in that publication a few years ago.

N.S.A. Student Discount Plan To Be Discussed

(Continued from page 1)
forth the aims of the Association in the preamble:
"to maintain academic freedom and student right;
to stimulate and improve democratic student governments;
to develop better educational standards, facilities, and teaching methods;
to improve student cultural, social, and physical welfare;
to improve international understanding and fellowship;
to guarantee to all people, because of their inherent dignity as individuals, equal rights and possibilities for primary, secondary, and higher education regardless of sex, race, religion, political belief or economic circumstance;
"to foster the recognition of the rights and responsibilities of students to the school, the community, humanity, and God, and to preserve the interests and integrity of the government and Constitution of the United States of America."
(Bennington College was represented at the founding convention in the summer of 1947 and joined the National Student Association in the fall of 1947).

National Bridge Tournament

Bennington College is one of the more than 300 colleges and universities to compete in the 1950 National Intercollegiate Bridge Tournament. Invitations and entry blanks were received last week by college officials from Kenney L. Ford of Kansas State College, Chairman of the Intercollegiate Bridge Tournament Committee.

Only undergraduates are eligible to play in the duplicate Contract Bridge event for the title and trophy. A preliminary round will be played by mail in February, and the sixteen highest ranking pairs will meet for the face-to-face finals at the Blackstone Hotel in Chicago on April 21 and 22, with their expenses paid by the Tournament Committee.

The Committee requires that the approval of the dean or a corresponding authority be granted before a college can be regarded as officially entered in the tournament.

Bennington Students Form Episcopal Discussion Group

Rev. Donald R. Woodard, Advisor

On October 24th, twenty-eight Episcopal students met with the Rev. Donald R. Woodard, Rector of St. Peter's Church. At this meeting it was decided that an Episcopal Discussion Group would be formed, which would serve as a means for the presentation and discussion of Christian religion in general, and the Episcopal Church in particular.

Since that time, this group has met twice a month at the home of Mr. Richard Lewis at seven-thirty in the evening. The meeting lasts formally for an hour, after which time students may leave or stay for a general discussion their interest and needs direct.

The group has selected Jency Porter as chairman, with Susan Kenny, Sallie Sears and Betsy Brady as a steering committee. Rev. Woodard serves as advisor. To meet individual needs the

New Art Gallery in Student Lounge

(Continued from page 1)

vantageous for its availability to the community.

Room Still Used As Student Lounge

The gallery has been designed by Mr. Kessler in such a manner as to enhance its use as a student lounge and to provide for its continued use for store exhibitions. The walls are temporary, which allows for easy modification of the use of the room when necessary. As it stands, the room will compare well in proportions, wall space, and lighting with any small art gallery.

Program Planning

There will be a regularly scheduled exhibition program for faculty, students and outside exhibitions. The first exhibition will probably be a student show. At present the chairman of exhibition is Mr. Dorner. The exhibition committee or chairman is elected by the art faculty once a year.

Any ideas from the community concerning material for these exhibitions are welcome.

Rector has arranged to be available on campus Wednesdays, using the library as headquarters.

The group meetings deal with a series of topics of a general nature suggested by the steering committee. The agenda for the rest of the term is as follows:

Nov. 30—What does the Episcopal Church Teach?

Dec. 7—The Authority of Christianity and How This Is Set Forth by the Church.

Last week four of the members of this group met at the home of Rev. Woodard with the Associate Bishop of Tokyo, Kenneth Vale.

The group plans to have outside speakers attend their meetings in the spring term. All members of the College Community are welcome.

c/o R. S. V. P.

Letter Box

To the Editor:

To the members of the community who donated to the Community Chest at the end of the spring term, 1949, we would like to express sincere thanks, not only from ourselves, but also from the Indian children at White Earth, Minnesota. The Community Chest invested forty dollars of its fund in our recreation project on this reservation. We would like to report to the community exactly how this money was spent:

Tooth Brushes	\$4.98
Tooth Paste	1.00
Soap	.40
Cards	.15
Art Corners	.20
Paper Cups	.75
Unbleached Muslin	4.50
Glue	.80
Cord	.25
Screen	.15
Finger Paint Paper	1.00
Free Expression Paint	2.10
Brushes	1.20
Clay Flour	.75
Yarn	1.74
Needles	.78
Floss	.30
Food, Transportation, Movies	18.83
Total	\$39.98
Balance	.02

In addition to the money contributed here at the college we raised approximately one hundred dollars during the summer which will be used for future recreation programs of the same nature. Rummage was collected in Detroit Lakes and Crookston, Minnesota, by the ladies' guild of their churches and it was sold to the Indians for very small prices per article. In this way the people on the reservation were able to buy a suit, for example, for as little as \$1.00 or \$.75.

We think you should know that your donations made possible the beginning of a new kind of assistance to the Chippewa Indians—college students organized and directed recreation-study-health programs for the children. This is the first time such a project has been attempted in the Minnesota Diocese, and we are happy to say that next summer there will be at least three more like projects operating in the state.

We have interested many other people in giving some kind of assistance to a group of people who now have little more than rags to sleep on and raw potatoes and wild berries to eat. What actual good we did for the children we worked with remains to be seen, but we felt very encouraged in the short time we were there.

If any of you are interested in the project itself, an account of it is in Miss Funnell's office.

Again, our thanks and those relayed from the children at White Earth.

Virginia Allen
Nancy Hellweg

To Readers of the Beacon

As you may have heard, the Drama Department is planning to tour with their fall production of Luigi Pirandello's **Right You Are If You Think You Are** during the Non-resident Term. We will be performing for secondary schools, colleges and numerous civic groups, including women's clubs, P. T. A.'s, etc.

The future of this type of venture depends upon the response this winter. At the present moment we have some bookings, but this project cannot be really successful unless we obtain more.

We would particularly like to hear from the alumnae who know of groups which would be interested in sponsoring us. For further information please contact us.

Drama Tour Committee



Richard Lewis Writes Book on Melville

Mr. Richard Lewis, of the Bennington Literature Department, is at present writing a book on Herman Melville. In this book, Mr. Lewis plans to examine the problem of tradition—or rather, the lack of tradition—in American literature. The American Revolution necessitated a break with the past that crept deeply into the American mind and influenced all aspects of life. In the field of the arts, Mr. Lewis feels, this influence resulted in the separation of artists from their predecessors and from each other. Each writer, as he came along, ignored all that had gone before and, therefore, was forced to devote all his energy to arriving at the level from which he should have begun.

Melville's Uniqueness

Mr. Lewis proposes Melville as the one writer who managed to capture something of a prior tradition and to overcome the difficulties of the American writer by releasing within himself the inherited ordering symbols.

Photographic Calendar Available for Xmas Gifts

The Publicity Committee, which was formed last term, is now headed by Petrie Manning, who was appointed by the Executive Committee. Other members of the committee including Miss Shelley, Miss Boynton, Mrs. Stange, Mrs. Finckel, Miss Hopkins, Mr. Soule, Cynthia Lee and Lois Greenwald, advise the Public Relations office on publicity matters in general. They discuss such matters as where to send publicity, and the advisability of checking all publicity material with the Public Relations office before giving it to the public. They have decided that it is particularly important to check the accuracy of all statements concerning college policy, but they wish to emphasize that the Public Relations office is not a censor. It merely wants to make sure that misinformation about the college is not distributed.

Photos of scenes in and around Bennington College, some taken by students, are featured in a new photographic calendar to be on sale in the store in December. The calendar, a weekly memo, will sell for one dollar, and all proceeds will go to the scholarship fund. Alumnae will also be selling it in other parts of the country. It will make an attractive gift, as well as a practical one.

Meeting of Fund Raising Committee

Mr. Burkhardt and Mr. Goodman will attend a meeting in New York of the Fund Raising Committee. It will be held at the home of Mr. Wallace K. Harrison, a trustee of the college, and architect for the United Nations.

Mme. Stueckgold Gives Concert; Includes Lieder

By Betty Secunda

Bennington faculty concerts always provide us with musical fare of notable variety, but it is seldom that we are able to hear a complete program of music for voice. On Thursday, November, Grete Stueckgold, accompanied by Claude Frank, afforded us this opportunity in a recital of Lieder.

Lieder are songs in the German vernacular which are reputed to be extremely difficult to sing. Madame Stueckgold says that this is because of the rapid mood changes, necessitating perfect control of the vocal technique. But she also says that every singer should have this control, so the Lieder should after all not be so difficult.

Madame Stueckgold's program consisted of songs by four of the most renowned composers of the 19th century; Schubert, Schumann, Wolf and Strauss. The Schumann, a song cycle, *Woman's Love and Life*, stands out as being particularly beautiful, for in this Madame Stueckgold's excellent interpretive powers were at their best.

Dr. Hutchins' "Chicago Plan" An Experiment in College Education

Dr. R. M. Hutchins championed academic liberalism and put the educational world in a ferment 19 years ago when he inaugurated his "Chicago Plan" in the University of Chicago. In an article in the New York Times, Benjamin Fine outlined the progress of and reactions to this new policy.

In 1930, Dr. Hutchins put the plan into effect. Briefly, the plan in operation permits high school students at the completion of their sophomore year to enter the University for a four-year program leading to the Bachelor's degree. Alternately, they may complete high school and work in a two-year college course toward the degree. The plan also stresses studies in the humanities, the social, physical and biological sciences.

Controversy

What generated most of the furor in educational circles was the decision to award the degree for this work. In Mr. Fine's words, "outraged educators described this as 'debasing the time-honored bachelor's degree'." Dr. Hutchins' answer, in effect, was that the degree had no significance in conventional institutions beyond indicating four years' attendance at college.

To quote Dr. Hutchins, "Students of these ages (16 to 18) have met in . . . Chicago much more exacting standards than they would be called upon to meet in high school. They do so without stress, for they have the requisite physical and mental maturity, and they do it with enthusiasm because they are meeting a challenge. Because they are young, certain obvious restrictions and protections are required for them outside the classroom, but otherwise they are regarded as young men and women rather than as children."

Guide For Other Colleges

"This organization . . . represented an effort to clarify the organization of

education." Since many students have the ability to do general collegiate-level work two years earlier than the present permissible age, and are unable to pay the expenses, it enables them to receive their education at the lowest cost. He added that under those circumstances every community could have its own college. The reorganization of the entire educational system would be necessary, merging the last two years of high school with junior college. This would be resisted by vested interests, but would give everyone a better opportunity.

Aims of Education

In Mr. Fine's article he said, "Dr. Hutchins believes the aim of all education is the improvement of men as intellectual, moral, spiritual and political beings; the primary emphasis of higher education is intellectual. Without an intellectual basis there is no sound means of effecting the improvement of man—unless he bases his conviction on rationality, his progress is not sure."

However, according to Mr. Fine, the Chicago educator does not believe that most colleges hold this as their primary objective. Too many, he said, are involved with specialization and vocationalism, which have no place in higher education, as well as with frivolous and irrelevant material. Present-day problems, he said, are not those of earning a living or getting a trained labor force; they are the problems of what to do with our lives and how to organize our society. He called upon colleges to provide a liberal education, "so that there may be a community of understanding and a means of communication among the citizens."

"A country that must depend on the intelligent judgment of its citizens can never have too many citizens who have a true education," Dr. Hutchins observed. "Everyone should have a general education that has coherence, develops the individual's ability to reason and gives him the equipment to continue his education throughout his life. There is no value in sending twice as

many students through a haphazard collection of specialized and vocational courses."

Freedom of Teachers

When an investigation was conducted into purported communistic teaching at the university in 1935, Dr. Hutchins championed the cause of academic freedom and the hearing collapsed. Dr. Hutchins feels that recent loyalty investigations are harmful and "intimidating" to education: to state universities because they cannot afford to arouse certain elements in the legislatures; to private institutions, because they are fearful of the effect on donors and on the parents of students. Moreover, as Mr. Fine related it, "he said since there is often no opportunity for reasoned consideration of charges or redress against the tactics which characterize most investigations, the tendency is to be cautious to avoid becoming involved. Caution means concessions which impair academic freedom and independence."

Lawrence Art Museum Features Outstanding Exhibit

The Museum of Modern Art in New York has loaned the Lawrence Art Museum at Williams College an exhibit called "Sculptures by Painters." This display includes bronzes by Renoir, Degas, Picasso and Matisse as well as the work of several other distinguished artists.

The exhibit also includes the easel draft of the sculpture of each of the artists, thus enabling the onlooker to compare the work in terms of both two dimensional and three dimensional techniques.

This exhibit, ending December 11, is the third of a series of eight that will be loaned to the Williams Museum by the Museum of Modern Art.

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How to Become a Music Critic in One Lesson

(Reprinted from the Middlebury "Campus")

It is interesting to observe that here at Middlebury, in the heart of rural Vermont, the banner of art still flies triumphant. And yet sometimes the banner reveals a tarnish which a little instruction could eradicate. It is for this reason that I offer the following hints to those of my readers who intend to make a real impression as music critics.

The first point you must bear in mind is to be self-confident. Knowledge is unnecessary, but assertiveness is vital. Never confess to ignorance, never agree, always contradict. Collect a number of names and throw them around. Fioravanti is a good one, or Poiesz, if you want to be kinder and choose someone your public will recognize. But be careful with the pronunciation.

Remember that it is easier to confuse your readers if you mix in painting and literature. "Debussy's second quintet, with its lazy mauve shading, shows clearly the impress derived from the composer's reading of Boileau." And an erudite reference to little known works can help. Consider for instance a sentence like this: "Kalkbrenner's first piano quartet in D major is an interesting example of the reconciliation effected between the empiric romanticism of the East, and the neo-classicism of the West." No one is likely to ask what you mean, least of all Kalkbrenner, who has been dead for some years.

A little biographical detail is invaluable. "Borodin, born on a steppe in Russia," you all know how it goes. But be familiar with the lives of the great composers. Know that Tchaikovsky went mad, Beethoven went deaf and Wagner left his wife. His own wife that is, though had it been Beethoven's, it is interesting to speculate on what the effect on the great German's later work might have been.

You will sometimes need to compare the work of two composers, and might forget which of them came first. Don't give up; the difficulty can be avoided. "Bach loved life, Handel loved living, and in this distinction, the whole significance of the older man's influence on the younger is revealed." But make sure that the connection is clear.

You must have a list of technical words at your disposal. I have found the following useful:

Resolved harmonies
Unresolved harmonies
Integrated values
Residual values
Unresolved values
Resolved values
Values, and of course, Harmonies.

Always be critical, but choose something it is difficult to trace. "After seven minutes of the third movement, during the fortissimo passage, I was shocked to hear the second oboe playing, 'con brio, ma non moto,' instead of 'con moto, ma non brio,' as directed by the composer." This should be safe, and it has the added advantage that you needn't even know what the words mean.

Don't pretend to omniscience, sometimes be taken by surprise. The unsophisticated like to think that even experts don't know it all. This sort of thing would be acceptable:

"During the coda at the end of the scherzo in Dvorak's 'peacock' quartet, I was interested to observe for the first time how the flute cadenza assumes a greying tone, revealing the influence his stay in the Spanish lakes had on the great Bohemian." Check up on this, by the way, if you decide to use it. I don't know whether Dvorak wrote any quartets, nor, indeed, whether there are any lakes in Spain, and such a mistake might be fatal to your reputation.

Be as kind as you can to your victims,

Group Mechanics Meeting at U. V. M.

By Virginia Allen

The Friday and Saturday of Long Weekend I represented Bennington College at a Student Government Conference, which was held at the University of Vermont, for educators and high school college students in the state of Vermont. The most exciting and interesting thing I have to report to the community is the method Scott Mahoney, a student at UVM, who was chairman, used for the conference.

We all assembled in one room, everyone from a junior high school boy to the president of a state teacher's college, and we were introduced to the topic by example meetings of a high school student council; the first, a poor meeting, and the second, a good one. In the second meeting a person entitled "the observer" was introduced into the council. Her function was to watch the mechanics of the discussion. She revealed to the group those who had nothing to contribute; those who spoke so much that others had little chance to express themselves; at which times the discussion was not relevant to the subject; which points were unnecessarily belabored. Every time the leader called upon her for criticisms and suggestions, the group seemed to profit by them and progress more rapidly in the discussion. The second person introduced was the "recorder" who kept a thorough outline of the discussion. She could be called upon to review any discussions or conclusions at any time. With this kind of assistance the leader of the group was able to concentrate on his job.

Then we were arbitrarily divided into five discussion groups to discuss—well, we weren't quite sure! In our meetings we used these devices which proved valuable for criticisms but we didn't seem to accomplish anything. On Friday night, however, the conference reassembled as a whole, and after a panel by representatives of the col-

lege, the high school students expressed very severe criticisms of our talks and the conference in general. They thought they were there to discuss their problems, to get suggestions from colleges and other high schools, and they hadn't really understood what everyone was talking about all day. It was "over their heads". Then older people made it clear that they understood they were to confer on "The Why of Student Government". There ensued a long argument on just what we were trying to do; which resulted in a vote in favor of dividing the high school and college groups.

With a few exceptions this was a satisfactory arrangement for everyone, and a great deal was accomplished in the small groups, particularly with the assistance of the observer and the recorder. After a while we found that we really needed no leader. Almost everyone began to contribute, and we kept to the topic chosen by our group. As a result, to my mind, the next meeting of the entire conference was very successful with a common ground on which all those present could work.

At the last meeting we had, Scott Mahoney spoke for a very short time. He said, in effect, that he had always gone to conferences and been told what, where, and when to discuss and that he wanted to try something different. He did not want to separate the two groups at first because the younger people might feel that they were being "treated like juveniles". He did not want to tell us what to talk about. Then he said what we ourselves realized by that time: that we, as a group had run and organized the conference, chosen our own topics for discussion, by choosing our own groups, and criticizing and participating as we had. There was an almost unanimous decision to continue what we had begun next year and in future years. Hats off to Scott and those who had worked with him!

It seems to me that our community meeting can profit by this example of group dynamics. House meeting and classes could benefit by it, as well. A recorder and an observer present at these meetings ought to give the chairman extremely valuable assistance in running livelier, shorter and more interesting meetings. It would in no way hamper discussion but would only make people think harder before they speak and give more opinions an opportunity to be expressed. I am told that the NSA conference that summer was run with observers and recorders. Certainly that kind of organization is far more thorough than the small groups we assemble.

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Historical Documents Group in Modern European History

During the first meeting of Mr. Ford's Modern European History course, a few students discovered that several of their pre-conceived expectations were not being fulfilled in the course's program. So, Mr. Ford willingly supplied the deficit by forming a new division which would cover source materials and give a more immediate understanding of the historical trends and ideas. So far the participants have read Machiavelli's "The Prince", and several selections from writings of Luther, Calvin and Hooker, and the results of the Council of Trent. The desired problems are now coming to light and the idea is proving very valuable.

The manner in which this course evolved and the very fact of its being conceived are indicative of the advantages of the Bennington policy of education. When dissatisfactions arise, such as a student finding there is material which she needs and is not getting, there is always room and an open mind for improvements to take shape smoothly for all. The student gains both from the knowledge that this opportunity is there and that she can take part in the construction of extra classes.

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Bennington Students Attend Frank Lloyd Wright Lecture

(Continued from page 1)

believe that you can get an architect out of a personality—you will get an imitator. . . . We are as common as animals in a zoo—we are too conscious of effects: forget them. Look for the principles that made a thing what it is. Imitation is always a base, no matter how you proceed with it."

"How many of you have looked the gift horse in the teeth? We took what washed up on our shores and used it just as it was—useless, worse than useless. Have you ever thought what Architecture is and means to you? Why these buildings (gestures towards the ceiling of the auditorium) look like they do? (Laughter by the somewhat self-conscious audience)—Now I don't know why you should think that is funny—It's tragic!"

Industrialism . . . every time I come East I think of a cinder strip, that's what I call it, the cinder strip; the East is old, the buildings are old, ideologies are old; and if that doesn't constitute age, what does? Eastern contamination has gone across the country."

"Who was it who said, 'We were the only nation to have gone from barbarism to degeneracy without any civilization in between?'—Cocteau I think. We could be a culture of the earth, from the earth, and to the earth; it's the only way; but instead we have industrial living.—Why do we have to plunge ourselves into industrialism when it leads to war — when we need the clearing house of war because of industrialism."

"We've had too many esthetes. We have had too many painters become architects. We have not had enough builders, people who used a board for a board, a stone for a stone. . . ."

"What you boys and girls don't understand is that Louis Sullivan and I, as the pencil in his hands, brought in a new era, a liberation. No one has realized that. Here came the thought that was to revolutionize the world—the thought that was to become the basic thought of life, not through literature, not through philosophy, but through architecture!"

"No matter how clever, how rich the resources, nothing can be built from the outside in."

"It isn't for the lack of anything but quality—we've been sold down the river by quantity. Quality can only come from the inside, the nature study that comes from within us. Take the buildings apart and see what makes them what they are. When a man builds, you have what he is. He cannot hide. You can hide in literature, etc., but not in architecture."

"When a future civilization looks back upon ours all they can call our era is the sanitary age. We have water closets, basins, and bath tub as our monuments to time."

"I believe we are materialists without a soul. The soul of life consists in our power over ourselves—not through the head, but through the heart. This we do not do, we pick, we choose, we have taste. Taste is always a matter of ignorance. It isn't much better than its name, and taste is an ugly word."

New NSA Booklet Gives Information On Summer Study Abroad

MADISON, Wisc.—A revised edition of "Study Travel Work Abroad," published by the U. S. National Association, will be available January 1950.

The 40-page booklet outlines student programs in more than 30 nations of the world all of which will be open to American students during Summer 1950.

Students made the 1949 edition a collegiate bestseller. More than 600 students went abroad in NSA programs and thousands were aided in selecting other foreign projects.

Preparation of the 1950 edition will be in the hands of Erskine Childers, NSA vice-president for international affairs. He plans to send more than 800 students abroad under NSA in 1950.

Information on other travel agencies, air rates, Fulbright Act, legal problems, will be included in the forthcoming booklet. Orders are to be accepted by the Publications Bureau of NSA, 304 N. Park St., Madison 5, Wisc. Orders placed in advance will be given first priority when the booklet is available, according to bureau officials.

"Why did you laugh at the Frenchman? It should hurt, it should hurt. We have lost something which we cannot get through education, through going to school in bad buildings. . . . The universities are not to blame. They are besieged by green unperfected trash. . . . If the President of the University does not know a good building when he sees one is he fit to be the sky pilot for youngsters? I say, NO!"

"You can't get architecture out of just flipping a 30/60 triangle back and forth. Anybody can be a draftsman, what for?"

"I can expound for hours, but you won't get it—but I could take you out in the woods and fields where a building is going up (if it's my building) and show you something, and maybe convince you."

Questions

After Mr. Wright's talk there was a question period, and to give the reader a little more of Mr. Wright I am presenting three questions posed by the audience, and Frank Lloyd Wright's answers.

1. (asked by the Dean of the Architectural School) "Mr. Wright, if you are not in favor of sending these boys to school, how are you going to train them?"

Answer: "My dear Dean, I am not going to train them, not with books. Let them get out in the field and try something. Action is essential!"

2. "Mr. Wright, do you mind if other people copy your work?"

Answer: "My work is not mine, it is eternal—it belongs to everyone."

3. "Mr. Wright, is the philosophy expounded in *Fountainhead* a bastardization of your philosophy?"

Answer: "I think bastardization is a very kind word. . . . and I refuse to marry the girl."

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Bennington's Bump Turnpike

By Valerie Silverman

If a poll were taken concerning what people are first struck by on the Bennington campus, the unanimous answer would probably be—the roads. When our roads strike, they strike hard. There is quite a history behind our roads, although at times it would be better if there were less history and more road.

When Bennington College first opened, the only approach to the college was by way of the Graveyard Road, that mountainous stretch which runs, or rather hobbles from the Flagpole, back of the houses on East side, past the graveyard, and down to Bennington. The other road which we now use to go to Bennington was then the private road for the Jennings family which was at the time still living in the Jennings' Mansion, known then as "Fairview". It took the late President Roosevelt to invade the privacy of that road. The gates at Bennington and North Bennington were kept locked, but, when during a tour, Mr. Roosevelt wished entrance to the college from the North Bennington road, and officer from the police cordon obligingly shot the padlock off the gate, and the procession swept on through.

When Jennings Mansion was annexed to the college, we also acquired the roads, but it was quite a struggle before they could be used. The road leading to the Bennington gate was just a dirt carriage-road which had to be widened and surfaced. It seems that the stately elm trees which line it leave very little room for widening, however. So now we have an elm-tree lined road which is very picturesque, but can just about accommodate two-way bicycle traffic.

As for the surfacing, well there wasn't too much trouble there. They mixed up a sample of the composition in a tea-cup, and, satisfied with the results, made large batches of the mixture and then painted the road with it. It was an ordinary procedure, no doubt. Since it was a private road, and not subject to too much traffic, this delicate work of art might have withstood the New England frosts and floods for quite a while, despite a lack of drainage facilities; but unfortunately it was mistaken for a shortcut between the towns of Bennington and North Bennington and couldn't hold up under the unexpected use of town cars and trucks. It was necessary to resurface the road but this, time with a hardier substance, and a few drainage facilities. Again the thoroughfare is giving up, or rather, letting down in spots. It would be nice if the few remaining lumps were either knocked down so we could have a smooth dirt path, or if the holes were filled in (and there is a rumor circulating to the effect that the latter alternative is being worked on now).

The cross-road at the night-watchman's booth is a good example of the solid construction methods used. The route literally was laid out with a piece of string. Something was tangled up there, because the only way a car can get around the corner is if the driver gets out and leads it around.

There also used to be a road which ran from Cricket Hill to the main thoroughfare. This disappeared quite suddenly one day when a bulldozer which was working on the roads around the faculty house passed by. Some ancient orders calling for the removal of the road evidently had been dug up from an obscure file, and removed it was.

Our roads aren't purposely cruel: They are just too impressed with the philosophy that "life must have its ups and downs."

Lost — "Ashmeal"

If anyone has picked up or sheltered a rather large grey tomcat with black stripes by the name of "Ashmeal," kindly call Golffing, extension 312.

Checkup

By Sheila Stires

Every morning at seven-fifteen my alarm goes off and I drag myself out of bed immediately, feeling very martyr-ish about my forced check-up cheerfulness so early in the morning.

It is a terrible shock to my system to have to get out of bed so fast, especially since the weather is so nippy in the mornings now and the room feels like an igloo. Down the hall I go from one room to another, waking people and putting down on the slip those absent and those in the infirmary.

Some people really are amusing in the early hours of the morning. Most of them have their windows wide open with a terrific gale coming in, causing havoc with the papers on their desks. A look at the bed reveals nothing but a nondescript shape dead to the world under a mound of blankets. A touch on the shoulder with a cheery, "Good morning, do you want to get up for breakfast?" usually bring forth nothing but the opening of one eye, so after shutting the window and turning on the heat, I resort to more brutal ways of waking the victim. These waking methods consist of ripping off bed-clothes, shaking the shoulders, and commanding immediate arisal. The last people I awake are those who never open their windows. Their rooms are always stuffy, and the girl, stretched out in every direction with the useless blankets drooping off the bed, is nearly impossible to wake. Their radiators carry on at a great rate and the girls, so groggy from the heat, look as though they had no sleep at all.

One time I found someone in midst of a dream because as I woke the girl she clutched my hand and came forth with a long, incomprehensible discourse. It was rather frightening at first but she soon came around, and I freed myself from her grip and left. Another girl I woke must have been having a nightmare because when I touched her she sat up in bed, looked at me as if I had come from Mars, turned to her room-mate and muttered something about, "Where is so-and-so?" and then slumped back on her pillow. I patted her gently on the shoulder and said, "There now, it's all right. We're all here. Do you want to get up for breakfast?" She then realized who I was and where she was, smiled weakly and said, "Yes, thanks."

On weekends I was most confused because people shifted around into the beds of absentees to allow for visiting firemen. I had to peer into their faces to determine who they were because the shapes under blankets revealed no identity.

Well, all in all, you learn a lot about people when you see them in their waking stage and I recommend check-up to everyone. It is a great experience.

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Engagements

Frannie Wells, Southbridge, Mass., is engaged to Bob Bernhard, White Plains, N. Y., who is a student at Williams College. They plan to be married December 21, and they will live in Pownal Center, Vt.

The engagement of Elley Holmes, Waterford, Conn., and Wally Davis, Louisville, Ky., was announced November 5 at a reception given for them by Elley's parents in Waterford, Conn. The wedding will be in December, after which the couple will take up residence in Williamstown until Wally graduates in June.

Bobby Ushkow, Forest Hills, New York became engaged to Maurice Deane, Newark, N. J. Wedding plans have not been announced as yet.

Carol Diamond, Woodmere, N. Y., is engaged to Larry Foyer, Jamaica, N. Y. They plan to be married in January.

The marriage of Fenton Hegemann, Cambridge, Mass., and John Lasell, Whitinsville, Mass., will be December 28. Fen and John will live in Williamstown until June when John will graduate from Williams.

Bennington Patriot Wins Contest

The Harbus News, publication of the Harvard Business School, recently sponsored a contest in which the girl who finished the sentence, "I prefer Harvard Business School men to all other college men because . . ." most attractively won a Harvard-Princeton football weekend, with all the trimmings. Quoted from *The Harbus News* in an article pertaining to the contest:

"Perhaps the most sardonic note of all was from Martia Reed of Bennington, who asserted, 'They know more than any other college man what they want. Money. And applied a quotation from Dryden, 'That he, the typical HBS man, 'til death true dullness would maintain'."

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