

THE BEACON

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Speakers Stress Colleges' Responsibilities Today

Mrs. George S. Franklin, as chairman of the Board of Trustees, presided over the Inaugural Ceremonies on October 4. She welcomed the three hundred guests as friends and patrons of Bennington.

The first speaker, Governor Ernest W. Gibson of Vermont, former Vermont and U. S. Senator and Army officer, spoke of the importance of women in the one world of today. "I hope all here," he said, "will learn to realize that they are a part of a brotherhood living in one world."

He went on to say that he would watch with great pride the growth of Bennington, the only women's college in Vermont, under President Burkhardt.

College Open to Change

The noted author and former Bennington trustee, Dorothy Canfield Fisher, pointed out the essential harmony between Bennington College and the state of Vermont. "As Bennington has opened its doors to new fields of education," she stated, "so Vermont has changed as circumstances changed."

In modern education she saw the same tendency to leave people free to develop their own special qualities. "There is a constant readjustment of human life to society as it is, so that human life can be free, flowing and zestful." In that spirit she welcomed Dr. Burkhardt to Bennington.

Calls for Leadership

President John S. Dickey of Dartmouth, a former lawyer and Department of State official, welcomed Dr. Burkhardt on behalf of the colleges of New England. In speaking of the liberal arts college today, he warned of the new challenge which faces it. "We must develop a leadership within the democratic process itself which has both the capacity and the will to provide solutions which fit our problems rather than the prejudices and shibboleths of the past."

He defined this leadership as fitting the context of the American political traditions, i. e. decentralized, and as serving chiefly as a counterbalance to the time factor of all problems of any magnitude.

Calling for more than the individual

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Guests Impressed with Ceremony, Scenery at Tea

Tea on the Commons Lawn was held following the Inauguration of President Burkhardt in the Barn Quadrangle. All the guests and members of the College community were invited to attend. Green and white striped umbrellas provided shade and a colorful atmosphere.

From informal conversations with many of the guests, the most frequent comment was on the beauty of the surrounding countryside and the Bennington campus. Mr. Joseph Wiggins, the representative from Bates, also men-

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Inaugural Address of Dr. Frederick Burkhardt

Education with a Deadline

There is a common awareness that a new age is beginning for mankind. There is no joy in this awareness, however, because its birth was marked by the destruction of an entire city, an event which gave immediate testimony of the hideous possibilities of the future.

As a result, there is also a common awareness of a great deadline. I do not, of course, mean that anyone knows its precise date. I mean to convey by

the figure only the general sense of urgency, the feeling that something must be done before it is too late. "Too late" will be the day the third world war breaks out. This is the deadline we are working against.

Pre-Atomic Way of Thinking

Not everyone is sufficiently clear about this it seems. There is still a good deal of discussion about war and peace which displays habits of mind that stem from pre-atomic or pre-bacteriological days. Take for example, the statement which appeared last week in *Life* magazine, in an article advocating a program for a new balance of power system:

"The first specification of our kind of world is not peace but freedom. . . . Next, after freedom, comes justice, for large numbers can enjoy freedom only in a frame of order. Peace comes third. Peace we need and yearn for, but peace comes third, because if freedom and justice lack, we shall not ourselves be peaceful."

This might have been maintained in 1944, but not today. Today peace comes first, because freedom and justice require civilization and the human species, and modern warfare can wipe this out. At least this is so if we can believe the current prophets of doom. And in this regard, it is significant that it is precisely the best informed who are most alarmed. Cassandra nowadays sits in high places. She has degrees from many universities, and has done research in nuclear physics.

Nature of the Deadline

It is important to be clear about the nature of our deadline, because it makes a great difference to what we think and do about meeting it. It is one of the major concerns of educators today to help in achieving this clarity.

But to define the nature of the deadline and to develop its implications, though important, is not the whole concern of educators; they must work against it.

Now, deadlines are particularly uncongenial to educators, not only because they are accustomed to the long view, but because in times of great cultural stress and crisis, the ways of reason are notoriously difficult.

Cites Hellenistic Age

They have, however, worked against them before and have responded to the challenge in their own way. The Hellenistic period, for instance, comes to mind at once because when the great "failure of nerves" swept the Graeco-Roman world, educators worked under psychological conditions very similar to our own. The City state had fallen and with it the traditional faith. In describing the generation living at the beginning of the period, Gilbert Murray sums up the work that lay before them as follows: "They had to rebuild a new public spirit, devoted not to the City, but to something greater; and they had to rebuild their religion or philosophy which should be a safeguard in the threatening chaos." Looking back on how this work was done, we can now observe an agreement which pervades the many different teachings of that tragic age. In all of them, the focus of education was shifted from social and political concern to an individualistic ethics and to philosophy of individual salvation.

This was the response of educators of the past to their deadline. Is there anything comparable going on in education today? I believe there is, and that the modern response shows as clear a direction as the Hellenistic one.

Activity in Education Today

That something is being done is clear from the remarkable amount of activity in educational circles today, despite the pressure of great numbers which makes it difficult even to carry on as before. There is in our schools a widespread determination to change educational ways and to make them more meaningful in the world today. And when one surveys the many new plans for revision of the curriculum one can, I think, see evidence of a common theme running through them.

The common theme is the demand that edu-

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Left to right: Mrs. Franklin, Dean Emeritus George C. Sellery, Dr. Burkhardt

Inauguration Attended by More Than Five Hundred

The inauguration of Dr. Frederick Burkhardt as the third president of Bennington College on October 4, was attended by representatives of thirty-one colleges, past and present trustees of the Bennington College Corporation, donors, the original founders, members of the community and friends. It took place in the Barn Quadrangle, and was followed by a tea on the Commons lawn.

Guest speakers at the ceremony were: Ernest W. Gibson, governor of Vermont, Dorothy Canfield Fisher, John S. Dickey, President of Dartmouth, and George C. Sellery, Dean Emeritus of the College of Letters and Science, University of Wisconsin. Mrs. George S. Franklin, chairman of the Board of Trustees, presided, while

Mrs. Hall Park McCullough was chairman of the Inauguration Committee. The schedule of the ceremony was as follows:

1:45 p. m. Bell Ringing.
2:00 p. m. Academic Procession.
2:15 p. m. Inauguration Ceremonies. Bennington College Chorus. *Haec Est Dies*
Speakers:
Hon. Ernest W. Gibson
Dorothy Canfield Fisher
John S. Dickey
George C. Sellery
Inaugural Address:
President Burkhardt
Bennington College Chorus: *Repleti Sunt*
3:30 p. m. Tea, Commons Lawn

In the Academic Procession were the following college representatives: Dean

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

Editorial

A variety of reasons have been given for the poor attendance at the Communication Series' lecture of last Thursday night. Many students said they would have attended the lecture had it been given in the theatre instead of the Carriage Barn. These students simply said that they were not willing to put the extra time and effort into walking to the Carriage Barn. Still other reasons were given by the more than fifteen students who were offered rides from Commons. Whether or not the reasons are valid is beside the point; the point is that a last-minute canvassing of the campus was required in order to avoid a highly embarrassing situation.

The problem of a lack of attendance has arisen since the new lecture series was planned. However, the series is not worth continuing, from the standpoint of the speaker's time and the college's money, if less than a dozen students and faculty attend.

We advocate that the lectures be held in the theatre in the future as a partial solution to this problem.

E. S.

Community Council Reports
On Constitution Changes

The Community Meeting, last Wednesday night, was opened by Flo Sullivan, Chairman of Community Council, who reviewed the objectives proposed last Spring by the Commission on Community Government. The first goal, "to reorganize the community government into a more efficient and smoothly functioning body", was achieved last July when the Community voted for a new governing structure, which will go into effect at the beginning of the Spring Term. Flo announced that a community meeting for the purpose of reviewing and explaining this new structure would be held later this year.

The second task proposed by the Commission, the re-writing of the Bennington College Constitution, has involved many difficulties. Flo characterized the old constitution as "a confused and confusing document". The New Constitution "is designed to be relatively permanent in an ever-changing community". It is a skeleton form, embodying the basic principles which the Bennington Community upholds. By-laws and election procedures, currently being re-written by a sub-committee of the Community Council and the Steering Committee, will be presented to the Community by the end of the term.

Discussion of the New Constitution, consisting of a short preamble and three articles, was begun by Fran Davis, who proposed an amendment to

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Faculty Committee Changed

At a recent faculty meeting a decision was made to replace the present Faculty EPC by a group to be known as The Faculty Committee. This committee is authorized to propose items for the agenda of faculty meetings and forums, and to serve as a clearing house for faculty problems and faculty initiated proposals. It will be composed of representatives from the major faculty groups: Literature, Science, Political Economy, Social Science, Drama, Dance, Music, and Visual Arts. Each major faculty group will select two candidates by preferential ballot and the faculty as a whole will elect one of the pair in each field. The term of office will be one year, and the Committee will elect its own chairman.

The name "Faculty Educational Policies Committee" is to be applied to a different body. This body will take over the functions of the present Advisory Council. Its powers will be extended to include consideration of educational policy.

Proposed Spring Series

The General Meetings Committee is planning a spring series along the lines of last year's series on Myth and the series on American Thought of the year before.

While the Committee will be responsible for final choice of a subject, the reaction of members of the community is solicited to two proposals now under consideration.

One proposal is a series on the pressing subject of recent major advances in the sciences with emphasis on atomic fission, and the relation of those advances to changing political concepts and ethical ideals.

The other proposal is a consideration of basic aspects of Eastern culture following the pattern by which studies of the Western Tradition are now carried on in Bennington, that is, literary sources, philosophical concepts and issues, Eastern arts.

In either case the effect would be to direct discussion to the layman and to indicate any opportunities for action which these issues present to us as citizens.

Written comment addressed to the General Meetings Committee via the Student Personnel office will be welcomed. To be of use the comment must be received within the coming week.

Sandy Crawford's N.S.A.
Convention Report

This is the balance of this report, the first part of which appeared in the Beacon of September 24.

"Perhaps the most interesting phase of this convention was the division of the delegates into three panels to draft resolutions to be presented to the whole body. The three panels were as follows:

"I. Student Government and Student Functions: This panel worked from certain fundamental promises. The first of these is that one of the principle purposes of the NSA will be to strengthen student government systems as they currently operate on the campuses. If the new organization succeeds in developing strong and functional student government throughout American colleges and universities, it will help to provide the mechanism through which American students can receive a real education in democracy. Obviously, one of the greatest problems faced by student governments over the nation is the problem of student indifference to student government, and the consequent control of student governments by minority groups on campuses, such as social or honorary organizations. While this situation might be improved somewhat by improvements in the structure of the student government, this seems doubtful. The average student is not destined to take an interest in his stu-

(Continued on page 6)

c/o R. S. V. P.

Letter Box

Dear Beacon:

In answering Lois Klopfer's letter about the new schedule of classes and the comment she voiced, it would be a good idea first to look at the reasons underlying the changes and second to look at some of the facts about the way the schedule is operating.

The new schedule was made because for the last few years—in fact, ever since students have taken four courses instead of three as they used to before the basic studies program was initiated—there has been an increasing number of unfortunate conflicts in the schedule. There were two tendencies which aggravated the situation: more and more classes were scheduled to meet twice a week, some even three times a week; and the work week tended to shrink down to a Tuesday through Friday-noon schedule, because both faculty and students preferred not to have classes on weekends. When the faculty E.P.C. began to study the problem last term, one of their aims was actually to spread the college work week over the full five and a half days instead of crowding so much into the middle of the week but to retain, if possible, some of the values of the short week for those people who could arrange it.

In order to spread out the week and find a workable basic schedule, two three-day blocks were chosen, with the classes meeting twice a week coming on Monday and Wednesday or Thursday and Saturday, plus a third block on Tuesday and Thursday afternoons. Classes meeting once a week were spotted in where there would be no conflicts (or practically none) for students who had already signed up for them at the end of last term.

Now as the schedule worked out, it happened that several classes having very large enroll-

The Educational Policies
Committee

The Educational Policies Committee has started the season by electing Sandy Crawford as general meetings representative.

A student science committee is being formed to look into the matter of revising the basic science course, and also another committee is being formed to draw up questionnaires to be submitted to each teacher for his particular course. These questionnaires will be issued at the end of the year to the students in order to receive their opinion of the courses taken throughout the year.

The science division is planning a seminar on anaesthetics and there is a possibility of a series of meetings on current scientific happenings.

The art division of E.P.C. is having two student art shows in the cases upstairs in Commons. One of these shows is on now and the second will take place a few weeks before the end of the term. Also, there is a probability that an outside speaker will be obtained for the seminar.

The drama-dance division has been divided and now there will be a separate representative in the E.P.C. for each field. So far, this year the drama group has given a show in North Bennington and one in Bennington. There might possibly be a third show for Teen Town. November 12, 13 and 14, three one-act plays will be performed as a school production by the drama students. Every week there is a Monday drama workshop which is open to the public.

The E.P.C. will probably have a meeting at the end of the present term with all the students applying for senior division. At this meeting, the students will be able to learn what is expected of them in senior division and will have the opportunity to ask any questions that might be on their mind.

Open House

There will be an Open House for Williams and Bennington students on Friday, October 10, from 8:30 to 1:00, in the Carriage Barn. Everyone is cordially invited. It is organized by Recreation Council, assisted by a student committee of one girl from each house. Admission will be fifty cents per person. Beer will be served and there will be games and dancing. A four-piece orchestra will play.

ment were fitted into the Monday-Wednesday block; this is reflected in Lois's program: Human Life and Environment, Monday and Wednesday at 9; Personality and Social Order, Monday or Wednesday at 11; Philosophic Backgrounds of Modern Thought, Tuesday at 9; and American Fiction, Tuesday at 11.

The word ruling which Lois used is not very appropriate for a schedule worked out from the point of view of fitting the hours to the needs of the students.

From a sampling of student and faculty programs it looks as though there were not nearly so many people having a three-day program as Lois implied. In fact, Lois was one of the (lucky or unlucky) few. In thumbing through the current program cards I saw three or four like hers. But in an impartial sampling of 25 student programs I discovered that the figures for classes in the second three-day block in the week were as follows: no classes: one; one class: six; two classes: eight; three classes: five; four classes: two. Of the eight programs having two classes in the second part of the week, one had one class in the first part of the week; two had two; three had three; one had four. If one wished to deduce an average schedule from this, it would be three classes in the first part of the week, and two in the second.

Now in answer to Lois' remarks about the situation with regard to library books, there are some very interesting facts. According to the librarian, there has been a jam about books for large classes at the beginning of every year since the basic studies program came into effect. There are several reasons for this: text books have been late in arriving, or the supply runs out before everybody has been taken care of so there is a run on the one or two library copies; faculty members sometimes let a day or two elapse between assigning a book and putting it on reserve; discussion groups have not yet been organized so people have not settled down to their special projects. The jam is aggravated by such facts as that many students want to sign for one book for 6:30 Sunday night and only the first one there get it for that time. The implication in Lois' letter that people do their reading between Monday and Wednesday is verified as a rather dismal fact by the statement of the librarian that the library so far this year has "not been too busy over weekends". It seems pertinent to ask whether Wednesday to Monday is not a period of work as well as Monday to Wednesday. Many hours go by when books for large classes are not signed for at all, according to the librarian. Perhaps in the large classes the students and faculty could agree to have the longer reading assignments for Monday instead of Wednesday or for Thursday instead of Saturday. Isn't there enough goodwill and free discussion in a Bennington College class to make it possible for students to raise such questions when it is necessary?

The jam on books has already let up, however. Maybe people are not procrastinating quite so much; maybe various classes have already discussed the matter and come to a sensible solution; maybe people are organizing their time better; maybe the situation is not so dire as Lois painted it anyway.

The facts seem to indicate that it is not.

Sincerely yours,

Catharine Osgood Foster

P. S.—I'm the one who worked out the schedule.

Dear Editor:

I think that praise should be directed towards Mr. Belitt for planning and producing such an intelligent program for Saturday night movies this term. And also credit is due to Mrs. Shapiro who has been making the clever posters and signs announcing the coming programs.

Sally Lieberman

To the Editor of the Beacon:

In a democratic community it is the right of each individual to voice his opinion, but how can any serious issue be discussed openly and logically if one group resorts to anonymous notes? One of the basic concepts upon which our Community is founded is that the individual member of the Community is a mature, responsible person. I don't call putting up anonymous signs the act of a mature, responsible citizen. I call it a reversion to grammar-school tactics.

No matter on which side of the issue each of us stands, it is, and should be, part of our right to state publicly those things in which we believe. One of many channels of expression is the Community Meeting. No government can function strongly and well if it has to fight against unseen forces, if its members cannot bring themselves to open discussion of the points in question. Possibly the one redeeming factor of these signs is their proof of an active interest in the problems of Community Government—a thing which at times in the past has been lacking—but if people are going to fight, let them do so openly.

Our basic ideals of government are fine and sound, but they cannot be realized if we, the individual members, do not work for them in a mature, logical way.

Fran Davis

Inaugural Address of Dr. Frederick Burkhardt

(Continued from page 1)

education today must provide a Science of Man which is commensurate with our knowledge and control of nature. It stems from the realization that the Science of Nature has outstripped our knowledge of man, that now invention has become the mother of necessity.

"Science of Man"

It is this urgent attempt to beget a Science of Man that runs through the plans for general education, through the plans of engineering colleges to include more of the liberal arts, through the shift to required and basic courses, through curriculums consisting of great books and the incorporation of religious teaching in our schools.

This agreement is so clear and so widespread that it can be said with justice that the search for the Science of Man constitutes the response of modern education to the deadline.

But, as in Hellenistic times there were great competing schools of thought, so today there are deep-going differences among educators, differences which arise from their convictions as to how this Science of Man is to be achieved. On this issue there are two general sides. One group believes that the Science of Man is already complete, that it is stored up in the accumulated wisdom of the past. Most of the plans I have mentioned share this assumption, and it is on this side that the preponderant forces are to be found among educators. The other group believes that the Science of Man has only begun to be worked, that it will come only as a result of the application of scientific methods of research to our social problems.

Conflict Very Apparent

The conflict between these groups is often more apparent than their agreement in the common quest. It has produced much lively and some illuminating controversy, but it has also, on occasion, seriously affected matters of educational budgets and suspending of educational funds for educational advance.

Recently, for example, when a bill establishing the National Science Foundation was passed, all the sections relating to research in the social sciences were eliminated. The reason for excluding them from the benefits of the greatest piece of legislation yet devised for the advancement of learning were various, but in a careful analysis of the testimony at the hearings, published in the May issue of *Scientific Monthly*, George Lundberg concludes: "There is always in the background of the testimony reviewed the traditional view that after all, we know the solution of social problems through historic pronouncements of seers and sages, past and contemporary, and all that is needed is more education to diffuse this lore and arouse moral fervor in its behalf."

This statement has a polemical tone, due no doubt to the fact that the author, who is a social scientist himself, is profoundly disturbed by his findings, but the evidence he has collected in the article bears out the general conclusion that this attitude did, in fact, prevail among many of those who gave testimony, and this group included a large number of educators.

Chance for Common Quest

The final bill, as you know, was reluctantly vetoed by President Truman because of the administrative difficulties it presented. It will certainly be revised for the next session of Congress, and this will give another opportunity for the inclusion of the social sciences. This time, it is to be hoped the testimony of educators will reflect the realization that, in the face of the deadline, it is dangerous to be so sure that we have the answers in our books; that any other effort to get light on our problems can be discouraged or allowed to die. This time, it is to be hoped their testimony will reflect the common quest for the Science of Man rather than the different positions within it.

Since the group whose testimony discouraged the inclusion of the social sciences in the bill evidently has a great respect for learning in the past, and since so many of them are physical scientists, it may be instructive in this issue to go back about three centuries to the time when modern experimental science

now grown so healthy, was struggling to be born.

Parallel to Present Situation

The parallel to the present situation looks alarmingly close. In those days, too, there was in the universities the general conviction that their accumulated wisdom was sufficient. In reading the works of the supporters of the new way of knowing, like Bacon, Descartes, Galileo and many other of their time, one is impressed with the bitterness of their attacks on "school learning". It is safe to infer that the silence in the records of the universities of the times is due to smugness in their own wisdom and disdain for the new, rather than to lack of awareness that they were being criticized. Martha Ornstein, who has done able research on this question in a book entitled "The Role of Scientific Societies in the 17th Century" comes to the following conclusion:

"It thus would seem, from the slight progress of the universities along lines of experimental science, from the fact that the greatest scientists of the age were not affiliated with them, from the many criticisms leveled against them and from actual evidences of their conservatism extending even into the 18th Century, that the universities in the 17th Century did not lend to science that encouragement which it needed in order to take root in them."

Progress of Universities

In recollecting this unhappy page in educational history, I do not wish to be understood as suggesting that the universities have not changed a great deal since that time. As Miss Ornstein says:

"The universities today have little more in common with those of the 17th Century than the name, their general organization, and a few formalities, such as conferring degrees. The revolution in the universities which caused them to assimilate the changes sketched above, making of the university professor a modern scientist, has been the task of the two centuries which have elapsed since the 17th, and in a most real sense is still the task of our own time. This revolution has made and is making universities homes of free thought, of scientific research and instruction, places where matters most intimately connected with everyday life are fostered."

"It was the unmistakable and magnificent achievement of the scientific societies of the 17th Century, not only to put modern science on a solid foundation, but in good time to revolutionize the ideals and methods of the universities and render them the friends and promoters of experimental science instead of the stubborn foes they had so long been."

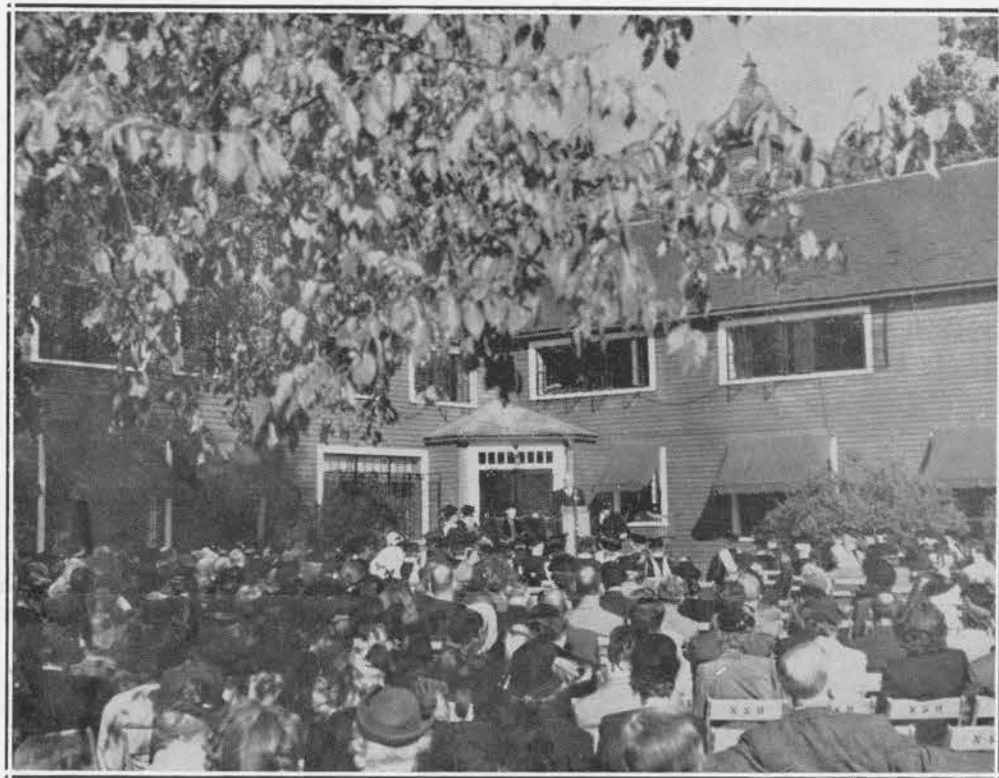
New Battle in the Present

That battle has been won. The question now is whether there is not a new one for the encouragement of an infant Science of Man.

The social sciences are, it is true, included in our universities' curriculum today, but when one considers the support and attention they have received before and after the Science of Man became the great common educational concern, there is not the great increase one might expect if they were really seriously regarded as having promise.

The real strength of my historical analogy depends, of course, on whether the case of social science today is really as good as that of natural science in the 17th Century. It is my conviction that it is, in the sense that I believe that hopes does lie in the direction of the extension of scientific methods to the problems of men. I do not, however, wish to defend this personal conviction on this occasion because in view of the deadline it is not so important that we agree that their case is the same as it is to agree that we cannot be sure they are not different. It may be that the confidence in our accumulated wisdom is justified. But present confidence is not a substitute for results which are not yet achieved. So long as this is so, we must follow all possible leads. This is the great difference that the deadline makes.

Let us, therefore, carry the quest in both directions. By all means, let us scrutinize the past for answers. By all means, let us read the great books and learn as much about the heritage as we can. But let us not in doing so pre-judge the other alternative. Let us remember that we have a deadline, and that in view of it we cannot risk doing a disservice to the Science of Man.



Community guests listening to one of the inaugural speakers.

Guests Impressed With Ceremony, Scenery at Tea

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tioned the charm and friendliness of the Bennington atmosphere and of all the students whom he met. He informed us that Bates was one of the older New England colleges, and has attempted to maintain its policy of a small student body of approximately seven hundred.

Another Inauguration

We were introduced to Dr. Fuller, who most obligingly held our coffee cups while we took notes. His inauguration as president of Bard, which is quite similar to Bennington, will take place this week. "I hope we will come up to the high level set today by Bennington's ceremony", he said. President Burkhardt will pay a return visit to Dr. Fuller at this time.

Dean Margaret S. Morriss, of Pembroke, was also very impressed with the inaugural proceedings, and with President Burkhardt. According to her, Pembroke clings more to the traditional concepts of education than Bennington. Dean Evelyn C. Rusk, of Wells, made much the same comment, though at Wells they have a two-week period of individual study each term. On this, her first visit to Bennington, she was very enthusiastic.

President Burkhardt helpfully pointed out President Harold Taylor of Sarah Lawrence, who informed us that he and President Burkhardt are very close friends, having worked at the University of Wisconsin together in the philosophy department. He has been president for two years and finds the two colleges are quite similar. He expressed

d sincere pleasure at the appointment of President Burkhardt.

Old Friends Back

Back for the first time in nine years, Dr. William H. Kilpatrick, the first chairman of the Board of Trustees, was very pleased with the ceremony. He found the campus considerably changed since he had last seen it.

Frances Perkins, one of Bennington's sponsors and first trustees, also found the campus greatly changed since her last visit. "The trees, like the rest of the college, have grown and matured," she commented. She expressed great satisfaction with the progress of the college.

Although President John S. Dickey of Dartmouth confessed himself nearly talked out, he did say that he thought the Board of Trustees a wonderful, hardworking group of people. "I've noticed a two-way agreement between Dartmouth and Bennington," he said, laughing. "I would like to see it kept up."

President Howard Ackley of Green Mountain Junior College, found Bennington, next to his own, the finest college in the state. He only wished it were more convenient for juniors to enter Bennington from Green Mountain. "I'd even be willing to transfer myself," he declared.

Among the many visitors was Mrs. Woodburn. "It is really interesting to be retired after fifteen years of work," she smiled. "I only hope they don't put me to work again!"

President Harvey Davis of Stevens thought the ceremony most impressive. "I also thought the speeches far above the usual level of such things," he added.

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Inauguration Attended by More Than Five Hundred

(Continued from page 1)

Paul H. Buck, Harvard; Dean Harry J. Carman, Columbia; President Henry M. Wriston, Brown; President Francis T. Spaulding, University of the State of New York; President John S. Millis, University of Vermont; President Jas. P. Baxter, 3rd, Williams; Helmer L. Webb, Librarian, Union; Stephen A. Freeman, Vice-President, Middlebury; President Livingston W. Houston, R.P.I.; President Charles W. Cole, Amherst.

Also, Professor Fred B. Millet, Wesleyan; President Homer L. Dodge, Norwich; Miss Alice L. Thorpe, Wheaton; President Roswell G. Ham, Mount Holyoke; President Edward C. Fuller, Bard; Dean C. Mildred Thompson, Vassar; Joseph A. Wiggins, Bates; President Harvey N. Davis, Stevens Institute of Technology; Dean Evelyn C. Rusk, Wells; Miss Grace S. Thompson, Boston University.

Also, President Herbert Davis, Smith; President Wilbur K. Jordan, Radcliffe; Mrs. Harold E. Townsend, Bryn Mawr; President Howard B. Jefferson, Clark; Mr. Otto Luening, Barnard; Dean Margaret S. Morriss, Pembroke; President Bancroft Beatley, Simmons; President Rosemary Park, Connecticut; President Harold Taylor, Sarah Lawrence; President Royce S. Pitkin, Goddard; President Walter Hendricks, Marlboro.

Also, Dr. Robert Leigh, first president of Bennington; Dr. William Kilpatrick and Dr. Vincent Ravi Booth, former trustees; Dorothy Canfield Fisher, Dean George C. Sellery, President John S. Dickey and Governor Ernest W. Gibson, speakers; Mrs. George S. Franklin and President Burkhardt.

An informal Faculty Concert for Inauguration guests and members of the community was held at 8:30 that evening in the Carriage Barn Pit.

Among the three hundred-odd guests were: Miss Frances Perkins, former trustee; Dr. Oliver C. Carmichael, Chancellor Samuel Capen, Buffalo University; Dr. and Mrs. Hugh P. Baker, Massachusetts University; President Helen McKinstry, Russell Sage College; and Dr. Constance Warren, former president of Sarah Lawrence.

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Speakers Stress Colleges' Responsibilities Today

(Continued from page 1)

program for students today, he declared, "There must be intellectual experiences shared in common by all students, and directed at the development of a heightened sense of individual publicmindedness and a greater sense of common public purpose."

In closing he quoted Mr. Justice Brandeis' words: "If we would guide by the light of reason, we must let our minds be bold."

Dean Sellery Old Friend

George C. Sellery, Dean Emeritus of the University of Wisconsin, as an old friend and colleague of President Burkhardt, devoted his talk to the varied and successful experience that prepared President Burkhardt for Bennington. After giving a brief resume of his career, he continued, "Dr. Burkhardt has learned at Wisconsin that philosophy may be more than a knowledge of the many philosophical systems; it may be employed to promote the good life, to further the human enterprise."

In addition, Dean Sellery said that Dr. Burkhardt had learned the recurrent problems that face men and women, and how to teach his students to use the tools of philosophy to solve their own problems themselves. To illustrate this, he told of a spontaneous seminar organized by Dr. Burkhardt on a reconnaissance flight over Roumania while he was in the OSS.

"Dr. Burkhardt also learned that the controversial topic provides the best material for training young people for enlightened citizenship."

Dr. Burkhardt's Assets

Dean Sellery also predicted that Dr. Burkhardt would work with the staff at Bennington as a team in the development of college policy. Finally he said, "In assuming the office of president of Bennington College at the age of thirty-five, Dr. Burkhardt has two great assets: first, the varied experience I have touched upon; secondly, the success which has attended every job he has put his hand to."

When officially greeting Dr. Burkhardt as president of Bennington College, Mrs. Franklin said, "We have every confidence that you will lead us as well as Dr. Leigh and Dr. Jones."

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Chinese and Japanese Art Exhibition

October 2nd marked the opening of an exhibit at Bennington College taken from the Chinese and Japanese collection of Mrs. Moselsio.

The art of China and Japan has its roots in the earliest records of time. Unlike other artistic developments, the oriental arts have retained through the ages, a purity and common characteristic which makes them recognizable to even the most unschooled observer. But the qualities which mark oriental art as unique need not discourage the novice, as the exhibit so aptly proves. For art is the medium through which the peoples of all races from remotest antiquity have recorded their thoughts, their emotions and their ideals. Further, the language of art, the elements of harmonious spacing and relative quantities of light and dark, which the Chinese call *notan*, is a language common to all.

The Moselsio exhibit is a carefully chosen group of Chinese and Japanese pieces, which traces the development of oriental art from the bronzes and ceramics of the ancient dynasties through the porcelains, cloisonne enamels, and sculpture of the middle dynasties; among them the T'ang and Chou, to the works of the after Ming and Ch'ing dynasties, and finally to the Japanese art of printing. It is a truly colossal exhibition on a small scale.

Two particularly interesting examples on exhibit are the figures of Kwan-yin, the Divine Mother type who is the Chinese Goddess of Mercy. Represented in art from the time of the Sung dynasty, Kwan-yin has been interpreted in different ways by each religious faith. One very lovely piece portrays Kwan-yin with the Buddhist rosary around her neck. The other of Kwan-yin with a pearl in her hand is of the Lamaist school.

Examples of another religious figure, important in Chinese art from the third century A. D., are those of Buddha. One of these is a rare and little sculpture of Buddha as a child standing erect on a lotus blossom pointing the right hand upward and the left hand down. The other is the traveling Buddha, an elaborately carved and gilded figure, neatly encased in a small traveling box so that the traveler would be assured of this god's presence.

Bronze was one of many materials used by the Chinese. During the Chou dynasty, this metal is particularly notable. Included in the exhibition is a bronze in the form of a hippopotamus, low, wide, oblong, and short legged, representative of sacrificial vessels. The inscriptions on these bronzes are often the preservations of family records, or speeches given by a feudal chief when bestowing the ceremonial vessel upon some person or group.

Compared to the ancient origin of bronzes, the period of cloisonne enamel can almost be called modern. The vase is an example of cloisonne work. The design is outlined with bent wire welded to the metal. The spaces between the wires are filled with enamel in pure and brilliant colors.

Of Japanese origin are the Nezukes,

most widely used during the years 1750 to 1850 A. D. The Nezuke is a small charm attached to a medicine bottle by means of a cord that loops around the belt. Not only are these minute spirits detailed and delicately made, but as those on display show, the bottoms of the figures including the soles of the feet are carefully and conscientiously finished.

Particularly colorful in design are the Dogs of Fon, or the Lions of the Law, on exhibit. Placed inside the Buddhist temples to frighten away evil spirits, these lions appear to be toying with the "ball of the universe", which is representative of their playing with life.

A fine ceramic example of the amusing Ho-Shang is to be found in the collection. Represented in Chinese sculpture of the Ming period as the God of Luck, Contentment and Riches, Ho-Shang, fat and jolly, is to be seen leaning against a hempen bag, laughing at mankind.

The exhibited Japanese prints are important because they stand as examples of the one art which was truly Japanese in origin. This form of block printing was invented and so perfected that numerous color plates were used to attain the variety of hues seen in the prints of the Drama on exhibit.

It is difficult to describe the full beauties and representative qualities of this exhibit taken from the collection of Mrs. Moselsio. However, those who visit the exhibit will inevitably experience a better understanding of what is meant by the *notan* of oriental art.

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Community Council Reports

(Continued from page 2)

the preamble. Her motion, to change the phrase "Our general principles of conduct are these:" to read "The following general principles of conduct must be respected if this ideal of community living is to be achieved", was carried.

Sonya Rudikoff asked for an explanation of in what way the Administration is considered a governing body in the community. Mr. Kaiser declared that the Administration had powers granted to it by the Charter of Bennington College. It was his opinion that it is impossible to make any explicit statement as to where the authority of the administration ends and the authority of the student government begins.

Ruth Livingston felt it important that a line, defining the powers of these two groups, should be drawn somewhere. She suggested that an attempt be made to find out the provisions of the Charter. A need for clarification was also expressed by Mr. Holt.

A question was raised as to whether the Corporation Charter had ever exerted its powers over those of the Constitution. Mr. Burkhardt attempted to clarify the whole issue by explaining that when Bennington College was established, it set up a certain administrative base, and it is only through such a base that a community government can be derived.

Mr. Kunitz proposed that staff spouses living on campus be included in Article III, as part of the College Community. Mr. Kaiser felt that there was an implicit understanding, in view of the fact that wives of faculty members can serve on Central Committee, that they were members of the official college community, and there would thus be no need for an express statement to this effect. A vote, to leave Article III as originally written, was passed by a narrow margin.

The Chairman reminded the Community that Ruth Livingston's proposal, that the duties of the Administration and Trustees, be stated, as well as those of the Community, was still on the floor. Miss Marshall asserted that nothing that can be listed as the powers of the Administration would change the powers of the Constitution.

Miss Shelley explained that the trustees are a corporate body formed by a Charter granted by the State of Vermont. She declared that Bennington is the only college in the country which endows its president with the power to appoint administration as well as the faculty.

Mr. Burkhardt suggested that the Administration be responsible for unearthing the Charter, and in the event that the Constitution in any way conflicted with this document, the Community would be notified.

Mr. Salvadori declared a vote on the Constitution was inadvisable. He felt that it should be definitely stated that the powers of the Constitution are subject to the powers embodied in the Charter.

An affirmative vote on Miss Shelley's proposal, to place the Charter on public display before the official vote on the Constitution, brought the meeting to a close.

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Sandy Crawford's N.S.A. Convention Report

(Continued from page 2)

dent government until he becomes aware that the student government directly affects his interests.

"The specific problems dealt with in this panel were: Student Cultural Welfare, Student Social Welfare, Student Physical Welfare, Student Rights, Academic Freedom, Student-Faculty-Administration Relationships, Student Housing, Student Part-Time Employment, Vocational Information Service. On the majority of the campuses in this country inadequacies exist in all of the foregoing.

"II. Panel on Educational Opportunity: This panel dealt with the following: Economic barriers to educational opportunity, Educational discrimination in Southern States, Racial and other discriminations in educational opportunity and campus life in non-Southern states, Educational Facilities, Academic standards, Curriculum reform, and Graduate study opportunities.

"III. Panel on International Student Activities. This is the panel which I attended, thinking that it probably would be of most interest and use to Bennington students as we do not have the problems of academic freedom existing on other campuses. This panel divided into three sub-panels; UNESCO (United Nations Educational, Scientific and Cultural Organization), International Student Service (ISS) and World Service Fund (WSSF), and International Union of Students (IUS). These sub-panels made reports to the main panel and the main panel resolved the following: To seek a seat on UNESCO as there are three seats open to student and youth groups; to support ISS, an organization which deals purely with exchange scholarships, educational opportunities abroad, travel tours but does not encompass student relief, and to support WSSF, an organization solely for student relief. Affiliation with IUS was a controversial subject, and it was finally decided not to actually affiliate until next year, but to start affiliation procedures and to use facilities of the World Student News, the IUS publication, to give information on NSA to foreign students. This magazine is published in five languages and is well worth the cost of subscription. Affiliation with IUS was one of the largest issues discussed at the Congress. The decisive considerations favoring NSA affiliation with IUS were two-fold:

1. The great and urgent need for specific and large-scale means of contact and familiarization of the students of countries whose present mutual differences, suspicions and lack of information may well lead to increasing unrest and even war throughout the world.

2. The more immediately practical advantages of affiliation with IUS—the many international projects and activities in which American students and colleges can profitably take part as a member organization of the IUS.

"The controversial issues involved the fact that IUS at present is Communist dominated, and a non-partisan, non-sectarian organization such as NSA could not support the political views of IUS. However, IUS at present is by far the largest international association of national student organizations and the non-Communist countries will withdraw unless the United States comes in to help. All students in all countries including Russia have certain problems in common outside of

political issues, some of these countries including Russia have solved a part of these problems and can help others to solve them. Therefore, it is important that we join IUS, but it is also important that we keep our actions on a non-partisan, non-sectarian basis. I, myself, think this can be done, and I think a majority of the students at the Congress agree that we ought to give it a try.

"As to the conduct in the sessions I have only to say that I have never seen or heard anything like it. All discussions were orderly. Nobody was rude. All points made, and there were thousands of them, were important and relevant. Nobody repeated themselves or anyone else. The sub-panels and sub-committee facilitated discussion, and the issues were clear-cut and written down before being brought to the whole assembly. There were no blocks, no politics as far as I could see. Everyone got a chance to be heard. The whole convention was beautifully run and there was very little confusion. Most of the time we got to bed at 3:00 a. m., and got up for 9:30 a. m. sessions. The Constitutional committee had a 36-hour stretch with no sleep during that time. The student dorms were very comfortable, the food good, and the campus lovely. The weather was wonderful and we often swam at night instead of going to bed. Nobody lost their sense of humor. There was occasional planned and unplanned comic relief in all the sessions.

"You will ask me what specifically Bennington can do in this organization. There are plans being drawn up right now. We had no time to discuss each individual college and its problem. The whole country is divided into regions. Each region has its own problems. We are in the New England region, including Maine, Vermont, New Hampshire and Massachusetts. There will be a regional meeting probably this fall and probably at Mount Holyoke where we will make plans for what each college can work on. A newsletter will be published so that we can keep in contact with what the other colleges in the region are doing.

"Eventually NSA will have a magazine. Until then Harvard will continue to print an International Student Activities Bulletin—a very good wall sheet with information on travel, exchange, and expenses abroad.

"The National office is at the Uni-

versity of Wisconsin in Madison, and will act as a central office for all information on all the colleges in NSA.

"I would like to quote from a letter from Jim Smith, the ex-chairman of NSA, received by the delegates before the convention:

"Never before in American Educational history have the college and university students of this nation been organized into one group with certain common purposes. Never have American students tended to look upon themselves as forming a distinct group within our society, a group with certain common aspirations and common problems. The Convention, and the organization which will result from that Convention are an expression of the growing maturity of the American Student. Despite our sectional, religious, political and other differences, we are at last beginning to realize also that we must work together to deal effectively with these problems, and to attain the goals which all thinking students of our generation have in common.

"If we can display a maturity and a wisdom hitherto not been expected of our generation we will win new respect in the eyes of university faculties and administrations as well as other segments of our society, and we can provide the type of leadership which the American student community so desperately needs."

"In conclusion, I would like to say that students today are practically the only group left in the world with any interests in common, with any human contact in common, the only large group with the heart and intelligence to try and keep the peace. If we lose this contact we will be the ones to fight in the next war. Everyone at the convention knew this, understood what was at stake, and realized the need and urgency for such an organization as The United States National Student Association."

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