

THE BEACON

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National Student Association Congress Report

by Nancy Hellweg,
Bennington N. S. A. Delegate

Approximately 750 delegates from some 250 member schools attended the first annual congress of the National Student Association held in Madison, Wisconsin during the last week of August.

This was an important event for the success and future of N.S.A.. It had stood its initial trial year and now came the task of laying the policy which would continue this progress.

Congress Enthusiastic

There appeared to be a great deal of enthusiasm and interest among the delegates, and despite the confusion which resulted several times from a detrimental use of parliamentary procedure, this interest never seemed to lag to any extent. It was obvious that certain individuals and groups were trying to delay and prevent action on various matters, but these attempts were in vain and the congress adjourned in an encouraged state of mind, although very fatigued by the continual high-gear sessions from the previous five days. Throughout the numerous meetings the congress conducted itself in a mature manner. I think that for the most part, they exhibited a very adult approach to the situations at hand, and this is substantial evidence for the future success of the N.S.A.

Workshops Organized

The meetings of the congress were divided into three different categories: plenary sessions, regional causes, and workshops. Of these the workshops were the most important. During this past year the staff committee felt that at times they were not in the position to take constructive action on various matters because they did not have the majority opinion of the association. And so, a series of workshops were organized for this congress in order that the delegates could formulate positive programs which could be implemented at any level in the N.S.A. program.

Sponsor Foreign Students

The workshop which I attended was the one on academic exchange. I did so because I felt that there is a need

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Election Night Rally Huge Success

Tuesday night, November 2, will be long remembered by the Bennington College community. Starting promptly at 8:30 a tremendous crowd gathered in the orchard near Jennings Hall. Here a huge bonfire became the focal point for community singing, dancing, and other such festivities. Conga and snake lines were formed and even a little tree-climbing was indulged in. Around 9 o'clock the crowd, led by Mr. Bales, the band, and Sally Pickells as drum majorette, moved to the carriage barn where refreshments were served. The pit was decorated with posters of the presidential candidates, and leaflets and other such propaganda were liberally distributed. Ballots were handed to the students to fill out for the college's own presidential poll.

After everyone was well fed Mr. Bales, as Master of Ceremonies, introduced the Socialists who were to give the first skit of the evening. It opened with our own "Danny" singing a parody on "I hate to see that evenin' sun go down", which went "I hate to see that Thomas man go down". Other parodies followed and Mary Lou White narrated.

Next on the list was the Democratic skit which was narrated by Sonny Park-

off. Phyllis Meili was Miss America in a cast which included, among others, Jennifer Brown and Skippy Duncan. Parodies were sung of "Roll Me Over" and "Anything You Can Do I Can Do Better."

Ironically enough the Republican's skit was titled "Truman's Last Day in the White House". Mr. Sperling as Mr. Truman and Turri Rhodes as Margaret Truman were exceedingly funny.

The honors of the day though were carried off by the Progressive Party, whose skit was by far the most professional. Organized on the order of a musical revue it was brilliantly directed by Burt Prensky. Dick Deacon as Norman Thomas, Jack DeVoe as Dewey, Jim Thompson as Truman, and Coe Norton as Thurmond, with the rest of the cast, had the carriage barn rocking on its foundation. Satires of the D.A.R. and the Thomas committee merit special attention. This skit proved a hilarious conclusion to a highly successful evening.

Special mention should be made of Mr. Bales, who proved to be not only a highly efficient M.C. but a wonderful election broadcaster, and of the Bennington Octet, which sang between skits. The consensus of community opinion seems to be that election years should come more often.

'Students for Thomas'

The Bennington College Students for Thomas group, headed by Elizabeth Cresswell, came into existence only five weeks before election and was thus handicapped by lack of time in comparison to the other political groups on campus.

However, the Thomas group presented a skit on Election night, and it has held several meetings, at one of which a representative from the United Women's Garment Workers Union spoke. This speech marked the highest point in the group's activities since the speech which Thomas himself gave at the beginning of the term. Mr. Kampelman deserves particular credit for his help in the group, as he arranged for the speaker, and has been of invaluable assistance in the short time the group has been functioning.

Elizabeth Cresswell explained that electioneering was only the secondary purpose of the group, that its primary purpose is to educate the students concerning socialism. They were all to have read about Marxist socialism and then to discover the similarities and differences between Marxian socialism and the democratic socialism of Thomas.

Undersubscribed Charity Drive Reflects Student Apathy

Students response to the first College Community Chest drive this fall was so lacking in enthusiasm that student collectors were able to collect only \$600 during the first week of the drive. Since the goal had been set at \$800—\$400 of which was to be given to the Save the Children Federation and \$400 to the South Shaftsbury Nursing Association—the drive was extended for an additional two weeks at the end of which time the total collection amounted to \$757.65. This amount is almost \$100 under the \$850 quota of past drives, and although late donations may bring the present total up to \$800, a second drive which has been planned for December can succeed only if it receives more enthusiastic student support than did the October drive.

Generous Faculty Response

For a number of years, the Bennington College Community Chest has operated on the assumption that students

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Don't Embalm Democracy Warns Burkhardt

President Frederick Burkhardt of Bennington College, speaking on Oct. 29 at an educational conference in New York, called for educators to keep alive the liberal spirit in the defense of democracy, and criticized the "purely defensive and negative" reaction to the danger which confronts us in the world.

Dr. Burkhardt spoke before the Thirteenth Educational Conference at the Roosevelt Hotel, sponsored by the American Council on Education and the Educational Records Bureau.

"In our anxiety to preserve democracy we must be very careful not to embalm it," Dr. Burkhardt declared. "To preserve it in this sense is to treat democracy as though it were a bird which has been caught and stuffed and put on the mantel as a trophy." President Burkhardt said that the "recipe for this social and intellectual taxidermy" is simple: "Take out the vital organs and life blood, among which I include the critical or liberal spirit, and pack with the sterile cotton-wool of platitude—those unobjectionable, safe ideas which it is indecent to criticize."

Education and Indoctrination

Dr. Burkhardt said that following this procedure will mean turning democracy into an authoritarian dogma. "We will gain thereby the same crystal-clarity of the dogmas sponsored by the Kremlin," he added, "but we will pay the same price of thought-control, and education will become indistinguishable from indoctrination."

"As we meet here today," Dr. Burkhardt said, "there are signs that the defensive forces are in the ascendant over the critical. In our foreign policy the emphasis is almost wholly on the defensive side—we are very clearly anti-communistic, but we say very little about what we are for, and in consequence we are not so clearly pro-democratic." The way to test this, continued Dr. Burkhardt, "is to put yourself in the shoes of some of the democrats in Europe and look at our policy through their eyes. Instead of a positive and clear statement of the kind of democratic world we would support they can see only a policy of containment."

President Burkhardt said that on the domestic front the "evidence of a powerful defensive psychology are equally plain in the atmosphere of caution produced by the reckless way the term communist is used, by the practices of the Un-American Activities Committee and the Loyalty Boards."

Vital Concern

"The defensive mood is such that at this point I must be quite explicit as to my meaning," Dr. Burkhardt went on. "I am not contending that the defense and preservation of democracy should not be our vital concern. I am contending that the preservation of democracy, if taken merely negatively and defensively, will at best act as a depressant on free, critical, imaginative thought and expression, and at worse it will constrict, stultify or kill the thing we love."

Dr. Burkhardt was one of several leading educational figures addressing the New York conference. Others included President Sarah Gibson Blanding of Vassar College, President Harry D. Gideonse of Brooklyn College, and Dean Millicent Carey McIntosh of Barnard College. The principal speaker at the dinner meeting this evening was Dr. Thomas B. Watson, the President of the International Business Machines Corporation. The addresses given at the conference will be published by the American Council on Education.

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Attendance
in General Meetings

Although attendance in General Meetings has improved since last term, we feel that it is not as high as it should be. A good example of this lassitude was the election series. Norman Thomas, being unusually well known, was the only speaker accorded a capacity audience. Audiences diminished with each lecture, so that the last speaker, for the Progressive Party, addressed an exceedingly small group.

The trend in attending General Meetings seems to be towards attending only those lectures which pertain to students' major interests. But as well as being considered a supplement to specific classes, General Meetings should be used as a point of contact with all fields. The speakers we have are usually good, and have something interesting to say. General Meetings Committee works hard to get them. We should go to their speeches to thank them, to thank the Committee, but most of all to take advantage of the educational opportunities the speeches convey.

Introducing New Faculty

Mr. Knowlton from Reed College

Mr. Knowlton, who is teaching physics at Bennington, was born in Skowhegan, Maine, but has spent many years in midwestern universities. In 1910 he received his doctorate from the University of Chicago, and has recently come from Reed College where he taught for thirty-three years.

Mr. Knowlton approves of the Bennington system and finds it quite similar to Reed, in community government.

Author of Physics Books

President of the 1942 American Association of Physics Teachers, he is the author of *Physics for College Students*, and co-author, with Marcus O'Day, of *Laboratory Manual in Physics*.

At the present he is living on the campus in Booth House and plans to end the term visiting his three daughters.

Violet C. Boynton: New
Director of Admissions

As a newcomer to the campus, Miss Violet C. Boynton, Director of Admissions and Assistant Director of Student Personnel, was asked during an interview for the "Beacon", what she thought of Bennington, now that she was actually a member of the college community. In discussing the assets of Bennington's concept of education, she said, "To be considered as an adult in an adult world, to be able to make

(Continued on page 4)

c/o R. S. V. P.

Letter Box

Oct. 27, 1948

To the Editor:

I am enclosing the two dollars for my subscription, but wanted to let you know at the same time how much I have enjoyed reading the Beacon since I left Bennington. I find such features as the articles on various aspects of educational policy, the information on new faculty members, and your coverage of drama, dance, music and evening meetings wonderful means to keep up with what's going on in Bennington. You really are turning out a paper which not only seems to fulfill most of the hopes we originally had for its role in the college community but which also continues to be of very great interest to those of us who have graduated. This probably sounds stuffy but I did want to thank you for the work you are all doing on the Beacon.

Sincerely,

Ann Hart

Corresponding with O'Casey

In the course of writing a term paper, Joyce Perry discovered that the College library lacked several of Sean O'Casey's works and that it had very little biographical materials on him. She wrote Mr. O'Casey through the magazine "Irish Writing" and received the following letter in reply:

Tingrith

Station Road. Totnes. Oevon. England.

Sept. 16th, 1948

Joyce Perry, Esq.

Dear friend:

I've given you a masculine title, not knowing whether you be lass or lad. I thank you for your kind letter, and hope you will do well with your Course. The list you mention is a good indication of what I have written so far, missing only the plays, *PURPLE DUST* and *THE STAR TURNS RED*, both of which are now long out of print, as, indeed, are all the others; and *WIND-FALLS*, a collection of verses, short stories, and two short plays; with the play, *COCKADOODLE DANDY* and *INISFALLEN FARE THEE WELL*, a biographical vol. both of which are in the press, the latter to appear in November.

I have picked out a few reviews taken haphazard from many, which I am sending on to you under another cover, for Air Mail is expensive, and I am not a millionaire. To send you more would mean a look through of stuff, long forgotten, and that might mean a loss of sanity . . .

I assure you, I don't mind the Irish "critics". I got a lot of fun writing "Tender Tears for Poor O'Casey". Indeed, I rather like putting forward adverse criticisms as prominently as possible, faithful to the belief that if there be any merit in my work, intelligent critics will see it, and Time will either forget what they thought, or confirm it handsomely. It is pleasant to learn that the young like me; but they must be 100% for themselves, and demand the right to live; to live on until old age and not disappear in the flame of war, or return mangled to where they set out from; to fight for the time when no-one over military age will be allowed to make an outcry for war. If that were so, we'd hear very little about it.

My warm regards to you, and to all who wear the red rose of youth in their hair.

Yours very sincerely,

Sean O'Casey

You put "272" on top of your letter and "279" on envelope.

As for seeing me, when in London, you will have to ring me up; and then we'll see.

Telephone No. Totnes. 2359

Interviewing
Transfer Students

Joan Rounds—"No comparison at all! It's superior, and how!" was Joan's answer when I asked her how she would compare Bennington to Goucher. She misses the girls at Goucher and says that there they are more of a "unit". Joan likes the idea of not having to work on a time basis at Bennington and not having to take exams that "drive you crazy and do you no good." At Goucher, the courses are "dry" and the marking system discouragingly low. Also, she thinks that the teacher-student relationship at Bennington is very helpful.

Emile Kay Brown—Kay is a transfer student from Indiana University which she said is "like a machine" in comparison to Bennington. Here the work is inspiringly presented to the student as an individual so that what she accomplishes means twice as much.

Waldo Brighton—Waldo transferred from Reed College because she found that she was making most of her friends in the West and she wants to settle in the East. As far as work is concerned, she claims that the two colleges are very similar as Reed is also progressive. She classifies Bennington as having "wonderful classes, grand girls and good meals".

Judith Van Orden—"The reality of Bennington exceeds my expectations of it. My liking for it progresses every day. As for comparison to Smith—they cannot be placed on the same level; they are too different."

Lou Wynne—Lou is a transfer student from Wells College. One of the reasons that she likes Bennington is that there are fewer classes, and students have more time to do outside work on their own. She approves highly of the counselling system, and also says that the girls here are more serious and mature.

Martha Jane Woodcock—"Woody" attended Smith College for two years. As for Bennington, she likes the attitude of the college in assuming that the student is mature enough to accept responsibility enabling her to work in specific fields which may be of interest to her. In agreement with the other transfers, she likes the closer relationship between the faculty and students and the opportunity to express oneself in class discussion. "Woody" feels that Bennington is "less a factory and more a group of individuals." She thinks that there is a sensible consideration of the student's attitude as well as of her work and good endeavor as well as good work is commended.

Olivia ("Bibi") Pattison—Bibi left Lake Erie College because it is a small, provincial school. She could not express herself due to required subjects and what she felt to be unnecessary restrictions. She likes the progressiveness of Bennington and being treated

Inquiring Reporter

Last week in response to a letter in R.S.V.P., a more thorough inquiry was made to find out what types of lectures are preferred by Bennington students. The following reactions are representative of the general feeling:

Joan Borden—"Definitely more on current issues . . . a series on Europe."

Sally Whiteley—"Less politics, less world problems, less abstraction . . . more history, more people."

Marcia Eastman—"More novelists and critics."

Helen Frankenthaler—"More science and less political economy . . . a symposium on the arts."

Suzy Mosher—"Lectures like the China Series which tie in with literature and philosophy."

Joan Rounds—"Something unusual . . . like a series on the different Oriental religions."

Patton Galloway—"A series on Russia." Marcia Ireland—"A music lecture, for instance on modern jazz."

Shirley Creamer—"A science series."

Mary Low Taylor—"More psychology and social science. A series on marriage, for instance, would be a very good idea."

Of the thirty or so students who were questioned, about a third still wanted more discussions on current events and politics. But the majority felt that they had had enough political economy for a while and wanted more faculty lectures—Fromm in particular—more science, literature and art. Many people would like to know about the culture and people of foreign countries, especially Russia. Everyone felt that the series type of lecture was most interesting and beneficial.

Correction

To the Editor:

The Art Faculty wishes to call your attention to an error in the article on the NSA exhibit which appeared in the October 15th edition of The Beacon, page 1, col. 4.

The works hung in the exhibit are as follows:

Painting Clare Carruthers
Lithograph Fanny Parsons
Photograph Katherine Ann White

We understand that all three of these works are to be entered in the exhibition in Prague, November 10 to 17.

Margaret P. Duncan
Faculty Secretary

as an adult. Bibi also likes the idea of having time and opportunity for outside work.



Vogues and Vanities

Bennington Campus is a pot-pourri of strange and exotic clothes. This is the hypothesis. No hypothesis, however obvious, is valid without a scientific proof. Thus, the following items:

I. At a cocktail party last week, a Bennington student arrived in a striking black and green silk print. Having a bustle back and high neckline, it was reminiscent of the gay 90's. However, the one discordant feature in the girl's outfit was dried mud which clung to the hemline, skirt and sleeves. Everyone tactfully looked away. Finally one curious person asked her if she was aware that her dress was mud spattered. She replied casually that she did know. It seems that the student was in Mexico last summer and had worn the dress to a fiesta. As she was leaving she and her escort slipped and fell into the muddy driveway. In a moment of hysteria, the girl accepted a bet. "Wear the dress five times without having it cleaned", her date challenged, "and I'll pay you 10 dollars." This, it seems, was the fourth wearing and she is carefully conserving the mud and planning ways to spend the forthcoming money.

II. And of course—dungarees, a Bennington tradition of the most sacred order. One proud wearer is modeling a pair, whose origin dates back to 1929, which has been cherished by many and various members of her family. In order to sustain their durability, the present owner has used many varieties of materials including checks, plaids, cubist and surrealist designs, cotton, gingham, wool and even silk. The first time the student wore them to Jennings after one of the more startling rejuvenations, Mr. Levy eyed them in fascinated horror. It seems that the "tone quality" was disturbing.

III. There is another girl on campus who conserves her jeans for sentimental reasons. Two years ago, on a picnic, she was introduced to a prominent writer. (Name withheld for literary reasons.) He was so intrigued by her array of multi-colored patches that he wrote a story about a dungaree-with-patches-wearing-girl and it appeared in the Saturday Evening Post.

IV. There is one outfit which appeared lately on campus that has provoked much comment. It seems that a student had most of her clothes stolen over long weekend in New Haven. Waking in the morning to discover her catastrophe, she phoned her date in dismay. Soon in the chivalrous Yale custom, a parcel was passed through her transom. The gallant Yale boy had unselfishly relinquished his lavender leotard and a pair of red flannels which he thought might pass as tailored slacks. Modesty and conservatism were overcome as these were preferable to the obvious alternative. The girl wore this costume back to college. She found it very functional because of the warmth and the drop seat, and is planning to wear it more often when the really cold weather sets in.

There are many more instances which could be cited, but these few are, perhaps, sufficient to prove the hypothesis.

D. Hutton

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"Fallen Sparrow"

A pleasant surprise on Sunday night was the movie, "Fallen Sparrow". Although still very Hollywoodian in spots, it seemed to the majority to be an improvement over the usual super-colossalities that Hollywood feeds the public; European movies still seem to be in highest favor on campus, however.

The story concerns John McKittrick ("Kit") played by John Garfield, whom we first see arriving in New York with a newspaper clipping about the suicide of a policeman in his hand and something on his mind—presumably something about the clipping. We then learn, when he arrives at a police station to see the Inspector, who is a friend of his father's, that the suicide victim was his closest friend and that Kit does not believe he committed suicide. The Inspector in effect asks him to mind his own business, but Kit announces that he is determined to find out who did it. From there the picture moves with great speed as the danger increases, and the love affair (omnipresent in the Hollywood movie) adds to the intrigue.

Maureen O'Hara as the love-interest, is a very decorative as well as a secure actress, but she seems to be putting her mind rather than her heart in her lines. Garfield is a good actor, but one gets the feeling that he has been told every action he is to do, which makes it a little unnatural and hideously melodramatic in places. There were moments of dramatic finesse, but these were the ones which had no emphasis placed on them and were quickly passed. In general, the movie was carried by the excitement of the plot rather than by each actor's force intensifying the action. Walter Slezak was sufficiently sinister in the role of the cunning enemy with a dragging foot; and the sound of the foot, which Kit knows from the concentration camp as an embodiment of all horror of his tortures, is successfully used in the music throughout the movie, as is the sound of dripping water which plinked outside the cell of the prison. There are vagaries in the plot, as is usually the case, but they are not condemnably numerous and are only side incidents. Perhaps one of the greatest reliefs was the ending of the movie on a sour instead of a sweet note. Kit that his girl friend is after all an incorrigible, although beautiful, Nazi and it is he who actually discovers the fact, which makes a good tense situation for both of them to end on, instead of the usual embrace amid sobs of ecstasy. Hollywood still has much to learn about the small touches in acting, rather than the large orations concerning all honorable things, etc., and the boundless passion which never dies down in the love affairs, but stays at the same shattering level.

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Ernie — First Pianist on the Loop

Ernie Murray, the piano-player with the big, friendly smile at the State Line, has been "manipulating the ivories" since he was ten. From an early age his first ambition was to be a professional pianist and at fourteen he started playing for the movies and vaudeville in his home town, North Adams, Massachusetts. Ernie said that he believed the reason he was able to get a job playing after only two years of studying music was that he "just seems to have a natural ear for it". His next job was at the old Harte Theater here in Bennington when he was still "young enough to be wearing knickers". He worked here for twenty years commuting once a week from N. A. by trolley-car! From 1932 to '34, he toured with Mal Hallet's orchestra in Boston and its environs. He then played for a while at the Community Lounge—the place where everybody in Binghamton, New York goes—

Linehan and Collins His Pupils

Along with his "regular entertainment work" Ernie has always given piano lessons. Jack Collins, who used to play at Raleigh's, was one of his pupils and his nephew, Tommy Linehan, another. Ernie said with a twinkle in his eye that musicians seem to run in the family because Tommy is now with Woody Herman's orchestra. Another one of his pupils of whom he is rather proud is Mrs. Murray. He first met her when she came to take lessons from him. They live in North Bennington and have three children, two girls aged ten and four and a boy seven. Ernie has started teaching the eldest girl to play the piano and has hopes of her becoming a professional pianist some day, too.

Played 12 years at the Line

He has been playing at the State Line on and off for the past twelve years. In fact he started working there when it was just a little bar with only eight chairs. Ernie was also the first pianist on the loop. He thinks the new College Room which opened Friday November 4th "is really going to be O. K." Even though he loves to mix with the college crowd and has had his picture painted on the wall downstairs, he is still going to be playing at the bar. On occasion, however, he will come down during his intermission "to run off a few numbers."

Freshmen Most Sociable Class

By the way, Bennington girls are "all right—tops" in Ernie's estimation, especially this year's freshman class. According to him the '52 are the most sociable class that has ever entered Bennington.

Ernie "leans towards the classics" but needless to say he is also fond of popular music, particularly the Duke Ellington kind. Ernie likes to have requests—this fall the one most frequently asked for has been "BODY AND SOUL"—but if you really want to please him ask him to play "EAST OF THE SUN AND WEST OF THE MOON" because that is his all-time favorite tune.

The Case of Ezra Pound

Poet and Traitor

The Case of Ezra Pound, by Charles Norman, is neither a defense nor an accusation of the great modern poet who acted, during the second World War, "contrary to his duty of allegiance to the United States." It is, rather, a concise statement of facts.

Pound, one of the outstanding influences in modern poetry, settled in Europe after his dismissal as an instructor at Wabash College. He became active in the artistic movements of his time, developing his own talents and encouraging the talents of others.

Pound the Fascist

In the middle 20's, during the regime of Benito Mussolini, he went to Rapallo, Italy. In 1933 he published a little book entitled *Ezra Pound's ABC of Economics*. "A reader might read it and put it down feeling that neither he nor Pound was quite clear about the subject; but no reader who read it to the end could put it down without realizing that Pound had hitched his star to Mussolini's armored car."

Pound grew more strongly fascist with the passage of time. "When war came, he was lending his voice, his erudition, and his bitterness against the United States, to further Italy's war effort." On May 5, 1945, Pound was arrested by the United States. Awaiting trial as a traitor, Pound underwent a sanity hearing, was judged insane, and was placed in a mental hospital.

Opinions and Facts

The Case of Ezra Pound contains excerpts from his books and broadcasts. It also contains opinions on Pound by some of the outstanding poets of modern America—many of whom were close friends of Pound before the war.

Written in a clear and interesting style, *The Case of Ezra Pound* helps to explain one of the most controversial personalities of our day.

R. Brown

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at the piano

Introducing New Faculty

(Continued from page 2)

one's own choices, to have the opportunity for self-discipline, to be able to develop an individual program of study which progresses according to one's capabilities; these are all precious and rare privileges unusual in this era of mass education and should not be accepted lightly or with indifference." Moreover, Miss Boynton said that at Bennington, for the most part, these opportunities were not taken for granted.

Officer in WAVES

During the war Miss Boynton was an officer in the WAVES after which she became adviser for Women Veterans, Veterans Administration in Washington. Previous to this she had teaching experience at the Hillsdale Country Day School, Kansas City University and Ohio State University, where she was Assistant Professor in the College of Education.

Having "tried out" many types of education, Miss Boynton believes that the principles on which Bennington was founded are the most worthwhile, and practical, provided the opportunities which the system offers are utilized to the fullest possible extent.

Mr. Garceau Joins Bennington Faculty

Mr. Oliver Garceau has joined the Bennington faculty this year to teach in the field of Political Economy.

Mr. Garceau received his A. B., M. B. A., A. M., and Ph. D. degrees at Harvard University, and has also studied at Oxford and the University of Chicago. Harvard seems to have been the place for him, for he returned to teach at the Harvard Graduate School of Business Administration from 1935 to 1936 and was a member of the Harvard faculty of Arts and Sciences from 1936 to 1941 and from 1945 to 1946. He taught at the University of Maine from 1946 to 1947, and from 1941 to 1945 he did his bit for the war effort as a Lieutenant Commander in the United States Naval Reserve.

Worked at Carnegie Foundation

Mr. Garceau was a member of the Social Science Research Council from 1945 to 1946, and a Research Assistant in Industry and Government at the Harvard Business School from 1935 to 1936. Last year he worked on the Public Library Inquiry of the Social Science Research Council for the Carnegie Foundation, under the direction of Robert D. Leigh, the founder and first president of Bennington College.

As a writer, Mr. Garceau has contributed to the *Harvard Business Review*, the *Public Opinion Quarterly*, and is the author of *Political Life of the American Medical Association*.

Mr. Garceau enjoys teaching the small individual classes at Bennington, and also thinks it is a beautiful place to

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live. He is married and has a seven-year-old son, Laurence.

New Accompanist is Scripps Graduate

A new addition to the dance department this year is Marcia Burr who is taking Hazel Johnson's place. Miss Burr is a graduate of Scripps College in Claremont, California, where she majored in music and studied dance. Last winter she studied in New York with Jose Limon and Pauline Lawrence, both outstanding in the field of modern dance, and also did some work with Doris Humphries, well known choreographer. She spent the summer at the New York University-Connecticut College School of Dance in New London, Connecticut, studying composition and accompanying with Norman Lloyd and Louis Horst. At Bennington, Miss Burr acts as an accompanist for various dance classes and suggests, arranges, or improvises music for individual compositions.

Mr. Anderson Has Extended Experience

Mr. Kurt Anderson is an especially substantial new member to the faculty because of the broadness of his experience. Not only has he had previous training in teaching college students, but also has had the positive experience of working with labor and management in government, industry, and relief organizations. Therefore the direction of his courses can be well adjusted to almost any student's demands.

Education

Mr. Anderson's education was acquir-

ed at the Universities of Illinois and Pittsburg. At Illinois he switched from his original physical education and athletic major to philosophy. Afterwards he was appointed to a Political Economy and Social Science Fellowship at Cornell University, where he also obtained his M. A.

Depression

During the first years of the depression, Mr. Anderson did relief work in Pittsburg with a group of 400 other college students and consequently saw the thousands of innocent families who were forced to suffer undue hardship.

He merged this group with larger ones, such as the A. F. L. and the C. I. O., for more immediate effect, and towards the end of the depression he worked in the N. L. R. B. trying to enforce the Wagner Act and make employers "behave like gentlemen."

After the depression Mr. Anderson took up many varied and strategic posts in the government: acting as liaison agent between federal and local government and between employers and workers in industry. During this time he edited and published a plan of wage stabilization for the President. He also was a labor consultant representing employers, with the singular duty of "remanding them for too high wages."

Last year these fields became to slow because disputes were tapering off, so Mr. Anderson decided to return to his original profession of teaching, which had been side-tracked by the depression. He already knew of Bennington from a former student, and thought of it as an ideal sort of college.

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Undersubscribed Charity

(Continued from page 1)

would be willing and able to donate a minimum of \$10 a year to charity. It is realized, of course, that a few students are financially unable to contribute even this small amount and that many would not be able to contribute \$10.00 at any one time. So for this reason, the Community Chest conducts four drives during the College year and each time asks for a minimum contribution of \$2.50 per student. Members of the faculty are also solicited and a great majority of them give generous donations. Some staff members also contribute to these drives, but since nearly all of them live in nearby communities, they give to their local Chest.

Community Responsibility

The Bennington College Community Chest is independent from any outside charitable organization and is organized by the student collectors appointed each year to represent each of the twelve houses on campus. These students are responsible not only for collecting donations from their own houses and from the faculty and staff, but also, as a group, they decide which of the many charities that write each year asking the College for help shall receive the proceeds of each community drive. However, it is not these collectors, but the members of the community who are responsible for the success or failure of each drive.

Abandon Charity?

The Community Chest serves a dual purpose, for not only does it give financial aid to worthy charities, but also it attempts to serve the College by carrying out the obligation which the members of any community owe to those less fortunate than themselves, for it assumes that the Bennington College community wants to fulfill this obligation. It is hoped, therefore, that the student apathy shown toward the Community Chest in its latest drive is due to the fact that students did not understand the purposes of this organization. If, however, this apathy indicates that the majority of the students do not wish to give even \$10.00 a year to charity, then it would be recognized that the Bennington College Community Chest is performing an undesirable service and it should be abandoned, for it cannot function without the whole-hearted support of the community.

Ellen St. Sure, Chairman
Bennington College Community Chest

Non-Resident Term

About the Winter Work Period from Miss Funnell

The ten weeks that Bennington students spend away from the college have often proved an important phase in their entire college experience. They supply a need that has existed throughout education since the rise of the industrial society. At college the student is involved in seemingly unrelated courses, thoughts, and techniques in a close, compatible society. The non-resident term remedies the lack of an immediate, active, and responsible participation in the adult working life, which is necessary in order to promote an understanding of the relationship between "scholastic education and life, a responsible citizenry and an intellectual and emotional maturity."

General Student Needs

The experience of having a paid job, at home or away, gives the student a broader knowledge of the world at large in which she lives. She can test a vocational interest, and at the same time earn money and learn its value. In a large city, particularly, she can get the cultural opportunities not available within the limitations of a small college. She can also learn about and adapt herself to the routine discipline of an organization in which she is important, but in which she is only one in many, and has no voice in the management of affairs as she does at college.

Personal Student Needs

Aside from testing her vocational skill or finding a new one and learning to incorporate this direct experience in a renewed appreciation of College studies, there are innumerable other gains. Many girls, especially those who will never have to earn their own living, learn office techniques, business structure and problems, and the pressure on the working people in our industrial society. It "dispels any illusions and over-simplified notions" in bringing the student into direct contact with the tremendous profit motive underlying all business and the valuable budgeting of time and money. In turn she develops a new concern for people and society and, hence, a more intelligent citizenship.

Personally it speeds up her growth through giving her a realization of her own potentialities and deficiencies, and showing her the opportunities offered. Many people go through college with starry-eyed satisfaction at their great accomplishments, and then are com-

Non-Resident Term Housing Facilities

As usual this year many students want to spend winter work period in New York City, although there is also great interest in Boston.

Residence Clubs

As far as housing facilities are concerned, Miss Funnell has written to several small residence clubs in New York. As yet it is too early for them to make definite commitments; however, it is suggested that interested students apply immediately in order to place their names on the waiting list.

Apartments

Miss Funnell has no way of knowing what apartments are available. Students have been able to obtain them through advertising, friends, and registering in real estate agencies. On the whole, it is much easier to find places to live outside of New York City proper.

Girls have reported that Bennington College often is associated with wealth. As a result, landlords are inclined to raise their rents. It is, therefore, advisable to keep the name of the college out of ads.

pletely confounded when they cannot get a super-job because they have had no practical experience. Here four Winter Periods are equivalent to one year of continued work and give one a strong background.

Difficulties

There are many hurdles to the enterprise. In looking for the job one must often cover miles of sidewalk or writing paper and encounter unpleasantness and rebuttals. Girls must shave down their former hopes and accept great limitations and scrimping. Then there is always the question of whether to find the job or the room first.

But one of the first things to remember and stick to, says Miss Funnell, is to consider the employers' uncommon helpfulness and not contract for lots of jobs you know you can't take. Also remember that you are a representative of Bennington College and should leave an impression that will make the employers glad to help other Bennington students.

Aim High

As her parting words, Miss Funnell said to "aim high, but when the prospect is unfeasible, accept the next with reality and make a successful job of it."

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DRYSDALE'S

National Student Association Congress Report

(Continued from page 1)

for more foreign students on this campus and I was interested to see how other colleges had solved this need. Many colleges throughout the country have sponsored foreign students, including Bowdoin, Massachusetts Institute of Technology, Mt. Holyoke, Stanford, Yale, Union, Smith, and others. In most cases the college has waived the tuition and the student body has raised the money to cover the student's board and room. One plan which seems to be working very satisfactorily is the Bowdoin Plan, so named because it originated at Bowdoin College. Under this plan, certain organizations, such as fraternities and sororities, each sponsor a foreign student and give him his board and room. The cost under this plan is negligible and the prestige and recognition which the organization gains from such a plan seems to be well worth the small sacrifice involved. This sponsoring organization also appoints a member of the group to help orientate the foreign student to the campus. They arrange educational trips for these students, giving them a broad, expansive view of American life, and they also arrange for homes where they can stay during vacations. The main source for obtaining these students has been through the International Institute of Education. This organization has selection commissions situated throughout the world. Students who wish to study in this country apply to this commission and are interviewed for academic ability, interest in study, and competence in English. The problem of getting the students over here, both from the financial and the transportation aspects, still persists. Yet, in many cases, if a student is anxious enough to study here, he somehow manages to scrape together enough money to get over here. At this time there are several bills pending before Congress to appropriate money for this purpose. These bills seem to have much support, but as yet have not been passed. The workshop unanimously passed a motion that the N.S.A. act as a body to encourage Congress to pass the appropriation. Another project discussed was the Foreign Student Summer Project at M.I.T. The student government and N.S.A. group there raised about \$30,000 and brought some sixty students from Europe to study at M.I.T. for the summer term. Several of these students attended the congress and seemed very appreciative of the opportunity they had been given. Many of them plan to return to M.I.T. next summer if it is at all possible.

Foreign Student at Bennington

Obviously, neither of these plans could be utilized at Bennington. Yet, I feel that something along this line could definitely be worked out from which we would all profit. Perhaps we could devote one of our Community Chest drives here on campus to the raising of money to sponsor a foreign student at Bennington. Considering our unique setup no doubt certain problems would arise that would not occur at other colleges, but they could be solved, and there are many students in Europe who could profit a great deal from our educational system here at Bennington.

Affiliation With I.U.S.

A question which aroused a great deal of talk at the congress was that of affiliation with the International Union of Students. This organization was formed in Prague in the summer of 1946, on a non-partisan basis. In fact, part of N.S.A. was formed out of the inspiration of I.U.S. Last summer at the N.S.A. convention in Madison, it was voted to affiliate with I.U.S., indicating the interest of N.S.A. in international culture and activities in education. It was hoped that this affiliation would let us work towards peace with the students of other countries. Yet, since then the I.U.S. has become very patrisan in its policies; in



FIRE DRILL

Successful Fire Drill Held at Night

The second fire drill of the term was held on Friday morning, October 29, at two a. m. Considering the lateness of the hour, the response was very successful. Most of the houses turned out en masse, although there were a few exceptions. Swan house, of delicate constitution, complained that it was too cold. Two other houses slept through the signals and one fire warden, may

she blush, was discovered reading an apparently engrossing love story after the drill was over! On the whole, however, the student response was satisfactory. Jennings, sad to tell, did not set a very good example. According to the report of the student assigned to Jennings, a number of faculty, clad in nightshirts, announced firmly that they just wouldn't.

The fire drills are a necessity and it is hoped that at the next one the student and faculty response will be even better.

fact it is "convinced that the program of Communism is the way to peace, whereas, our proposal of a democratic program would only lead to imperialism". It was voted at this last congress not to affiliate with I.U.S. and several plans were presented by the international team who traveled in Europe during the summer. The plan which was accepted was that of Rob West's of Yale. He proposed that rather than affiliate or even try to reform I.U.S., we should negotiate with them on our terms alone, and if we can't work with them on these specific projects then we should drop out of I.U.S. entirely. In this plan it was also recommended that the N.S.A. send observers to the meetings this fall in Brussels and the I.U.S. council meeting in Paris.

Much of the work considered and accomplished at the congress I have not discussed here. Rather, I have concentrated on the topics which I felt that the community as a whole would be most interested in. The N.S.A. needs the support of every member school during this coming year, and it is an organization which deserves this support for the fine work which it is doing on campuses throughout this country and in Europe.

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