

THE BEACON

BENNINGTON COLLEGE
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July 2, 1948

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Students Planning to Organize Services

After receiving many suggestions from the college community concerning methods of reducing expenses, the administration released a list of those which were considered acceptable and practical. One of these was the cutting down on maid service in the houses.

Since then, there has been a movement among several groups of students to organize and provide such services for the college community as are being eliminated by the economy measures of the administration.

Some of the proposals which have been bruited about supplement the curtailed maid service by making beds and cleaning rooms, start a shoe-polishing organization, arrange for the returning of over-night library books, and do other odd and sundry jobs, for a slight fee, all inspired by the initial announcement. Wonder who will start handling term papers.

'Dido and Aeneas' to be Presented by Music Dept.

On July 2 and July 9 the music department will present a concert version of Dido and Aeneas.

Dido to be Sung by Romsland

The leading role of Dido will be sung by Anne-Sophie Romsland, who was a student at Bennington last year. She is from Norway and has given several concerts there. This past year she has been studying voice in New York. She will work on her part in the city until a few days before the performance, when she will come up to rehearse at the college.

Cast, Chorus and Orchestra

The male lead, Aeneas, will be sung by Paul Matthen. Sally Pickells will portray Belinda. Others in the cast are Nina Pattison, Fay West, Ann Treichler, Janina Kaminski and Suzanne Parker. The college chorus, and townspeople, will take part in the performance. The conductor will be Ernst Levy.

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Radio Station a Future Possibility

Recently, there has been some talk among students in the various departments of the college about starting a small radio station right on the campus. These students seem to realize that a radio station requires facilities not available at Bennington. In order to acquire these facilities the college would have to spend money, which could be utilized more profitably at the present time.

A definite program, however, might be worked out whereby students could work in local stations. Radio station WKOB in North Adams, Mass., seems to be quite impressed with the practically unexplored talent in Bennington College. Claire McIntosh and the members of the Octet have paved the way for other ambitious students who feel that they would like to try their hand in the medium of radio. In a college where performing arts are an important part of the curriculum, radio could be a valuable outlet for performance. Not only could musicians and actresses perform, but literature students could experiment in a new medium.

Progressive Education

This is an article printed in "The Bardian", the official publication of the students of Bard College. The author is Richard Amero. We feel that it is worth reprinting in view of the fact that we are studying under the system of education known as "progressive".

The term "progressive education" cannot be broken down into logically indispensable attributes. The term represents a progressive system of thought which stems from a concept of society in a state of continuous change. When change is thus pictured as forever perpetuating itself, a definition, at the most, can serve only as a tentative evaluation and never as a dogmatic conclusion. Thus, it was that at progressive schools, such as Black Mountain and the early Bard, no attempt was made to define in what, specifically, progressive education does consist.

There are as many tentative evaluations of progressive education in a school operating on conscious dynamic principles as there are students, faculty, and administrators in attendance at such a school. All of these components express progressive education through their interaction with one another. Such interaction is expedited through the employment of informal discussion groups in place of classes and the establishment of a community government.

The academic enemies of progressive philosophy claim that the progressive theory presupposes that man is innately good and that if left in a state of anarchy he would remain good. In the early pioneering days of progressive education the supposition that man was instinctively good was at the core of much educational doctrine which stressed the importance of unfettering the individual. The doctrine itself has become subject to the dynamic change which is at the center of its practice. As a result today progressive educators realize that man has a potentiality for good or evil in his actions and that, minus social ideals, he can become a threat to society at large.

The academicians believe that all man need do to learn and to develop himself is to exercise consciously his own thinking and assimilating apparatus. According to John Dewey, a

(Continued on page 6)

S. D. A. Collecting Soap for T. B. Hospital in Germany

A letter was received recently by Mr. Franklin, son of Mrs. George Franklin, chairman of the Board of Trustees of Bennington College. Written by Dr. Agnes V. Zahn-Barnack of the hospital in Berlin-Wannsee, Heckshorn, Germany, it describes the condition of sanitary facilities of the hospital.

"The patients are in barracks, formerly belonging to the army, and fairly good, though the floors need repair (no linoleum, and the wood splintering, so that cleaning is difficult). But the chief problem is soap. There are about 350 patients, among them 80 children, all of them with open T.B.C., but they get 30 g. of soap a month for each patient and bed. That is a little more than one-third of a normal cake of soap. It is for

personal hygiene as well as for laundry. . . . If a college could be found of which each would give one cake of soap a month, it would be an enormous help! Such a kindness would be warmly appreciated by all the staff, the doctors, the nurses, and most of all, the patients themselves; for they all know that it is impossible to fight infection without soap."

The Students for Democratic Action, in response to this appeal are planning to institute this policy in which each student will buy one cake of soap a month. The first of these sales will take place Monday, July 5, when a representative of the S.D.A. will be in Commons to sell and send a cake of soap for any student who wishes to cooperate.

Senior Theses Now Completed

The library is now in possession of all senior theses. The sampling of subject matter is wide and varied approaches were used.

Dorothy Mackie's thesis is titled "The Problem of the Negro Artist: An Essay on Richard Wright." Dorothy states that she chose Negro literature because it provided an example of the use of the writer's environment in his mode of expression, and how he used it, and to what purpose.

"Strikes in Essential Industry" by Jean Ganz, deals with three types of essential industries: 1. Our communication and transportation on a national scale; 2. Industries that supply our economy with basic materials, and 3. The privately or locally owned community services. Jean analyzed one essential industry from each category, the railroad, coal and tug boat industries. She selected these in order to demonstrate the difficulties which arise from the variation in function and in labor and manufacturing structure when there is a strike which affects the public. Each analysis is centered about the collective bargaining patterns in the industry, the frequency of strikes and their effects, and the government's role in settling the disputes in relation to intervention and legislation.

Jeanne Johnson wrote on the "Theory and Practice of Modern Reform with Criminals." She examined one penal institution in our society, and considered it in the light of certain factors which determine its policies: 1. Influence of present reformatory ideas; 2. Practical considerations of maintaining an institution; 3. Influence of modern psychiatric theory.

Florence Sullivan's project is called "Where Three Roads Meet; An Essay on the 'Oedipus Rex' of Sophocles in Relation to Freud's Theory of the Oedipus Complex."

"Gertrude Stein; Studies in Language, Form, Motif" by Sonya Rudikoff is an attempt to indicate the kinds of meanings which might be found intrinsic to the work of Gertrude Stein.

Dorothy Morris' senior written project is called "Essays on the Unskilled Worker in the American Labor Movement." It investigates the unskilled laborer in the Knights of Labor, I. W. W. and the Steel Strike of 1919.

Eloise Moore's thesis is a collection of essays on Kafka, Joyce, Proust and Melville, focusing on individual artistic creation as religion. It is called "The Dedicated Writer."

Gertrude Yang's thesis is titled "The

Students Have Varied Summer Plans

There are several additions to the Bennington-Europe group. Helen Frankenthaler, who has left college to attend to such things as visas and typhoid shots, will sail July 2 on the New Amsterdam. Her itinerary includes Belgium, Holland, France and England. Linda Borden will fly over after college closes. She is going to France, Holland and Italy. Dorothy Mackie is going to help Tom Solly of Yale make educational movies about Europe. Dorothy Morris will spend a large part of her European trip in France, where she will live in a French home and take care of six children.

On this side of the Atlantic, Jonne Hutton and Anne Irwin are going to Mexico. They are each taking a hundred dollars and plan to spend no more. After Bennington beds, they maintain, Mexican ground will seem soft. Phebe Brown and Jeanette Winans are off to test Canadian ground. They are going to tour Canada by car and will rely on sleeping bags for accommodations.

Judy Kanin and Sondra Parkoff are at International Seminars run by the American Friends. At these seminars they will study and discuss, with students from all over the world, economic and cultural subjects of interest to the group. Judy has already left for Connecticut and Sondra will soon go to a center in New Hampshire.

In the area of the Fine Arts, Sally Liberman will teach dance at a summer camp. Joan DuBrow and Ann Mobley will work at a Neighborhood Playhouse. Joan Tewksbury is going to act in a Little Theater in California. The theater was started by her brother and she will work with him. Cynthia Lee is going to Tanglewood. She will sing in the chorus, directed by Robert Shaw and Hugh Ross, and hopes to get into the small chorus which will perform with the Boston Symphony.

Westernization of Japan." It is a study of the effect of Western imperialism and mechanization on the religious, political and cultural life of Japan, and Japan's attempt to solve the problems arising from this.

Margot Starr's is called "The Waxen Wings: A study of Three Elizabethan Evil Heroes." It is an analysis of Macbeth, Volpone and Dr. Faustus.

"A Study of Dramatic Form in the Tempest" is Carol Black's thesis. She approaches the Tempest through a study of ritual patterns.

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Editorial

Looking through our house the other day, we were suddenly aware that next year there will be precisely two seniors in our house, both of whom are graduating in December, and two juniors. When we started to count, we found that there would probably be 18 or more freshmen next semester. This situation does not seem desirable from the point of the stability of a house, or from a purely proportional aspect. A suggestion to remedy this problem is that there be a specific minimum number of senior division students living in each house. Possibly this would eliminate the element of free choice of rooms to a certain degree, but it would certainly prevent many of the problems that arise from unbalanced houses.

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The Student Transfer Problem

Not that we want to encourage students to transfer from Bennington but—let's not make it a three-day obstacle course. We realize that the educational policy of no letter grades is pretty near to perfect as far as we are concerned, but many large universities and colleges still don't see eye to eye with Bennington on that point. So when it comes to transferring, a great deal rests with the judgment used by the person who transcribes reports into letter marks.

We feel that a certain procedure should be established so that transfer would be facilitated to a much larger extent. First of all, the individual student usually knows at the beginning of the semester whether or not she plans to stay on. If she does plan to leave, she should notify her counselor immediately. Her counselor should then relay that information on to the student's various teachers so that they may either word their reports in such a way that they are easily translated into letter marks, or that they should grade the student directly. She should also be informed by the proper staff source of the evaluation of her credits. In this way, she will have a good idea of how to plot her course for the following year in the school of her choice.

To our minds, this plan seems logical and most necessary. Bennington should not only make adequate provision for those students who plan to be here for the entire four year course, but should do everything in its power to enable those who must transfer, to start off on a sound footing—and incidentally, still retain pleasant memories of the Bennington way.

For the Record

Joan Hunt Bushnell, '50, was married June 26 to Edward Bushnell in the church at Old Bennington.

Ellen Denson Arnold, '48, was married June 27 to Robert Arnold, in Richfield, Connecticut.

Anna Easton Poor, '50, will be married August 28 to Mark Parrott, in Locust Valley, New Jersey. The bridesmaids will be Linda Borden, Barbara Bowles, Deane Worth, Sue Worcester, and Edith MacVeagh.

Frances Morgen, '50, will be married September 1 to George White, Jr., in Worcester, Massachusetts.

Carol Kahn will be married in January to Irwin Krupp, in New York City.

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Oh! It's Moving Night in Franklin

Carol Vreeland is in the fortunate position of living immediately above Miss Shelly's apartment. Up until recently nothing had occurred to jar this rather pleasant relationship. But at three o'clock one morning Carol decided to move all the furniture. Having just finished a term paper her physical energies became quite frenzied.

Suddenly the telephone rang. Tripping over lamps and bureau drawers, she plowed her way to the telephone. Much to her surprise she was greeted by the irate voice of Miss Shelly. "Who is making such a racket at this time of night?" "Well, Miss Shelly," answered Carol cheerfully, "it's this way. When I got back from winter period, our maid, Mrs. Sears, moved my rug way over by the wall and put my bed and bureau on top of it. I haven't been able to do anything about it before and as I just finished a paper I decided to do it now." After rambling on for a long time she finally stopped. There was complete silence on the other end of the phone. Finally Miss Shelly, (having no doubt been counting up to ten) said quietly, "It's not that I mind the noise, but for the past half hour plaster has been falling down on my head!"

Editors Try in Vain

"An interview by telephone" is being planned by members of the Beacon and the editorial board. Recently, the staff made its first attempt, and the results were humorous, if not fruitful.

First, they contacted a harried operator in Williamstown and tried to get in touch with Max Lerner, who was visiting Williams College. After disturbing the James Finney Baxters and the Frederick Schumanns we discovered Mr. Lerner had checked out of the hotel that morning. Not to be daunted by a mere journalist, the editorialists called Cole Porter and Sinclair Lewis; both residents of Williamstown. Mr. Lewis was away and Mr. Porter didn't answer his telephone. It is rumored that he is out peddling his new song "Night and Day".

There was one man left—a young writer who has been familiar at Bennington for four years now: William Faulkner. The operator contacted Oxford, Mississippi, and we were told that Mr. Faulkner would call back in half an hour.

The editors spent the next hour and a half chowing on an old copy of "Delta Wedding", which just happened to be lying around. Finally, at eleven when switchboard, with no sympathy for American journalism, closed, the E's of the B. decided that Faulkner's unique "time" series was too strange for them, perhaps he wouldn't be back for years.

The College Rendezvous

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THE COLLEGE WEEK

PREVIEW OF NEW IMPROVED BEACON

190 New Faculty Members Next Term

To many students already anticipating return to college in the fall—under the new system school will not reopen until September 1, 1950, so that the President may appoint all official members of E.P.C.—news of the hundreds of courses—all integrated—to be offered at Bennington will be exciting thought to chew over this summer.

The 190 new members will represent universities from all over the country: Snoqualmie, Wisconsin, Uxmal, Wisconsin, and possibly one or two others (from Wisconsin) not as yet certified. Some of the new courses to be offered are a course in American Friction, Philosophic Backdrops of Modern Sport (bring your sneakers), Cursory School.

A. Case, author of "Neurotics in the Mountains", will be here to teach one day a month, 9 a. m. to midnight in Barn No. 1.

Louisa May Alcott As Tragic Hero

Louisa May Alcott's "Little Women", recently republished by the Old Hatte Press, is indeed worthy of notice, that's to say, it commands our attention. Indeed, "Little Women" may prove the most dynamic work of our century and posterity would hold us in small regard if we failed to study this important work. Rather, we must view with alarm and grave concern the cavalier attitudes of present-day critics, none of whom, to our knowledge, seem to have understood the underlying meanings in Miss Alcott's book.

To begin, then, that is to say, to commence. There are several aspects of "Little Women" which are suggestive. We would begin first with the title, that is to say, with an analysis of the title's suggestiveness. A certain wise man has said that a good book is one good sentence infinitely expanded, and we would amend that perception by saying that a good book, such as Miss Alcott's, is actually one title infinitely expanded. Because, as we know, the title contains the key to a book. Only in the title are the true means of a book exhibited as, for example, Aristotle's titles indicate. The Poetics, for example, is made up of wide open vowels, closed at one end by the 'p' sound of rejection (and what was the Master of Those Who Know re-

(Continued on page 4)

New Course Next Term

The Educational Policies Committee has announced as part of the newly augmented program, a Golem Workshop to be held in Bingham Basement on Wednesday afternoons during regularly scheduled faculty meetings. The faculty advisor is as yet unnamed because Vincent Drucker is on vacation. However, Mary Walsh is laying in a supply of straw, wattles, mandragora and choice cuts of raw meat. Students who wish to enter the course must have had at least one term of "Liberty and Bondage" and must apply by mail. When interviewed last week a spokesman for the Golem Workshop stated, "We will be free!"

A Newer Course

Mr. Kunitz announced today that he will give a course next term entitled Iambic Metrics in Reverse. When questioned by the E.P.C. Mr. Kunitz said:

"I think that there should be perhaps some other indeed that in our time never the less that..."

This course will only be open to ex-officio members of the Store Board.

Young Novelist Visits Bennington

By Mary-Lou-Sue Folsom

"I'm really overwhelmed by this," said Random House, shredding his copy of the College Week into a nearby waste basket. "I had no idea you were experimenting with language to such an extent here at your little school in the mountains."

We had found Mr. House seated on the piano in the Student Lounge, sipping sherry and looking just like his picture (which, as you remember, showed the young novelist sitting on a piano and sipping sherry). "Music and sherry," he sighed, "the wild, sad front porches of North Dakota beneath the million-pointed stars."

Mr. House (pronounced Hoos-ee) had just arrived from Fargo to read some sections from his new novel, "The Asigmatic Eye", and we found him only too willing to answer our questions.

"Tell us," we said, "how you happened to write T. A. E.?"

"Well, I was just sitting there and... well... oh, you know how it is."

"We do, indeed," we said, glancing smugly at each other and then at Mr. House, who was refilling his glass. "But perhaps there were a few... uh... incidents in your early life which prompted you to set pen to paper."

"Incidents," Mr. House thoughtfully scratched his chin. "Now, let me see. Incidents, you say. Hmmm."

"Come now," we said. "You must have been locked in the cellar once or twice."

"Now, let me see. In the cellar, you say. No, I'm afraid I never was."

"Perhaps you were fascinated by your grandfather's Civil War sword," we suggested.

"Don't think we had one," Mr. House said, twisting his hands nervously.

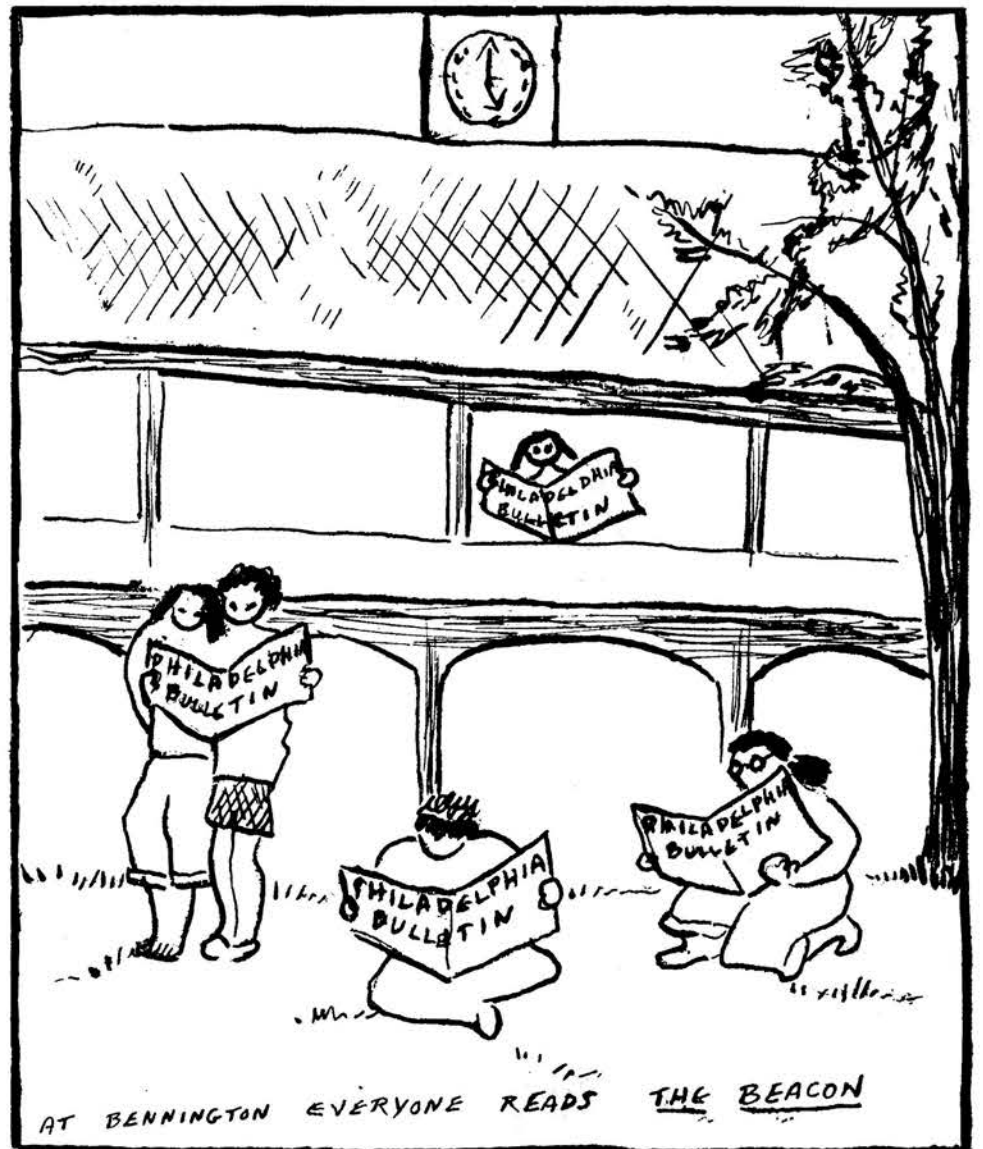
"No deep friendships with tramps or carnival barkers?" we inquired, rapidly losing patience.

Hager to Appear Before Un-American Committee

BARN 29—In a release issued today from this office, it was announced that Dr. Hager has been called to Washington to appear before the House Un-American Affairs Committee, sometime this week. Dr. Hager, well-known physician, famous for her "hips, haws, herbs" treatment, has long been admin-

istering C.A.P. pills for campus ills of all kinds. Backwards, this drug spells P.A.C.

President Burkhardt, when questioned by F.B.I. officials, said "I never knew anything about Dr. Hager's political affiliations; I had no idea what was going on in Bennington."



Art Faculty Invites Students To See Etchings

George Holt, Simon Moselsio, Bernard Kessler and Daniel Shapiro have created between them a new series of etchings, now being exhibited in upstairs Jennings. Several of these faculty members have gained their reputations in these parts mostly through these etchings, and it is a worthwhile experience for all students to see them. The entire community is urged to examine them while they are still up.

"I'm afraid you've got me there," Mr. House answered, looking uneasily towards the door. "Never knew any."

"But we have to know all about your childhood, Mr. House," we said frantically.

All? asked Mr. House, drawing back in surprise.

"Well, not all," we murmured deferentially, "but we're studying your novel in our Midwest Fiction course, and we've got to have background."

Mr. House received this information calmly. And looking just as you imagine a young novelist should look, he sipped his sherry quietly and let his sprawling arms sprawl over the piano.

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Faculty Children On Sabbaticals

The Children's E.P.C. headed by Suzanne Kessler has announced today that five faculty children will be on sabbatical leaves next year. The Feeley girls and Charley Holt are sharing an apartment in The Village where they hope to have a productive year. Pompey Feeley, like many of the sophomores, will spend his sophomore year in Europe, improving his French. Young Miss Coburn will spend the year in Muskegon, Michigan, gathering material for her next novel "You Can't Go Back to Swan Again" or "Muskegon Wedding". Pending the affirmation of their contracts, the other children will stay here to help Miss Funnell plant sunflowers.

Mo's Found in Kiln

This morning a sculpture student, going down to do a little early work on her senior project, was horrified to discover Herta and Simon Moselsio in the Kiln. On being discovered the Mo's looked up in a glaze and said "We have been fired."

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The Inquiring Reporter

What Courses Do You Think Ought to Be Included in Next Year's Curriculum?

Betty Blackwood: I feel that there should be some sort of an engineering course given. I am particularly interested in getting proper training in bridge construction. Why just the other day, I couldn't figure out whether a spade would do the trick.

Ann Brown: I heard some talk of an astronomy course being planned for next year, with the study of the sun as its focus. I have been doing quite a bit of work on my own this term, but it has been by the hap-hazard method of trying to absorb as much as I can in my spare time. I hope that the administration has finally realized that the student body would not take a continued attitude of indifference to its wishes lying down.

Jean Dorne: Since I'm planning to be a science major, I'd like to see a course in First Aid. For example, a lot of work could be done right here on campus to prevent such wide-spread diseases as minor and major cuts.

Carole Wolfe: How about some courses in the agricultural field? That might include animal husbandry, or straying further afield, practical hunting or fishing.

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Louisa May Alcott
As Tragic Hero

(Continued from page 3)

jecting but the mystery dramas of the cult of Clyto the Areopagite, whose ritual was a phenomenon of "unendlichkeit", a passion without action?) and it is closed at the other end by a hard 'k' sound, the gesture of death-rattle, the prophesy of a dying Athens.

Miss Alcott's title may be approached in a similar manner. That is, in the pattern of acceptance-rejection, or the acceptance of rejection being actually the acceptance of rejection: the soft 'l' sounds, muted with tinkling 't' and ending on an interrogative note. The second word of the title, 'women', is even more worthy of notice. That is, its suggestiveness may be assumed to be greater than that of the first word, its availability for an audience, then, is perhaps greater and thus it fulfills its function as a title. There is, significantly enough, an old pun in the second word, which we should do well to notice. The word 'women' has among its many associations, such overtones as 'whimsical' denoting a slight caprice, 'wham', another rejection note, and "whom" a questioning, perhaps, of authority. Thus, we can see that Miss Alcott was a highly conscious and sensitive writer, in complete control of her medium.

The derivations of words, are of course, by far the most important for a critic to consider. And we should be doing Miss Alcott a grave injustice as well as a critical disservice if we were to slight the derivations in her title. That is, the first word 'little', derives from an Anglo-Saxon word 'lytel' suggesting kittens and puppies. And we would also notice that the word 'lytel' is closely connected with an old French word 'litier' which became 'litter' suggesting 'a kind of curtained couch with shafts projecting from each end', 'odds and ends', and 'a stretcher for carrying sick persons'. All of this is extremely significant in the study of Miss Alcott's motifs and motives. The manifold suggestiveness, that is to say, the innumerable meanings which can be perceived in Miss Alcott's book presage a full and meaningful work. The couch is of course related to the sexual themes in the novel, by no means the least important. And the odds and ends, indicating the structure of bourgeois society, outline the lives of her characters. 'Litter' comes in there also, since the Marches in Miss Alcott's novel were a large family, who collected many odds and ends. The stretcher for carrying sick persons is meaningful both because the father in Miss Alcott's novel goes to the war (the Civil War) and because, as the reader will remember, there is a proliferation of death in the book. In connection with the word 'women' we would note that it derives also from an Anglo-Saxon word 'wifmann' meaning the wife of a man. This, then, is undeniably meaningful. For after all, who are the husbands of the 'little women'? No criticism of Miss Alcott's book could with justification fail to answer that question.

Thus, we see, that Miss Alcott's book contains, not one meaning, but several, and all of them are contained in the title. The sexual patterns in "Little Women" are symbolic of larger social patterns, the reversal of a Freudian nightmare, as it were. And one could not fail to examine the language of Miss Alcott's book. That is, her work with language can be said, undeniably, to ante-date the Symbolists. Miss Alcott uses her words not for the narrative they may relate or for the literal meaning one could derive from them but rather for pure purposes of suggestion. The name given to the mother in her book, i. e. "Marmee" is a good example, a case in point. And, as we have noted earlier, the suggestiveness of the title is infinite.

A further note on the function of Miss Alcott's book. That is to say, what is the function of "Little Women"? Can it in all seriousness be called a children's book, or would we

New Schedule
Being Considered

The administration and faculty are attempting to revise the scheduling of classes. Because the number of courses to be given next year is much greater than at present, the system of having the morning divided into two two-hour class periods will become impractical. One of the suggested methods of solving the conflicts which will arise as a result of the overloaded schedule, is to divide the morning into three periods, each an hour and twenty minutes long. For classes which meet only once a week and whose work could not be covered in the shorter time period, a two hour afternoon class might be scheduled.

Another reason for the proposed revision is to facilitate the new cafeteria system. It will provide a longer lunch period, which is necessary as the dining room cannot accommodate all the students at the same time.

look for deeper motives, higher levels of symbolic action, further proliferations of meaning than the ones accorded it?

"Little Women" is perhaps an elegy, derived from the Babylonian spring ritual, the weeping for Tammuz. For no critic could deny that the note of wailing and keening is strong in "Little Women". The profusion of deaths immediately suggests the theme 'death' that is, death and rebirth, death and rebirth, or death and rebirth. Beth will live again. Amy will go to Rome, Laurie will return. The rebirth of childhood, the second innocence, the spotless child—that is the theme of Miss Alcott's book.

But we have shown, we believe, that "Little Women" is in no sense a children's book. That is, it is not to be regarded as a mere 'parental puff' (as Pope said of the Bible) but rather as a highly symbolic work whose meanings embrace all fragments of the Judao-Christian tradition, weaving them into an order, a sublimity, an artifact. Indeed, Miss Alcott might well have said, "Not my will but thy will be done" or "Vostra voluntad es nostra pace". And could we deny it?

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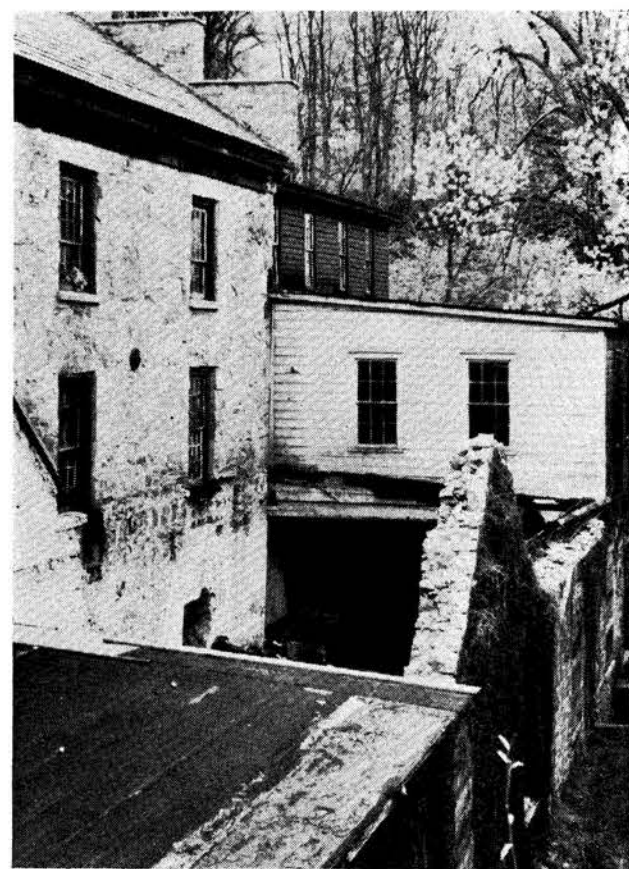
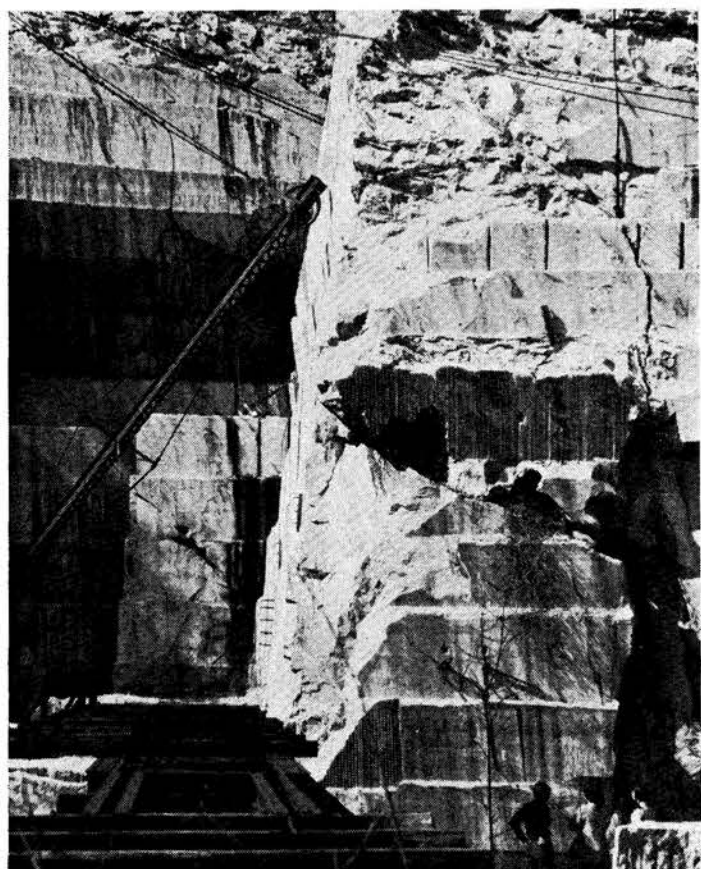
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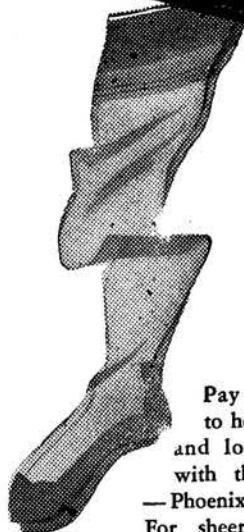
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Progressive Education

(Continued from page 1)

man learns not with the mind alone nor in the class room alone where he may be consciously striving for such an attainment. Man is a whole organism, a psychological-social being who learns not only through his mind—or through the formal attempt at logical reasoning—but through his emotional experience as well. The progressive school takes into consideration the complete person and finds means for that complete person to express and develop himself.

The fact that progressive education has changed its emphasis from self-expressionism to community cooperation does not mean that previous to this change it had been blundering in absurdities. The school mirrors the society in which it exists and the progressive conflict between the two contradictory poles of self-expression and social welfare is also the conflict which challenges our age and demands that society find a satisfactory rhythm between them or face the alternative of destruction.

As a result of its pragmatic tentative conclusion, progressive thinkers are trying to blend together the social and self principles of life with what they already accept as the rational-irrational man that exists in us all. Their present hope is the establishment of the community college. Such a hope entails a transformation of the entire American educational system. We may think that the solution proposed by progressive educators is wrong, that is our privilege, but we must first of all give it the most careful consideration for otherwise the educational world and we, as students, may once more find ourselves in the midst of another prolonged "dark age".

Richard Amero

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Young Novelist Visits Bennington

(Continued from page 3)

"You young girls," he said, gesticulating with the sherry glass. "Young critics, that is to say. Ah, well." He sighed. "All living things are critics."

We smiled shyly.

"Ah, young ladies. I have written about time, time in North Dakota where I grew up, you know. Time in North Dakota is the beating pulse of the Middle West. Hopes and fears, joys and tears, days and years—that, young ladies, is North Dakota time. We sit on our rotting porches sipping sherry, living in the past, living in our tradition and performing its rituals. Why, my grandmother has a prairie schooner in the front parlor, but that's the Middle West for you. But North Dakota is the real Middle West. Michigan? Bah! Minnesota? Ugh! South Dakota? Illinois? Aie, aie! Woe, woe! Childhood in North Dakota, what can compare?" Mr. House was shaking visibly and the tears streamed down his face in mighty Mississippian rivulets.

"Don't cry, Mr. House," we murmured.

"The Astigmatic Eye" is Mr. House's first book, but he plans to have another ready for publication in a few months, shortly before his eighteenth birthday. He is unmarried and has three children named Bill. Mr. House is somewhat tall for his age, with a shock of sandy hair and a pleasant sprinkling of freckles across his nose. He is, as has been mentioned, from Fargo, North Dakota, where he completed his education at Fargo Seminary. During the war, he was on a fishing trip in the backwoods of Michigan. There are lots of trout in the Big Two-Hearted River, he says.

As time was running out, we prepared to leave, but he stopped us with a wave of his expressive hands.

He spoke abruptly. "Where are your homes, young ladies? Where? Come, come!"

We paused abashed. "We're from the South," we murmured, not looking him straight in the eye.

He drooped above the sherry glass. "Ah, that's the way it is," he muttered sadly. "But what can one do? One can only sit upon one's wild, sad porch in North Dakota beneath the million-pointed stars."

We tip-toed out as Mr. House shed a last, weary tear into his sherry glass.

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