

THE BEACON

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Beacon Presidential Poll Results

102 copies of the poll were returned to the Beacon Ballot Box out of approximately 375 distributed. The breakdown of the votes by classes is as follows:

Freshman: 28
Sophomore: 32
Junior: 18
Senior: 14
Faculty: 10

Eight potential candidates were listed; a ninth choice gave the voter a chance to specify any name not listed. The results follow in numerical order. (Three people specified "No opinion".)

1. Stassen34
2. Wallace16 (not listed)
3. Dewey13
4. Eisenhower 8
5. Vandenburg 6
6. Warren 5
7. Truman 4
8. Marshall 3 (not listed)
9. Bricker 2
10. Arnall 2 (not listed)
11. Pepper 2 (not listed)
12. Taft 1
13. Hickenlooper 1 (not listed)
14. MacArthur 1 (not listed)
15. N. Thomas 1 (not listed)

The following chart shows what per cent of the votes cast by each class went to each of the three candidates receiving the most votes.

	Stassen	Wallace	Dewey
Freshman	35.6	17.9	17.9
Sophomore	30.6	5.6	12.5
Junior	27.8	16.7	11.1
Senior	35.6	28.6	7.1
Faculty	40.0	20.0	0.0

Domestic or Foreign Policy

The voter was asked to indicate which influenced him more in his choice of candidates—the candidate's domestic or foreign policy. Of the total number of votes cast

- 30 checked domestic policy
- 42 checked foreign policy
- 14 checked both
- 10 gave no answer at all
- 3 specified personal qualifications

Number of votes received by three leading candidates because of domestic policy, foreign policy, or both:

	Domestic	Foreign	Both
Stassen	9	11	8
Wallace	2	10	4
Dewey	8	4	0

Per cent of the votes in each class, cast for domestic policy, foreign policy, or both:

	Domestic	Foreign	Both
Freshman	35.6	50.0	7.1
Sophomore	38.5	43.8	5.6
Junior	16.7	33.3	11.1
Senior	21.4	35.6	28.6
Faculty	20.0	30.0	40.0

"Women of the World" Say "For Men Lonely"

"For Men Lonely", a Reader's Digest-sized guide to dating in the dozen eastern women's colleges voted most popular in a poll, conducted by Dartmouth, of men from Princeton to Bowdoin, may now be obtained at the Student Store.

After ten months of research and reporting, the three authors, William B. Jones, 20, Donald E. Mose, 19, and Richard H. O'Riley, 19, have published information and descriptions concerning these colleges: Smith, Bennington, Wheaton, Bradford, Skidmore, Wellesley, Vassar, Radcliffe, Bryn Mawr, Pine Manor, Mount Holyoke and Connecticut.

Questions Answered

Because of their own experiences in being unable to find lodging after a

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Faculty and Students Going Abroad This Winter

The number of people going abroad this year has been greatly limited because of the conditions prevalent in Europe—and particularly those of the coming winter months which, it is predicted, will be very bad over there.

Nevertheless, a few members of this community are going over during the Non-Resident Term. Mr. Levy is going to give concerts in France and Switzerland. His Tenth Symphony will be recorded on the air at Bale. He's going to see his mother in Switzerland, do some skiing there, then go to Paris, and, all in all, enjoy life tremendously—this by indirect quote. Mr. Matthen will join Mr. Levy in Switzerland and they will probably do a performance or two of Schubert's "Winterreise". Mr. Matthen will go to Milan and possibly to Paris and Stockholm.

Both Mr. Levy and Mr. Matthen will be back at Bennington for the spring term. Linda Borden is sailing for England in the early part of January. She will be staying with the Douglasses at the American Embassy and plans to do some social work in London or environs. Solange Batsell is also sailing early in January. She will live at her home in Paris and is going to take courses at the Sorbonne. She also hopes to go to Switzerland to do some skiing. This, to this writer's knowledge, is, in totem, all of the Bennington faculty and students going overseas this winter.

Experiment in International Living

There is a possibility of a group going to Mexico under the auspices of the Experiment in International Living, but nothing has as yet been definitely formulated. The Experiment in International Living is an educational organization whose ambition it is to foster understanding between countries. It takes groups of young Americans to live as members of families of education and culture in other countries. Its aim is to prove that friends can be made out of "foreigners". It is unable to take a group to Europe this year, as it has done in previous years, because of the difficulties presented by food, transportation, and living conditions over there.

Eight Students Will Graduate in December

College Chorus to Give Concert at Museum

On December 10, the Bennington College Chorus, conducted by Mr. Boepple, will give a concert of medieval music at the Metropolitan Museum in New York. It will be the first in a series of four concerts offered to subscribers by the museum in connection with a display of medieval tapestries.

The second in the series will be a program of the Renaissance given by the Desoff Choirs, also conducted by Mr. Boepple. The Cantata Singers, conducted by Arthur Mendel, will present a third concert of seventeenth and eighteenth century music, and a fourth concert of Modern French Music will be given by students of the Julliard Graduate School.

The Bennington concert will be repeated here, at the carriage barn on Tuesday, December 16. The program of French music of the thirteenth, fourteenth, and fifteenth centuries will be as follows:

FIFTEENTH CENTURY

1. "In Tua Memoria" (Hymn)
Arnoldus de Lantins
early 15th century
2. "Adieu, adieu" ((Rondeau)
Gilles de Binchois
c. 1400 - 1460
3. "Vostre allee me desplayt tant" (Rondeau)
Gilles de Binchois
c. 1400 - 1460
4. "A Solis Ortus" (Hymn, Sedulius)
Gilles de Binchois
c. 1400 - 1460
5. "Tart ara mon coeur"
Words and Music by Jean Molinet
d 1507
6. "Iste Confessor" (Hymn, Faux Courdon)
Guillaume Dufay
c. 1400 - 1474
7. "Kyrie - Christe - Kyrie"
Guillaume Dufay
c. 1400 - 1474
8. "Bonjour, bon mois" (Rondeau)
Guillaume Dufay
c. 1400 - 1474
9. "Alma Redemptoris Mater" (Hymn)
Guillaume Dufay
c. 1400 - 1474

Intermission

FOURTEENTH CENTURY

10. "Kyrie (1) - Christe - Kyrie" (2 and 1)
From the Mass. Guillaume de Machaut
c. 1295 - 1377
11. "Puisqu'en oubli sui" (Rondeau 18)
From the Mass. Guillaume de Machaut
c. 1295 - 1377
12. "Amours me fait desirer" (Ballade 19)
From the Mass. Guillaume de Machaut
c. 1295 - 1377
13. "Je vous douleur avenir"
Anonymous
14. "Ciz chans veult boire"
From the Roman de Fauvel (1316)

THIRTEENTH CENTURY

15. "Salvatoris Hodie"
(Cantus Firmus from the
Conductus triplex) early 13th century
16. "Vetus Abit Littera"
(Conductus quadruplex)
early 13th century
17. "Alle, Psallite" (Motet)
Anonymous
late 13th century
18. "Sanctus" Organum
(Cantus Firmus from the
Missa De Angelis) late 13th century
(Northern France, perhaps British Isles)

But it is sponsoring this ten-week trip to Mexico, in which it is hoped a group from Bennington will take part. Mr. Donald B. Watt, director of the organization, came to Bennington on the 17th of this month to explain the project and answer questions.

Plans have been approved for eight seniors either to be graduated or to leave college in December. Some of them are transfers, others entered in the spring term, and still others are finishing in 3½ years. Most of the students in this group have planned for a long time to take less than four years' work and have been carrying extra work throughout.

Beth Ahn transferred to Bennington after one year at the University of Hawaii. She will have had 2½ years here. She plans to return to Hawaii to rest for a while, and then she will go either into industrial relations or education.

Also planning to rest after her 3½ years at Bennington, Kathy Kitchen will go home to Washington, D. C., where she will eventually get a job.

Sue deVillafranca, after seven terms of college, plans to leave in December and will work on her thesis during non-resident term.

The plans of Grace Russell are indefinite to date. She also will have had 3½ years at Bennington.

Eleanor Carlson Cohen is a transfer from Hunter College where she studied for 2½ years. She has been here for three terms. Her plans are to live in New York City and work in the magazine or publishing business.

Entering Bennington in the spring of 1943, Sumiko Fujii took the spring and summer terms of 1947 at the University of Chicago. After graduating, she may take a civil service examination and go into government work, possibly with the NLRB.

Marilyn Lord has been accepted at the University of Chicago Graduate School, which she will enter in February, 1948. She has also been here 3½ years.

Mary Kent took four years and one term at Bennington because she wanted to study more physics. She is entering the field of medical technology, probably interning at Ellis Hospital, Schenectady, N. Y.

Joe Glazer of C. I. O. Addresses S. D. A.

By Eleanor Carlson Cohen

Thursday, November 20, Joe Glazer spoke to the S. D. A. on "Labor's Reaction to the Taft-Hartley Labor Law." Mr. Glazer is in the Educational Department of the C. I. O. Textile Workers Union. He has been traveling around the country in the capacity of a union educator. Mr. Glazer told of a young man who said, "Let me tell you what I learned in college . . . it will only take a minute . . ." It was apparent that what Mr. Glazer had to say about the Taft-Hartley Act took more than a minute to learn—that his judgment of it came from years of experience with labor organizations, and that his contempt of it was based on philosophical foundations as well as practical day-to-day experiences with labor laws.

We Need Unions

"I might as well start off with the fact that I am prejudiced—I think unions are necessary in this society where you have millions of people working in plants. The only way you can have democracy is by the self-organization of these millions of people so that they will have an opportunity to express themselves in what they do with the greater part of their lives—their

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Store Board Deficit

The report of the Store Board, outlining its losses for the last fiscal year, came as a great shock to the community. While a certain amount of loss through stealing can be expected in a store of this kind, a deficit of \$1200.00 shows willful disregard of community responsibility by some individuals. The whole college has been forced to shoulder the loss by receiving smaller dividends. Although this in itself is a disturbing problem, steps can be taken to eliminate it; the Store Board and the houses are considering ways of cutting store losses to a minimum. It is, however, indicative of a more general problem. While through careful planning, the Store can guard against theft, there is no way of combating it in the houses. It is obvious that there can be no group solution, but that each student must make an individual effort to remedy this situation.

Early Graduation

There seems to be a constant rise in the number of girls applying for early graduation. This does not refer to transfer students, but to those who enter as freshmen without previous college education and decide to shorten the usual four year program.

Because Bennington does not employ the credit system, there are no specific requirements that are standard for all students. Instead, each application for graduation—normal or premature—must be weighed on an individual basis. It is seldom possible to say that any student has exhausted Bennington's potentialities for her development. However, if an outstanding student has successfully accomplished in three and one half years, the equivalent of the four year course, and if she has definite plans for future work, her application for early graduation will be seriously considered.

Marriage, financial difficulties, plans for advanced training elsewhere constitute the three most prominent reasons why students apply for early graduation. And very often, such reasons are valid. In every case, however, the final decision depends on all the factors involved, rather than a single consideration.

But the fact remains that early graduation is, and should continue to be considered an exception. Certainly, the Bennington degree cannot be awarded to those who wish to graduate after three or three and a half years merely because they want to "get out" a little sooner. Those whose desire to graduate early is based on such feelings can simply leave, with no dishonor or discredit to their records. Those who really wish to complete their college education should keep in mind, that while a definite policy cannot be established and while Bennington's study program is far from rigid, the fact remains that the student is truly rare who can achieve in less than four years the kind of education made possible by the full term.

The Informer

In order to obtain a cross-section of campus opinion on the subject of student reports, a number of students were asked the following question: Are you satisfied with the present system of reports? Their answers and the reasons behind them are as follows:

Cynthia Moller, Junior: The constructive criticism given is valid, but merely saying 'Satisfactory' or 'Good', as is done in some classes, is not sufficient. It is up to the instructor to devise better methods of evaluating the student's work.

Martha Holt, Freshman: The reports don't seem to cover the amount of work which we are supposed to have done, although in some respects they are most helpful. I would have thought that the purpose of the system was constructive criticism; by these reports we are supposed to know how we stand, and also how we can improve. This purpose was not altogether fulfilled because some reports were just plain criticism.

Letitia Evans, Senior: It is difficult to say because reports vary so, some being comprehensive, some not. I have heard that the faculty feels that the mid-term reports take up too much of their time; if this is so, then the college enrollment should be smaller or the faculty group larger, for the whole purpose of the college is based on personal criticism for the individual. When the student is in a large class, or working in some field which is not her major and she has, therefore, no close contact with her instructor, this system of comprehensive reports is the system upon which she must rely.

Cecile Maddox, Freshman: I think that it is better than a numerical system, yet in some ways it is inadequate. The student has no clear knowledge of where she stands in relation to others and only a notion of where she stands in relation to a vague ideal.

Eleanor Cohen, Junior: Yes, I am satisfied with the system as it works because it is a very adequate summary of the student's achievement. It is not only a question of past achievement; the reports provide constructive criticism. However, the adequacy of the report depends a great deal upon the verbosity of the instructor. Personally, reports or any other type of grading do not mean a great deal to me. I feel that the student should be able to measure her own achievement, recognize her own failings, and improve her work without the prodding of an instructor's report.

Notice

Due to an editorial oversight, the name of Eleanor Cohen was omitted from the article on Price Control printed in the last issue. We wish to apologize to Eleanor and thank her for her contribution.



Quote from BEACON article on Faculty Houses:
"The occupants of the last small house are as yet unknown."

Heinz Ansbacher Speaks In Social Science Seminar

On Tuesday, November 18th, Mr. Heinz Ansbacher from the University of Vermont, spoke on **Adler's Place in Psychology** at the Social Science Seminar.

Adler's "depth" psychology is centered around society's influence on the individual, rather than on the Freudian concept of biological drives. The individual's idea of himself and his world depends on the basic attitudes, which he acquires during earliest childhood, and he meets life's later situations with these basic attitudes.

Summary of Main Points

The following is a brief summary of the 8 points which Mr. Ansbacher discussed in connection with the Adlerian theory:

1. Perception: It is the psychic function from which we draw our subjective conclusions, and it is largely developed through social influence. Perception is concerned with one's own needs, and "what we don't have is the most important thing." For example, in an experiment of choosing between two coins of the same size, one of which was real and the other false, a poor child perceived the real coin as being the larger.
2. Memory: We recall those memories which are associated with the goal idea, which in turn directs our personality. On the other hand, we forget those memories which are apt to detract from the goal idea. The goal is the outgrowth of our basic attitudes formed early in childhood. The early childhood memories show the style of life in its origin and the child's fundamental view of life.
3. Intelligence: A low IQ is not necessarily a sign of feeble-mindedness; it might be indicative of a blockage of interest from discouragement or fear of defeat. For this reason, Adler believed it possible to raise the level of the IQ.
4. Mother-Child Relationship: Through the mother's influence, the child develops his social attitudes, whether hostile or friendly. It is the mother who first gives the child his feelings of security and

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"Women of the World" Say "For Men Lonely"

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Smith College dance, these three Dartmouth students, from Fort Atkinson, Wis.; Oak Park, Ill.; and Lake Forest, Ill., respectively, furnish lists of acceptable boarding houses. They also answer questions such as: "Where is the town's best entertainment?"; "Who sticks you for flowers?"; or "What is the word on the college itself?"; Social calendar listings were obtained directly from college administrative officials.

Among the descriptions of colleges, Bennington is referred to as having a unique method of teaching and a winter period in which the girls "go forth into the wide world to see if they can't outdo Clare Booth Luce." Included are the Bennington Campus rules involving visitors, the switchboard system, and signing out, which they consider distinctly progressive.

Bennington Rules Explained

"Bennington is way up in the mountains," advises the book, "so don't try to get there without a car. . . Be sure to check with the switchboard when you arrive. Unannounced visitors are definitely not appreciated. . . It's a long trip but they could move Bennington to the Congo and we'd still go. . . you're dating a woman of the world."

The Ripley Publishing Company of Hanover, N. H., which published "For Men Lonely", has started on another book, the name and contents of which have not been announced.

Athanasia and the Stream of Consciousness

Judy Kemper

"My dear Rip," said Professor Punckle, the anthropologist to his friend, Rip Zipworth, the physicist, "I need your help." He knocked his pipe against the skull he kept conveniently in the living room.

"My dear Punckle," responded Zipworth acidly, "I need to know the exact nature of your proposal before I commit myself." He put his shovel-like feet up on the sofa.

Professor Punckle sighed, shifted his tubby body in his arm chair, and began. "As you know, a year ago I published a book on the death customs of the Goulee-Goulee. . ."

Rip Zipworth also sighed. He had heard almost every word of this book from his friend's lips on three separate occasions.

"And as a result," continued Punckle, "I was asked to lecture at several colleges, women's colleges." He shuddered like a punctured jelly-fish.

"Horrible," murmured Zipworth sympathetically.

"All this has made me want to perpetrate a hoax in order to prove a theory I have been formulating for years."

"And that is?" asked Zipworth.

"That female students have the brains of monkeys; they cannot originate any thoughts of their own; they can only imitate."

"Where do I enter into this?" asked Zipworth suspiciously.

"Ah," said Punckle, leaning forward as far as his round stomach would allow. "I am fully aware of your love for tinkering around with mechanical toys. I want you to construct for me a life-like mechanical student (female, of course). She will be equipped with a sensitive mechanical brain. This brain will receive all thought waves directed toward it. These will be emitted in speech or writing when the brain is given proper stimulus."

"And you propose to send this thing to college?"

"Exactly," beamed Punckle. "If she has a successful record, I shall be reasonably certain that my theory is correct."

"I believe I shall do as you ask," said Zipworth languidly. "It might be amusing."

Six months later, Professor Punckle penned a courteous letter to a small college situated among a quantity of green hills. Shortly after this, he received a bewildering assortment of entrance forms. He filled them out with satanic glee and returned them in the next mail. In due time, a letter arrived from the administrative offices of the college saying, "We should be most happy to welcome your niece, Athanasia Punckle, into our community."

At the station, Professor Punckle wound up his protegee at the base of her spine with a small gold key. As he watched her depart, he reflected that she was really a most personable specimen of femininity. Zipworth had provided her with quantities of yellow silk hair and large blue glass eyes. These last gave her an expression of lovely naivete, nay, almost stupidity, depending on the mood of the person regarding her.

However, if one listened closely, a faint whir and rattle of machinery could be discerned deep in her breast. Punckle hoped that he had remedied this failing by noting on Athanasia's health form that she was subject to a slight case of bronchitis the year round.

"God knows," he had told his friend Zipworth, "all the students I have ever encountered seem to have bronchitis. During my lectures, they sound like a lot of eager seals barking for fish."

Athanasia said nothing and did little for her first few weeks of college. She got along splendidly; everyone came to the conclusion that she must be exceptionally clever and mature. Her room was filled with hordes of homesick freshmen. Intellectual upper classmen also flocked to her, their brains burst-

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Athanasia and the Stream of Consciousness

(Continued from page 2)

ing with weird ideas and obscure viewpoints to which no one else would listen. One young lady, who was writing a paper on Phallic Symbolism in the Works of Jane Austen, found Athanasia particularly comforting.

After a few weeks, however, Athanasia began to raise her pink rubber hand in class to recite, in jumbled form, the new impressions and opinions recorded by her delicate mechanical brain. This was often mere gibberish, but somehow, Athanasia always managed to make her words sound like a mysterious incantation — ritualistic, mythical. Whenever a paper was assigned, Athanasia merely sat down at her typewriter and covered several pages with these same mysterious impressions and opinions. This method was particularly successful whenever she was writing poetry. One effort read:

SILENCE

asasliceoflemon

(AND the gossamer

that fl

that floa

Ah, not — AHNO ahhhhhhh

that flits!!)

HA, teeth

TEETH . . . in the greythat

Athanasia's faculty advisor, a Mrs. S. William ("S" for Shakespeare) took Puckle aside when he arrived on one of his monthly visits to rewind his protegee, showed him this poem and told him that she thought Athanasia had a great deal of talent; in fact, talent amounting to genius.

"But what does it mean?" asked Puckle devilishly.

"Let Athanasia explain it," said Mrs. William tartly.

"Well, Uncle," said Athanasia, "I have tried to describe silence with a restrained, formal metaphor. The design of a lemon slice is so exact. Then I introduce the gossamer image. Nothing is more silent than gossamer even when it moves—but my gossamer even has trouble moving. I thought that the fourth and fifth lines had a fine frustrated quality and . . ."

"Stop," said Professor Puckle. "I have heard enough. You are indeed progressing in a satisfactory manner." He fingered the small gold key in his pocket.

A few members of the faculty found Athanasia disturbing. A Mr. Klaxon (whose hatred of imagistic writing was of such magnitude that he hesitated to read magazines for fear of running into a perfume advertisement) would shudder violently whenever he saw her, as would a Mr. Moonfritz, a poet possessed of infinite delicacy of feeling. A Mr. Druid, who taught Irish Literature, found staring into Athanasia's vacuous countenance such a trial that he established a dangerous precedent by banishing her behind the sofa during his classes. By the time the month was out, all of his students had retreated behind the sofa whence it was impossible to extricate them.

However, the only person who ever suspected the true state of affairs was a Mr. Mucker who conducted classes in political economy. Hardly anyone had ever been able to give him back his own opinions in such concise form before. But, after years of teaching graduates of eastern boarding schools, he had seen so many performances similar to Athanasia's that his suspicions never became too dangerously active.

Some rather unaccountable things occurred, however. On one occasion, when Athanasia was waiting on table to supplement her monthly stipend, the gentleman whose duty it was to ladle soup addressed her with a loud "Hi ya, bright eyes!"

This greeting made such an impression on Athanasia's sensitive brain that for weeks afterwards, she addressed everyone, young and old, with this greeting. But by this time, she was known so conclusively as a genius, that this odd action was put down to mere capricious intellectualism.

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Bennington Historical Museum and Art Gallery

Very few Bennington College students realize the existence of the Bennington Historical Museum and Art Gallery, situated on the hill entering Old Bennington. It contains many interesting relics of Vermont history and art-craft, and also a great deal of contemporary work done by Vermont painters and craftsmen. The interior of the museum is spacious and constructed in modern style.

John Spargo, Curator

We visited the museum the other day to learn a little more about its beginning and about the ideas of its founders. We spoke to the director and curator, John Spargo. He, himself, we learned from other sources, was born in Cornwall, England, educated in public schools and at Oxford and Cambridge, where he took extension courses. He came to the U. S. in 1901 and has been active as a lecturer, writer, and worker ever since. He has been actively interested in the socialist cause since the age of eighteen. A member of many philanthropic societies, he has written books, pamphlets, brochures, and magazine articles on social, economic and historical questions; his discourses have also touched upon art and verse.

Museum Started 19 Years Ago

The Bennington Museum came into existence in 1928. It consisted of one wing which was originally the first Roman Catholic Church in Vermont. After another church was built, it was advised that the old one be sold to the local historical society which consequently planned to spend ten to twelve thousand dollars on remodeling and extending the church; the outcome was that it spent fourteen thousand dollars alone on the one wing. Other wings were added during the next ten years.

The Society that founded the museum started seventy-two years ago "during the epidemic of historical societies that sprang up for the centennial observance of 1876", according to Mr. Spargo. The Society planned the building of the Bennington Battle Monument, and by 1887 was laying the cornerstone. It obtained money for this venture through endowments and subscriptions.

Local Historical Society Independent Financially

While the Bennington Society was being formed and beginning its work, Mr. Spargo was president of the Vermont State Historical Society. He held this office for twelve years, during which he expanded its budget fund from a mere hundred dollars to a hundred and forty thousand dollars. He is now president of the local society, having been elected for the twenty-fifth consecutive time last year. He said that the State Society has applied to the state legislature several times for appropriations and still depends upon it for nearly half its funds. However,

"you can't get money from the state and keep your independence from the politicians", Mr. Spargo stated emphatically. "The local society won't touch the state money. Our funds come from the Society's annual dues and from donations."

How Collection Expanded

When the museum opened, it possessed a valuable portrait of Capt. Elijah Dewey by Ralph Earle. The rest of the first museum pieces were obtained from two private collections donated, one by Mr. Hall Park McCullough of North Bennington, and the other by Mr. Spargo. Mr. McCullough was an extensive collector of Bennington's first representative pieces; he had in his collection many valuable historical relics, manuscripts, etc. Mr. Spargo had always been interested in ceramics, and when he arrived in Bennington, he invested several thousand dollars in an elaborate collection of pieces. Soon his house became over-crowded, he told us, and he donated the fifteen thousand dollar collection to the museum. "There is no fun in owning. The enjoyment lies in the process of attaining. I didn't want to see my collection scattered so I offered it to the museum", he explained. Mr. McCullough's general collection, combined with the specific one belonging to Mr. Spargo, "made a neat start for the museum."

Mr. Spargo went on to say, "I never really owned my collection until I gave it away. You don't lose things when they are shared. In fact, they gain new values." Mr. McCullough and Mr. Spargo's unselfish example started others adding to the museum's growing collection. Mr. Spargo admits that he has no scruples in obtaining valuable pieces for the museum. "I soon became hard-boiled about people holding on to things which would interest others. If you have something of historical value, it doesn't belong to the category of private property." It was apparent that he felt quite strongly about this as he continued, "No one can establish his right to own something which belongs commonly to the American heritage."

The museum doesn't buy historical pieces but obtains them through donations and bequests. Occasionally a few pictures by young and promising artists are bought. "I feel we ought to give the young artists encouragement," Mr. Spargo said. "At present, we are building up a modest collection of pictures done by Vermont artists."

Plan to Display College Ceramics Work

After showing us through the comfortably informal display halls, Mr. Spargo told us an idea which he hopes to develop in the near future. "I have always thought it would be a fine plan to have a few outstanding pieces of ceramic work done each year by College students down here. It would be interesting to keep them in a separate case as a display of the Bennington students' development through the years."

Bennington students would find a visit to the museum both enlightening and extremely interesting.

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Heinz Ansbacher Speaks In Social Science Seminar

(Continued from page 2)

optimism towards the world, and if she fails to fulfill his needs he often becomes maladjusted.

5. Compensation: Often in the case of physical disabilities, Adler found that the individual could overcome the difficulty by the development of some striking "talent." For example, a deaf person might learn to play the piano well.
6. Inferiority: An individual, who considers himself abnormal in some way, may have feelings of being "cheated" with a resultant desire to take "revenge" on the world.
7. Consistency in Personality: The basic pattern of life remains consistent. Only rarely do catastrophic events produce changes in the personality, due to the fact that one meets these situations with an attitude already pre-established.
8. Motivation: Adler considered the basic motives in people as the need for self-esteem and security. However, he never fully developed a theory of motivation.

Mr. Ansbacher brought out in the discussion period that the low evaluation of the self may produce either an inferiority or superiority complex.

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Final Faculty Concert

Hazel Johnson and Gunnar Schonbeck opened the faculty concert on November 19th, playing the First Concerto for Clarinet and Piano, by Philippe Paquot. This piece would have been fine for a high school recital, but was not consistent with the fine music which the faculty have presented this term. Although its attempts at originality are forced and pedestrian, it does succeed as a clarinet showpiece, as Mr. Schonbeck ably demonstrated, while Miss Johnson extracted all the life that could be found in the piano accompaniment. If this concerto won a prize at the Paris Conservatory, it should have been kept a secret.

Next on the program was the Second Sonata for violin and piano by Bela Bartok, played by Miss Pernel and Mr. DeGray. Since the Sonata is quite different from the type of music to which today's audiences are accustomed, Mr. DeGray gave a brief introduction to some of Bartok's traits and methods which was a considerable help in listening to and understanding the music.

Bartok Sonata Based on Folk Scales

The Sonata is not, Mr. DeGray explained, couched in the familiar harmonies. Bartok's strange melodies are based upon the unusual scale system which he found in Hungarian folk music and upon their peculiar rhythms. What appears to us as purely dissonant harmonization is actually double melodic writing. In developing a theme, he will break it up, putting each note in a different register, or giving it a new rhythmic guise. The Sonata has a strange haunting quality to it. The violin cries and wails, shrills or sings in a breathy, wishful way. The piano part is brilliant and rhythmically exciting. If Mr. DeGray was a little dubious as to the Sonata's reception, he need not have been. The audience was quite overcome by it and could not applaud enough.

Four movements from the Suite in D minor for violin alone, by J. S. Bach, formed the last part of the program, played by Miss Pernel. While the first two movements were rather serious in character, the third was fast and gay, and the fourth energetic and varied. It is fascinating to see the melodic thread of each movement carefully unwound and stretched out to the farthest possible extent.

Sustained Intensity in Suite

Not enough praise can be given Miss Pernel for her brilliant work. The Bartok, with Mr. DeGray, is technically and interpretively demanding, and received a high voltage performance. As in the Debussy sonata, which they did a few weeks ago, the two seemed to have reached perfect agreement on every detail. In the Bach Suite, Miss Pernel displayed a more sustained intensity, which she gradually built until the listeners were completely absorbed into it, giving her a rousing ovation at its conclusion.

Those of us who have attended the concerts this fall can only hope that the faculty have enjoyed playing for us as much as we have enjoyed the privilege of hearing them.

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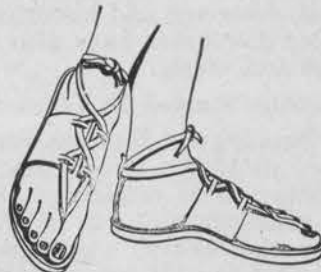
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Alumnae Album

Three ex-Bennington students came up to college for the drama performance. Sally Abrams is currently studying acting with Dave Pressman. She is a member of the Henry Street Settlement House, and will have the part of a laundress in Fredrico Garcia Lorca's *Yerma*, which is being given in the Cherry Lane Theatre in New York at Christmas.

Fran Burke and Carol Martin spent the summer in Nantucket working in an inn as waitresses, cleaning girls, and general helpers. Their plans for jobs this winter are as yet unformulated.

Diana Marvin was married to George Gibson on Saturday, November 15. Mrs. Gibson studied at the Chapin School and St. Timothy's School in Catonsville, Md. She graduated from Bennington in 1942. During the war she served with a Red Cross Clubmobile unit in Europe. Mr. Gibson, an alumnus of Milton Academy and Harvard College, class of 1931, also studied at the Harvard Graduate School of Business Administration. He served for four and a half years in the Navy and was placed on inactive duty as a lieutenant commander. He is with William Skinner & Son of Holyoke, Mass., and New York.

Margaret Brush was married to James Canderma on Saturday, November 15, in Brookline, Mass. The bride studied at the Winsor School in Boston and graduated from Bennington in the class of 1942. She is a member of the Boston Junior League. Her husband is an alumnus of Princeton University and the Harvard Graduate School of Business Administration. He served four and a half years with the Navy and was an aide to Vice-Admiral Robert L. Ghormley, USN. He was placed on inactive duty as a lieutenant commander, and is a member of the Princeton Club of New York.

Patricia Newman was married to Dr. William Robert Woolner in the Crystal Room of the Ritz-Carlton, N. Y., on Thursday, November 13. The bride was graduated from Bennington in the class of 1945. During the war she served with the AWVS and the American Red Cross. She is an associated director of the Choreographer's Workshop. Dr. Woolner was graduated from the Horace Mann School for Boys and Yale College and in 1941 from the Medical College of Virginia in Richmond. During the war he served as a captain in the Army Medical Corps, on active duty as a surgeon with the Twenty-seventh Engineer Battalion in New Guinea and the Philippines. He holds a fellowship in pathology at Mount Sinai Hospital.

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(Continued from page 1)

jobs." The worker in our society owns nothing—neither the plant, the equipment, nor the means of production. If he loses his job it is "just as if you had cut his head off—a worker without a job is a pretty sad thing." There are no western frontiers left today—he can't move on to some other place when there is mass unemployment, and start all over. Industrial peace is an essential in a capitalist, free-enterprise society. The way to maintain and encourage it is by self-government and self-organization by the workers—not by oppressive laws.

History of Unions

Mr. Glazer discussed briefly the struggle of the unions to gain freedom to operate and acceptance as above-board organizations. The first union, the Knights of Labor, started as a highly secret organization, since all sorts of worker groups were considered under the law as "conspiracies", subversive, and an abridgement of the employers' "rights". Today the story is different. "Today we put notices in the papers about elections, strikes, and speak freely about unions."

Unions gained strength as the country became more industrial and less agricultural. 1832 saw the outlaw of "blacklists" (lists of employers used to intimidate workers), "yellow-dog" contracts (contracts workers had to sign to get a job, pledging that they would not join a union), and injunctions against unions. Under the New Deal came the Wagner Act (1935), giving new protection under law to the unions, and "the social and political climate changed." One of the most important provisions of the Act was that the employer could no longer discharge a worker for union activities. To make the law effective, the National Labor Relations Board was established.

Taft-Hartley Act— The "New Democracy"

The Taft-Hartley Act is "really a revolutionary step—an omnibus bill," (a bill including everything from soup to nuts) "a full employment bill for lawyers, a bill so full of red-tape that it is almost worthless." Even Mr. Taft and Mr. Hartley "didn't seem to know anything about it—after the bill was passed, they were still arguing between themselves as to what they meant—even union lawyers are having a tough time to figure it out." It weakens the unions greatly. Those who sell their labor power, the workers, obviously make up the majority of the adult population in this country. "When we weak-

en their organs of self-expression, we weaken democracy." "They say that unions have grown too strong . . . that now employers need protection. You don't have to pass laws in favor of the employers. Laws are passed to protect the ducks . . . not the hunters . . . the ducks don't have the guns . . ." Because of lack of time, Mr. Glazer touched on only what he considered the worst features of the Taft-Hartley Act:

1) The "new democracy": to get a union shop, a special meeting must be called. Half of all the people in the shop must vote in favor of it. (The U. S. president, congressmen, etc., are elected by the majority of those who vote—not by the majority of the total population.) This measure is not in accord with the constitutionally established, democratic tradition of this country. But: even if 51% of all the people in the shop vote for a union shop, they will not necessarily get it—"this only gives them the right to ask the employer if they may have it . . . he may refuse if he wishes."

2) Company dominated unions given equal status with bona fide organization. This makes it very easy for a company to set up its own union by employing "stooges" and "scabs" and thereby keep out a genuine employee union.

3) The employer can now ask for an election before the workers are ready for it, thereby prematurely killing the union. Then workers cannot ask for another election for a year. "Unions should have as much time as they need to explain to the workers what the union is about. Why should the unions have to wait a whole year for another election? Why should they be penalized for not having made up their minds . . . or for the employer forcing a premature decision?"

4) Abolishes the closed shop (shop where you have to be a union member to get the job). Closed shops are mostly in the craft unions. "Most employers that have the closed shop are satisfied with it—it was those who didn't have it, didn't know what it was about, who were against it."

5) No employee can be put out of the union for any reason except that of not paying his dues. This means that a disruptive person, a company "scab" could, if he wished, put the union in serious jeopardy since the union must shoulder the responsibility for its members.

Questions

Mr. Glazer was asked what he thought of the provision on Communists and Communist sympathizers. He said that the Textile Workers Union was a "right-wing" union—that it had already passed its own law before the Taft-Hartley Act was passed, stating that Communists could not hold offices in the union. Even so, the union objected to the provision because it involved the question of political freedom. "The idea in the act is that it will discourage Communists and people from joining—but it will have practically no effect. Men vote on the kind of a job a person will do if he holds an office—what he will accomplish for them—not on his political beliefs. Some guys like Ben Gold of the Furriers Union are admitted Communists—but they are voted in again and again because they have done a good job. But Communists have caused a lot of trouble in the labor movement. The only way to get rid of them is to educate the workers in what

they are doing." Many Communist-dominated unions have already signed the non-Communist affidavits. "They probably burned their membership cards just before they did it. It's going to be a pretty tough thing to prove they are members now . . . how are you going to do it?"

Mr. Glazer was asked if he considered the closed and union shops democratic. He said, "Yes, this is the way democracy works. In our system, you have to pay taxes and send your kids to school. Suppose you are a guy who said, 'No, I'm not going to pay taxes—I voted against it in the last election'. Do you have to pay? Of course you do—you are forced to pay whether you voted yes or no—as long as the majority decided a taxing system was necessary. It's the same in closed and union shops—majority rule."

Mr. Glazer summed up the lively discussion period by stating that "the paradox of the Taft-Hartley Bill is that people say it's to make the union leaders responsible . . . but at the same time, the bill takes away responsibility from the unions and there is very little to be responsible about."

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“Russian Ballerina”

“Russian Ballerina” was for most of us the first sampling of what the movie industry in the Soviet Union can produce. The film, a rather simple story of ballet life, was, on the whole, mainly a vehicle to show off the fine dancing of the Russian ballet school. As such it was entirely realistic in its portrayal of ballet students and life at school. The dancing was superior technically to much of the ballet in this country. The performers were excellent, giving grace and naturalness to a form of dance that can be stilted and artificial when performed with lack of feeling.

The feminine lead was played by Maria Redina, whose appearance was in strong contrast to the glamorized American stars. Her dancing was of a very fine quality. She personified the complete artist who sacrifices everything, performing superbly even when there is emotional conflict within herself. She gave a very sensitive interpretation of “Aurora” in the “Sleeping Beauty”.

Ulanova, the foremost Russian ballerina, appeared for a few moments in “Swan Lake”. The beauty of this performance was by far the most highly perfected, but unfortunately movie technique has not progressed far enough to give a sufficient feeling of three dimension for complete appreciation of movement.

In comparison to the refinement and sensitivity of interpretation by Reding, who played the part of “Natasha”, competition was offered personified by another ballet student, “Olga”. Her flashy technique lacked feeling and any emotion of her art. She danced mainly for the glamour and applause.

Aside from the superlative dancing, the picture was much too sentimental. There was oversimplification of relationships between people, though perhaps American productions are no criterion by which to judge foreign films. There was a lack of conflict which resulted in poor handling of any element of suspense. One of the most striking things, however, was the naturalness of all the actors. Make-up was extremely simple and the absence of the slick perfection of dress and scenery in American productions was refreshing and convincing. Perhaps the best thing that could be recommended is a more interesting plot. The main value of the picture lay in its realistic approach to the ballet and the fine exhibition of dancing.

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Annual Meets and Races to be Held

In addition to the standard runs every Saturday, in which all skiers may test their skill, the Harvard Annual Invitation Meet will be at Bromley, probably in March, at which time competitors will race for the Bromley cup. The New York City Ski Council Inter-Club races will also be held there, but the date is as yet indefinite.

There is no set date for the Bromley center to open. Unless there are unusual snow conditions, skiing activities do not begin before Christmas. Last year, because of late snow, Bennington students returning from winter period were able to ski there until the end of March.

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Athanasia and the
Stream of Cnsciousness

(Continued from page 3)

One factor which had been a source of some worry to Professor Puncture was Athanasia's extra-curricular life. However, he had luckily found an asylum for his protegee in a nearby boys' college, attended by young men of low perceptive powers and enormous addiction to alcoholic beverages. Upon attending a party in one of the fraternity houses, Athanasia found herself jerked to a seat on the lap of a young man who leered at her and said, "Gee, honey, I could go for you!"

Athanasia immediately responded with, "Gee, honey, I could go for you." The two of them became entwined in a somewhat suffocating embrace. In his alcoholic stupor, the young man did not notice Athanasia's rubbery consistency. All evening he repeated his first remark and action with variation and intensification and was all the time imitated by his companion. Due to this responsiveness, Athanasia became quite popular. The young men began to telephone weeks in advance to solicit the pleasure of her company.

A peak of Everestic proportions was reached near the end of Athanasia's four years of college life. When the time came for her to execute a senior thesis, her task was easy. She merely took her four years accumulation of writing and pasted it together into an enormous volume. This monumental opus was interspersed with weird squiggles and incomprehensible diagrams inspired by her association with the fac-

ulty children in child psychology classes. Her tutor was so astounded at this effort that she took it upon herself to submit it to Strange Tangents Publishing Company. In spite of rising printing costs, Soul At a Forty-Seven Degree Angle (for that was the title of Athanasia's volume) was immediately published.

The critics seized Athanasia's work, if not with wild enthusiasm, at least with passionate sentiments. Countless individuals began writing articles about her in the quarterlies and bi-annuals. Due to Rip Zipworth's discrimination in his design of her physical topography, Life magazine published a full page picture of her in a bathing suit. This portrait, plus the fact that the publishing year had been a dull one with floods of historical novels, produced a mass hysteria. Athanasia was hailed as a genius by nearly the entire population of the United States.

"I think I have proved my point," said Professor Puncture as he sat talking to his friend Zipworth one night.

"Yes," said Zipworth shortly. Athanasia's book had outsold his masterly treatise on molecules, to which he had devoted the best twenty-seven years of his life. There was a silence. "What is Athanasia doing now?" asked Zipworth.

"Oh," said Puncture, "she is the editor of a small magazine printed in purple ink on parchment. It appears every six years, I believe." He laughed demoniacally. "She's also lecturing at women's colleges. The royalties from her book have enabled me to retire."

He began happily to mangle letters requesting him to lecture at women's colleges.

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