

# THE BEACON

Published Every Other Week by Students of the Bennington College Community.

April 29, 1948, Vol. 2, No. 2

Bennington College, Bennington, Vermont

15 cents per copy

## Bennington Sends Delegate to Mademoiselle Forum

Alexandra Crawford was picked by Mademoiselle to represent Bennington at the magazine's annual college forum. She and approximately fifty other women students spent Saturday, April 24, in New York City discussing "European Recovery and the United States". The students were brought to New York at Mademoiselle's expense to attend the conference, which was held at the Commodore Hotel.

### Delegates from U.S. and Abroad

Many of the delegates were able to give first hand accounts of the countries involved in ERP because of their studies abroad last summer. Some are natives of these countries and are studying at American colleges throughout the country.

### Addresses by Authorities

During the day-long program, authorities on international relations as well as internationally known journalists addressed the students. In the morning Vera Michaels Dean, Research Director of the Foreign Policy Association, talked about the economic situation in Europe at the end of the war, covering the steps taken by the European countries themselves to get back on their feet. Russel Hill, New York Herald Tribune foreign correspondent, who wrote "Struggle for Germany" from firsthand observation, discussed the much-debated question of whether or not Germany can be allowed to develop sufficiently to provide an industrial base for the rest of Europe, without becoming a war threat again.

Lincoln Gordon of the Harvard Business School, until recently Consultant for the State Department on ERP, was the next speaker. He covered the complete history of aid to Europe from the time of liberation, giving the evolution of the Marshall Plan, with all its modifications, up to the day of the Forum.

### Pro and Con ERP

After lunch, Ferdinand Kuhn, Jr., of the Washington Post, stated the case for the European Recovery Program; the case against the program was presented by Lewis C. Frank, Jr., of the New Republic.

Following this discussion, James P. Warburg, author of "Foreign Policy Begins at Home", spoke on The Goal of Peace. His talk covered the difficult.

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## Students Organize For Presidential Nominees

(Students interested in working for Stassen, Eisenhower or Wallace can find the necessary steps below. The S.D.A. and Students for Wallace groups have been organized on campus. If any students would like to work for other presidential candidates, contact The Beacon and you will receive instructions about where to write and any available information.—Ed.)

### Students for Stassen

The following steps should be carried out to form a STUDENTS FOR STASSEN VOLUNTEER ORGANIZATION.

1. Contact your friends who support Harold E. Stassen for President. Arrange an organization meeting to select a temporary Chairman and Secretary.
2. Send to STUDENTS FOR STASSEN, 1000 Pillsbury Building, Minneapolis, Minnesota, for an application for a Charter. Fill out the application blank and return to the above address.
3. After you are officially recognized, hold a meeting at which definite campaign objectives are established.

Be sure you are familiar with the main points in Stassen's domestic and

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## Dr. Kilpatrick Works for New Experimental School in N.Y.C.

Dr. William Kilpatrick, Professor Emeritus of Education at Teachers College (a division of Columbia University) is now actively engaged in the organization of an experimental school in New York City.

Dr. Kilpatrick was the first president of the Board of Trustees of Bennington College. Guided by the philosophy of John Dewey, he has always been one of the leading proponents and interpreters of the movement known as Progressive Education.

### Educator, Author, Lecturer

The educator, author and lecturer was graduated from Mercer University, Ga., in 1891. He received his Ph.D. from Columbia in 1912. In 1938 Bennington College presented Dr. Kilpatrick with an L.L.D. He has been a professor of Mathematics and Philosophy, as well as principal of several of Georgia's public schools. Besides this noteworthy course of study and teaching, Dr. Kilpatrick has found time to write, and collaborate with authors of such books as "Education for a Changing Civilization", "How We Learn" (with Mason Alcott), "Remaking the Curriculum" and many others.

### Horace Mann-Lincoln

At present, Dr. Kilpatrick is working with Dr. Ernest O. Melby, Dean of N.Y.U., and members of the latter's department, for the maintenance of the educational program practiced in the Horace Mann-Lincoln School. This school, which was originally just the Lincoln School, is involved in a legal fight with Teachers College over grants from Rockefeller and the General Education Board. The struggle to continue the school is one that educators feel is important. The Lincoln School was started to promote educational experiments and to advance activities which have a direct bearing on everyday life.

The Horace Mann-Lincoln school and Bennington are both pioneers in the field of education. We can therefore appreciate Dr. Kilpatrick's efforts to insure the future of experimental education.

## John K. Fairbank in First Talk Of Two-day Series on China

### Fairbank Speaks on "Our China Policy"

On Tuesday evening, April 20, Mr. John K. Fairbank spoke to the community on "Our China Policy", the second lecture in the China series. Mr. Fairbank clarified Professor Ch'ien's speech of the afternoon seminar and continued along the line of the present political situation in China. He observed that we have reached an intellectual crisis, a "crisis of understanding" in the



Mr. and Mrs. Fairbank

Asiatic world; that we have reached an age of intense power politics. We have developed an "Atomic Community", in the terminology of Walter Lippman, and China, as a part of the non-Atlantic community, presents countless points of conflict.

### Low Economic Standards

Mr. Fairbank stressed the poverty of China as a nation and of her people, and the position of China as a "lower state". In saying "lower state" he implied lower living standards, lower caloric consumption, and lower literacy rate. He stated that the countries of the non-Atlantic community cannot live adequately on their present food consumption; that the average life expectancy is 26 years. Because of this severe economic situation work efficiency is at a minimum; and to China, Mr. Fairbank observed, double food value means double work efficiency. Mr. Fairbank then pointed out that with this way of life certain types of institutions can be expected, primarily the institution concerning only the rule of the few and the privileged.

### Early Revolutionary Attempts

Mr. Fairbank discussed certain phases of the "modern Chinese revolutionary process".

1) The Peasant Rebellion in 1864. This was a true rebellion of the masses against the tyrannical ruling class. The uprising, however, failed and the old regime was restored.

2) The second phase came when the elite ruling class became conscious of western modernization and attempted to reform the Chinese tradition along these western lines. This revolution is significant because it was instigated by a scholar-elite group. However, the rebellion of 1898, known as the Hundred Days, was also banished and the constitutional monarchy continued as before.

3) The Republican Revolution of 1911 came as a result of a "west consciousness" on the part of certain groups in China. Their aim was to abolish the monarchy, which was done, but because of disagreements the group was split and nothing further worked out.

4) The Nationalist Revolution of the

1920's. This was the true beginning of Chinese modernization. This marked the growth and development of industry and of a business class under foreign influences. In the period between 1912 and 1925 there was no centralized government in China; and it was marked by the organization of the masses for political purposes. The period also marked the breaking up of the old family and village traditions and of the Confucian society.

### Principles of Sun Yat-Sen

The organization of the masses, Mr. Fairbank pointed out, was based on three principles of Sun Yat-Sen: nationalism, democracy and the improvement of the general lot. Chiang Kai-Shek took over these principles in establishing the Kuomintang, but did not continue the organization of the masses. He built up a modern government on the basis of reform without revolution, making the Kuomintang a party of the status quo. (Mr. Fairbank commented here that for the Chinese to keep abreast of the times they must be radical and revolutionary.)

### Chinese Communists

Mr. Fairbank felt that the Communists in China have done a far better job of organizing the masses. They have formed functionary communities and brought on a true "people's revolution". Although Chiang Kai-Shek has been a symbol of nationalism, the Communists have beaten him at his own game by being more obviously nationalistic. They have impressed their ideology on the

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## Dance and Drama Plans Announced

The Drama production this term will be an adaptation of Henry James' novel, "The Spoils of Poynton". The play was adapted by Richard Baldrige, who is also directing the production with the help of Edward Thommen, assisted by Deane Worth. The play is a fortunate choice for Bennington since it contains only one male role, which will be played by Harvey Langee, from New York. The rest of the cast includes Elizabeth Bacon, Kathryn Ballantyne, Linda Borden, Claire McIntosh, Irene Moore, Joan Tewksbury, and Patricia Hogan. The dates for the production are the 26th, 27th and 28th of May.

The plans for the Dance production have not been completely formulated. However, a good many groups, covering a wide variety of subjects, are in preparation. The 24th, 25th and 26th of June mark the dates for the production.

## The First "Mrs. Beacon"

We are pleased to announce that Ann Pratt Ladd is the winner of the "Mr. Beacon" contest. Anne produced the correct answer of W. H. Auden after hearing the third clue and will be duly rewarded with a twenty dollar credit at Vogue and Vanity.

A close second was Nancy Andrews, who also guessed correctly—but not quite so quickly—after the third clue. Other runners-up were: Nancy Gregg, Barbara Cart and Sue Stern.

The Beacon congratulates Anne and thanks all those who entered the contest.

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## Editorial Thoughts

The recent seminars and lectures on China formed one of the finest series the college has ever had. The large turnout for each meeting was proof enough that the entire community was interested and stimulated by the related topics and the speakers.

We hope that in the near future another concentrated series—perhaps on Russian or a western culture—will be presented. The next series might well be stretched from two days to a week; with a program even more extensive and thorough.

Thanks go to Miss Bowman, Administrative Assistant to President Burkhardt, for her fine and careful planning of the China series.

"Promptness," we are frequently told, "is the epitome of virtue." It seems probable that most students are in agreement with this semi-proverb, but at Bennington the wish often cannot be father to the act. When a class is dismissed at one minute to eleven, most of the non-herculean members of the community are unable to arrive at Jennings at one minute after the hour. Many instructors seem cognizant of this indisputable fact and stop their classes early in order that the student may travel reasonably decorously to her next class.

There are a few individuals, however, who do not allow for time inevitably used in transit. It is usually possible after a few weeks of muscle development for students in these classes to run to the next class on time, if it is within the circle of the barn and living room meetings. The music or dance student, however, is left to solve the problem as best she can. She inevitably comes to realize that she must either leave the first class while it is in progress, or miss part of the second one.

It would seem that the lack of uniformity in this matter, which penalizes one group of students, could best be solved by setting a definite break between classes.

With the posting of this term's first black list last Friday, the problem of paying store bills promptly has again arisen. The convenience of charging, which is not allowed in a true co-operative store, seems to be continually misused. Such constant lack of responsibility on the part of the students is not merely a great hindrance to the very taxing job of bookkeeping, but actually penalizes every member of the store, whether or not she pays her bill promptly. For, as the notice in a recent College Week pointed out, the extremely large total of outstanding bills prohibits the store from obtaining discounts which would be available if it could render prompt payment for goods. As it is the students who are directly affected by a smoothly or a badly functioning store, it would seem logical for students to consider prompt payment of bills not only co-operative, but very worthwhile.

## On the Bias

by M. S.

Note: This column started out in a rather portentous tone with rabble-raising cries about the new student waitress rules and the resulting crises. It is not my sole purpose to editorialize, but also to point out items of interest on campus or to throw light on some particular question. Contributions are welcome.

Since the waitress rules have been changed now and everyone seems reasonably satisfied with the results, three cheers. There seems to be little else to say on that subject.

Spring, as the old saying goes, has arrived. This is very nice for all those who spend the day indoors or preferably in bed, but for us commoners who must run from Jennings to Commons ad infinitum all day, there are definite problems. In poems there is so little mention of mud, splashy and very un-beautiful puddles, or people on bicycles who help us attain a generous share

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## The Party Line

There have been several complaints that the Beacon has not placed enough emphasis on world events, but has devoted most, if not all, of its space to purely "campus" affairs. To try to fill that gap, we have turned to that fairly reputable newspaper, the New York Times, in an attempt to emulate its world-wide coverage of news.

We were fortunate enough to discover an article which represented not only the New York Times, but also the London Times. The subject of this piece, which appeared on page eight, April 20th, concerned itself with the pressing problem, "Why does the telephone cord get twisted?"

If both the London and New York Times consider this enough of a problem to devote page eight space to it, it seems logical that the Beacon should allot similar space to an article on an equally important subject, such as . . . well, let's face it . . . why does the telephone cord get twisted? (If it rates a "Special to the New York Times" we might give it a mention.)

We could go into the several theories on the subject, but I feel we should examine the one proposed. This one, propounded by the London Times, supports the "they lift the receiver with the right hand and put it down with the left" boys.

Superficially, this might appear to be fairly reasonable, but I believe the matter has deeper implications.

I personally consider the whole event part of an insidious plot to blame the sorry affair on the Communists. Just analyze that theory which apparently is supported by reputable thinkers in both London and New York: "They lift the receiver with the right hand and put it down with the left."

Obviously, the offending member is that left hand.

The Times tried to laugh off the matter by suggesting that perhaps the London Times was a bit facetious, but the seed had been planted.

The next step undoubtedly will be to accuse the "left" of trying to gain control of the telephone industry. Who knows where we will have to proceed from that point. All red-haired telephone operators will have to be thoroughly investigated; the telephone industry will have to answer for their lapse in allowing cords on the market which are amenable to twisting by "lefts"; people all over the world will be afraid to pick up their telephones.

In short, we should all be grateful to both the New York and London Times for bringing to our attention this potentially dangerous situation, and also for helping the Beacon to break into the field of foreign news interpretations.

Corinne Silverman

## Some Ideas on Palestine

Today, the idealistic American has a hard and confusing time in attempting to justify his country's actions in respect to the Palestine issue. From my point of view these actions cannot be justified, yet I have no concrete formation of facts and no clear idea of what I believe is justifiable. Nevertheless, I have certain definite and individual ideas on this subject of United States policy in Palestine, and these are the ideas I should like to express in this article.

## Main Headings

In clarifying the issue in my own mind I have put under the heading The Palestine Question, three sub-titles: 1) the Palestine Mandate, 2) the Partition of Palestine, and 3) the United States Reversal on the Palestine Partition. One could group these sub-titles collectively under a single title,—Doubtful Decisions. The Palestine Mandate was established in 1922 with independence as the ultimate goal. Other countries under a similar mandate system eventually gained their independence, but Palestine technically remains under the original mandate till the evacuation of the British troops on May 15th. Ideally, in this delay and original denance of Palestine independence lies the crux of the present issue.

## Palestine Might Have Solved Own Problems

The importance of Palestine as a base for the British, its strategic position, is obviously the cause of the delay. In my mind, this is not justifiable; however, that is now past history. But it is usually in past history that we find our mistakes. I feel, though, that Palestine could have got along as an independent nation as well as any other of the newly sovereign states in the area. Jews and Arabs have, and can, live together in a civilized and advantageous existence. I feel that the Palestine nation, had it come into being, could have solved its problem of Jewish immigration in democratic fashion. (A child often does surprisingly well when given a responsible job; though we usually think we can do it quicker and more easily ourselves!) The people of Palestine, both Jews and Arabs, might have done well, too, had the job been their own. I believe that they would have, but no one gave them the chance to try. That was the initial mistake.

## U.N. Partition Plan

Last April 1, 1947, the United Kingdom handed over her problem to the United Nations and a special session of the General Assembly was called to

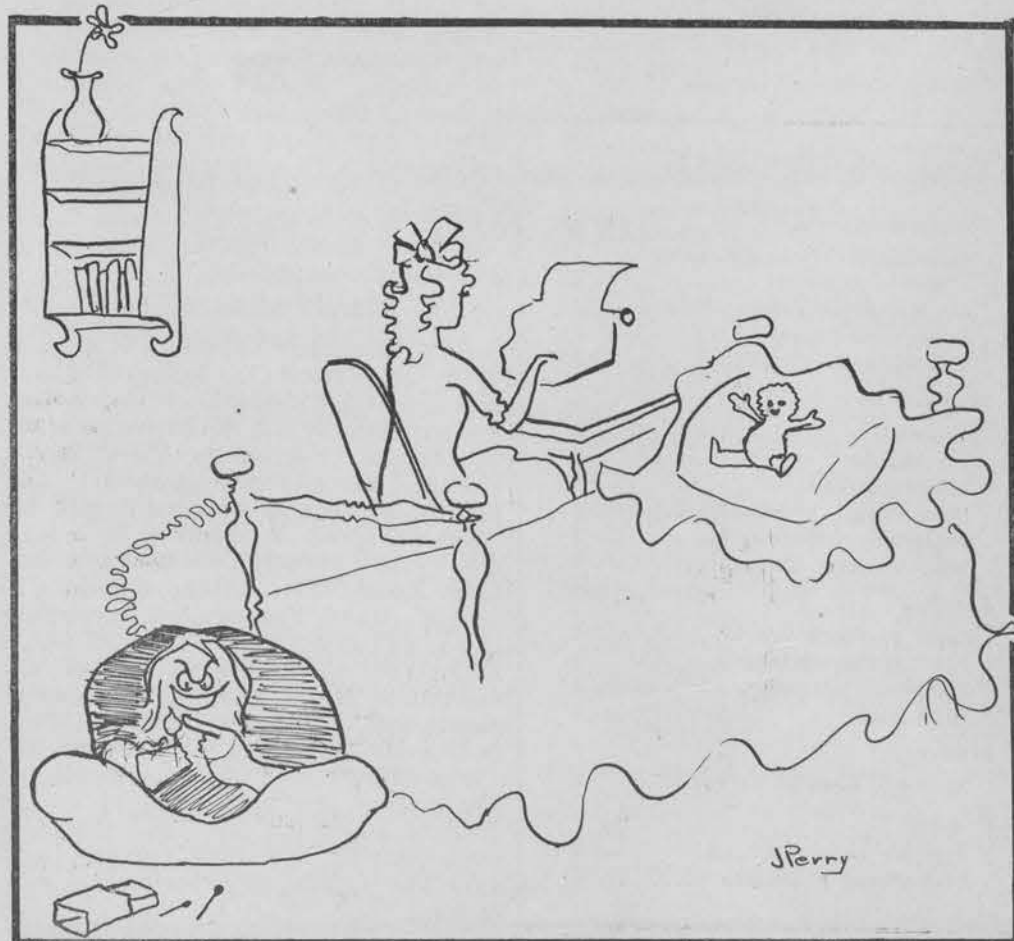
## Facts About Waiting On

In reply to inquiries raised in *On the Bias* concerning the student waitress problem, I went to see Mrs. Cook. The facts about the situation, and the reasons behind the decisions made last semester by Mrs. Cook, Mrs. Hill, and the head student waitresses were these: first, in the morning, waitresses can arrive any time between 7:30-7:45 for their breakfast. Incidentally, most of the kitchen help must be at the college at six a. m., in order to prepare breakfast for the students and waitresses. Second, lunch presents the biggest problem to both the waitresses and the management. Due to the fact that classes do not let out until one o'clock, and students waiting on are supposed to check in at 12:35, it was decided that it was preferable for people having 11-1 classes to wait on at other meals. The deadline has now been changed to 12:45 which gives students a little more leeway, and Mrs. Cook has instructed the chef to see that no girl ever goes without a meal, despite the fact that she may be late.

It is not healthy or efficient for the waitresses to wait on and eat at the same time, which is what often happens at lunch. At present Miss Funnell is trying to work out a schedule whereby some of the girls who wait on at breakfast and dinner will exchange places with those who have classes until one o'clock and lunch stations. Promptness for meals on the part of both students and faculty would help the waitresses get through in time for classes and evening lectures. Any suggestions on how to further relieve the lunch situation would be appreciated by Mrs. Cook.

solve it. The Assembly came up, some months later, with the Partition Plan—strongly backed by the United States and Russia. The plan for the partition of the Holy Land is not a new idea. It was suggested as a possible solution in 1937, when a British commission was sent to Palestine to investigate and study the problem there. The Plan for Partition, as a document, is idealistic as well as practical. The Arabs and the Arab States do not feel that it is just. I do not know, but I do feel that it could be worked out with patience and common-sense. Both the Jews and the Arabs have dramatized their respective situations; their chins are out, and they are beyond humoring. To simplify even further!—if the fighting ceased and both sides could look around them, take stock of the situation, and perhaps decide that they wouldn't do so badly by the partition plan after all.

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Say, Suzy, how do you spell "FREUD"?

## Prof. Ch'ien Speaks on China's Modernization

A series of lectures on China was opened on April 20th with a seminar, "China's Modernization: A Political Approach", conducted by Professor Tuan-sheng Ch'ien. In his lecture, Professor Ch'ien stressed the importance of political stability and revision as the primary necessity and approach to the modernization of China. He told his audience that "Political modernization is a key to thorough modernization in all its aspects."

### Political Patterns

Professor Ch'ien discussed briefly the political tradition of China, and some of the definite and varying patterns it has followed. He covered four of these patterns: 1) the Republican Revolution of 1911 that shifted China from a constitutional monarchy to,-- 2) a Republic in 1912; 3) the new Chinese Nationalist party of the 1920's, developing into Sun Yat-Sen's Kuomintang and a one party government; 4) the new and confused attempt at democracy under Chiang Kai-shek. Professor Ch'ien stated that he believes the first pattern, a constitutional monarchy, is not possible as a solution for the political future of China. He expressed the belief that neither of the remaining three patterns could be wholly beneficial to China; that a system of government with the interests of the people and the masses as its primary concern was the answer to political modernization, hence all-over modernization, in China.

### The "Elite" Reign

Professor Ch'ien explained the tradition of the ruling class, the "elite", in Chinese politics. A vast majority of the Chinese people are illiterate; very few form this elite, educated group, which in turn composes the ruling class. In past Chinese history it was this

## Professional Craftsmen of Vermont to Exhibit Here

A return exhibit of crafts-work by the Professional Craftsman Group of Vermont will be shown in the store on May 5. This loose affiliation of eight workers, who live scattered throughout the state, was organized to provide sufficient output for them to be able to earn their living and keep the prices of hand-worked goods down, without lowering the standards of individual crafts-work.

### Formation of Group

The idea was first formulated when the members of the group met at one of the state-sponsored shows of crafts-work in Vermont. As they were all interested in maintaining the highest standards of professional craftsmanship, they formed this organization to enable them to reach a much wider public than the individual worker could through his shop.

### Varied Work

None of the craftsmen are native Vermonters, but moved here to be able to carry on their work more effectively. Paul Benjamin, who started out as a landscape painter, works in wood, while George Morris, another painter, is a ceramicist, teaching at Montpelier Junior College as well as operating his shop. Other forms of craftwork done by members of the group are leather work by Mr. and Mrs. Hopwood, weaving by Margaret and Malcolm Sullavin, silver work by Joseph Skinger, and tole work by Walter Wright.

group of scholars which ruled under the Emperor. Later, as the dynasties weakened, these elite few ruled supreme. They were accepted into the group after passing a system of examinations, and at their admission became a part of the governing power of China. Only this educated group could enjoy complete political power and privilege. With this system the Chinese government followed the wishes and aims of the ruling class, and there was little or no concern over the interests of the masses. Thus, the present need for political reform in China must develop through and for the people of China. The traditions of the past are not the best, and those of the present and future must belong to and stem from the people.



Dr. Hager and double indemnity

## Mr. Levy Goes to Europe During N.R.T.

Mr. Levy left the States, December 20th, bound for Rotterdam, on the Dutch liner, New Amsterdam. When asked why he had made the trip, he said that he went to see his mother, "a fairly safe statement to make". When he landed in Rotterdam the thing which impressed him most was that the greater part of the town had been destroyed. The only thing which could be seen was flat green pasture land. He got in a taxi and started for the railroad station in Rotterdam, a few miles away. The taxi-man, being like all taxi-men in the world, was very chatty. He pointed to the landscape at various times and would say things like, "that's where the church used to be", or, "the school house was there." What was horrifying was not the ruin or desolation, but the lack of it. Everywhere was flat and fertile land which before the war had been the center of Rotterdam. "No stretch of the imagination," said Mr. Levy, "could make this seem like anything but a lie or a nightmare." After he arrived in Rotterdam, he boarded the train for Paris, which is still "the most beautiful city in the world, and which never can be duplicated. If Paris were to be destroyed," he said, "it would be built again the same—the French are very alive."

### Symphony Broadcast

From Paris, Mr. Levy went to Switzerland where his Tenth Symphony was transcribed and played in a delayed broadcast on the Swiss radio. He was given a copy, which was played here yesterday, April 28th. While he was in Switzerland, he gave several concerts which were broadcast at the time. Later on he performed in Paris. He also heard several concerts of other contemporary composers, and was very impressed with the "Symphonie Concertante", by Frank Martin, which has been played in this country.

### European Conditions

When asked about conditions abroad, he said that he could not say much except about Switzerland and France. Switzerland is quite prosperous, and the conditions could almost be compared to those of this country. France, however, is another matter. Because of the inflation, everything is in a very confused state. Prices go up about once a week, and are dictated by the Black Market. "There is no dearth of goods," Mr. Levy said, "but prices make everything prohibitive for the ordinary consumer."

### Trip Successful

However, on the brighter side, the snow in the Swiss Alps was extremely good, and, as skiing is Mr. Levy's favorite sport, this provided him with a very pleasant diversion. Mr. Levy left towards the end of March, returning to this country on the same boat. He arrived on the 3rd of April in New York. "It was," he said, "a very happy and successful trip."

## Painting in the U. S. S. R.

From a paper by Kiriki de Diego

Painting has been connected with various forms of culture. It is not an art form that can be associated with western cultural development alone. In any society there is a constant rise and fall in the various painting traditions. This can be seen in our own cultural development from the time of the Greeks to the present. The important traditions of painting have passed from country to country, thriving under various political situations. The traditions of western paintings are now centered in France; in years to come they will probably move on, to the east or to the west.

When the fact that Russia has no painting tradition of her own is acknowledged, the job the Soviet Union is trying to do takes on a new and interesting light. This is a remarkable and gigantic undertaking worthy of praise. But before beginning on the actual physical and idealistic set-up under which the artist works in Russia I feel that I should state my opinion of the work that has come out of the country. As an artistic movement "social realism" seems to me a trite romanticism of little artistic value. It has a tremendous amount to say about the effectiveness of governmental restrictions of creative ability, but as an artistic form I believe it to be an utter failure. This can be seen upon closer inspection of actual conditions.

### Every Chance for Development

Talent is at a premium in Russia, and those possessing it are given every chance to develop at the expense of the government, if necessary. If a child shows promise in grade school he, or she, is sent to one of the lower schools of art. After considerable weeding out the promising students are sent on to higher and higher academies where the teaching is more advanced and competition greater. All through school economic problems are minimized, thus eliminating some of the students' worries and leaving them free for their creative work. The government provides for those who are unable to take care of themselves in regard to housing; plus providing materials and assuring jobs to those who can graduate.

In certain general respects the school system of the art academies is much like that of Bennington. Besides actual studio work practical experience under

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# DRYSDALE'S

## Fairbank Speaks on "Our China Policy"

(Continued from page 1)

Chinese people, and this Communist ideology has become a powerful weapon. The peasant has been given something concrete to hate and to fight against. Mr. Fairbank gave feudalism and foreigners as examples, with the equation: Foreigner equals capitalistic America equals Imperialism.

### The Communist Question

During the question period Mr. Fairbank was brought back to a discussion of United States policy in China. He felt that the policy General Marshall attempted to organize in China was a sensible and courageous one, though not accepted. This policy would have established the Communists in the Kuomintang as a minority party and a joint Communist-Kuomintang army in China. These efforts failed and Marshall was severely criticized for his plan. As a result of this failure open warfare has resulted between the two factions. The U. S. has given arms to the central Chinese government, which is legally correct, but to the Chinese people it is open intervention. To the U. S., it is counter-intervention against Russia. Mr. Fairbank stated that the Russians in North China are intervening ideologically, but not materially as we are. He feels that we need some ideology ourselves to give out; something we truly believe in, practice at home, and will be willing to practice abroad. Mr. Fairbank's example of such a belief might come from a project such as the T.V.A. He suggested that such a project might be carried out with infinite success and beneficial results on the Yangtze River in China.

Will the Chinese Communists go along with the Russian Communists? In response to this question Mr. Fairbank answered that the Chinese already have justified certain Russian actions, such as the Manchurian moves. He felt that if they choose Russian methods and interests they will find endless conflicts with their own Chinese interests.

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## Chinese Philosophy and the Dilemma

Viewing in retrospect Mr. Hughes' excellent lecture on Chinese philosophy—the last meeting in the China Series—one is placed in an exceedingly difficult position, impaled on the horns of a dilemma. Admittedly, we are committed to viewing the world in terms of our own society. We can do nothing else. And the degree to which we are entrenched in our society may reflect capacities for understanding. Thus, insofar as we subscribe to the values of our own society, we are unable to accept an equally coherent order of distinctly different values. And, unfortunately, the superiority of American to Chinese values has not always been as clearly questionable as it appeared to us Wednesday night.

### Values of Societies

The Chinese perspective perhaps makes no sense in our terms. We can marshal statistics to support our disapproval of the poverty, the starvation, and the living conditions we find repugnant. Our immediate judgment is likely to utilize the phrase: 'backward society'. The values of our own society—those values we are making available on a large scale in the Orient—seem to place efficiency above other concerns. Thus, the Chinese would be perfectly justified in regarding us as a nation of cement mixers and hog raisers. On the other hand, we can easily be seduced by 'the magic of the Orient'. In us it is very often the attitude of a high school girl trying on costumes for the Chinese play, or it implies a new Chinese restaurant we must tell our friends about. Rarely can it permit the simultaneous continuity of opposing values in a harmonious world. Our evangelical zeal all too often ignores inherent ideas of order.

### Loyalty Chinese Basis

The structure of relationships which forms the basis of Chinese society, the social order, will seem to us unnatural, feudal, repressive, or stultifying. That Chinese values in respect to these relationships indicate a basis of loyalty, where American or Western values have come to mean a more or less contractual framework, reveals a fundamental split which is evident on all other levels. Thus, in our terms, the kind of family unit expressing filial piety would be analysed as authoritarian and unproductive. And the brighter ones among us will say that the Chinese are a nation afraid of their fathers and in need of good psychoanalytic assistance.

### Dialectic of Complementarity

The Chinese placement of consciousness—what appears to us as a suspension of judgment—is perhaps most difficult to understand. To our Western eyes this is resolution sicklied over, it is inaction which, as everyone knows, will never lead to success. But we are dealing with internal order—with a civilization whose history reveals a continuum un mindful of our technology. Thus, the dialectic of complementarity, which Mr. Hughes mentioned, may possibly provide the only rational method for handling experience. The impact of such a method cannot fail to elicit

## Bennington Sends Delegate to Mademoiselle Forum

(Continued from page 1)

ties of maintaining a peaceful family of nations through the mechanism of the UN, and the moral responsibility of the United States as the proponent of the ERP.

### Student Discussion of Issues

During the day there was sufficient time allotted for student discussion of the issues raised by the various speakers. At the end of the entire Forum three students spoke on college programs of action for dealing with critical world issues. The first student report was made by Sally Pierce, of Mills College, who talked about The Western College Conference Proposals on the ERP. Helen Molly Shaw, of Stanford University, then described Stanford's study based on ways to give the public the widest possible, accurate, expert knowledge about international problems. Robert S. Smith, vice-president of the NSA, who is attending Harvard Graduate School of Arts and Sciences, spoke on the importance of co-operation among students of all countries in an understanding of international political and economic issues.

Marshall MacDuffie, former director of the European Bureau of Foreign Economic Administration, and chairman of the day's proceedings, summarized and concluded the Forum.

The colleges which sent delegates were: Cornell, University of Missouri, Florida State, University of Idaho, Smith, Reed, University of Texas, New York University, Mt. Holyoke, Women's College of the University of North Carolina, University of Oklahoma, Vassar, Barnard, Radcliffe, Bryn Mawr, Rollins, Hunter, Sarah Lawrence, University of North Carolina, University of Chicago, Roosevelt, Sweet Briar, Stephens, University of Montana, University of Southern California, University of Michigan, Mills, University of Indiana, Northwestern University, Wellesley, Connecticut College for Women, Vanderbilt University, University of Minnesota, Stanford University, Pomona, Columbia University, College of St. Catherine, and the University of Utah. Among the countries represented by foreign students studying here were: Greece, France, India, the Netherlands, England, and the Territory of Hawaii.

strong and contradictory responses, to extend in intermittent rumblings.

### Orientation Beyond Provincialism

If we cannot see beyond the boundaries of our own provincialism we can only join the company Mr. Hughes discussed—those for whom China represents complete disorientation. The alternative—though, perhaps, categorically impossible—is infinitely more desirable, and exceedingly fruitful, as Mr. Hughes so expertly revealed.

S. R.

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## Some Ideas on Palestine

(Continued from page 2)

The U. S. has troops in the Mediterranean, so have the British. A large enough police force in Palestine would not necessitate fighting; it would prevent fighting simply by its presence. If this makes sense, could not the Partition Plan then be worked out in a sensible and realistic manner?

### U. S. Failure

Instead, however, of trying to work out the plan the United States has given up. The Arabs called her a few names, threatened her, and the United States—only one of the forty-four nations voting for partition—collapsed like a pricked balloon. Now, at the instigation of the United States, the Partition Plan will be reconsidered in a special session of the General Assembly on April 16th. At the last special session the United States was successful in pulling together the necessary two-thirds vote for the partition. Will her credit still be good at the coming special session? The United Nations has suffered somewhat at the hands of the USSR, but is it not suffering far more dangerously now at the hands of the United States over the Palestine reversal?

### U. S. Must Stick to Original Decision

The United States has put herself in a bad position. She has done much to hurt her own prestige, and a persistent attitude on reversal will continue this decline. I feel it is of the utmost necessity that the United States stick to the original decision. It was reached at the end of thoughtful debate and study; it is not perfect, but it is practical. The Palestine decision can and should be followed through; with strength of mind, intelligence, and courage it will be done.

Barbara Bowles

## On the Bias

(Continued from page 2)

of both (to say nothing of cars). So here is a poem especially for the occasion:

Sprig is here, the college girl said—  
It's awreddy gode straid to by head;  
Ad people splash through puddles huge,  
Ad cover be with the deluge.  
I'b stiff with mud, just like a stick.  
To hell with sprig—I it could kick.

As for the dog who unfortunately bit two of us last week, you may be glad to hear that he is considered to be free of rabies—just in case you had a mild case of spring fever to worry you. I saw a little girl over near North Bennington who was quite distraught by the whole thing: she and her friends were thinking of notifying the authorities that the dog was really not dangerous, and would they please unlock him from the barn and let him go.

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## In Review

### DELTA WEDDING by Eudora Welty

In *Delta Wedding*, Eudora Welty seems to have done something quite unique for a Southern writer in presenting a picture of the South totally lacking in urgency and in tension. In comparison with Faulkner, Wolfe, Warren or McCullers, her book seems almost to have sprung from a different locale, a different tradition, so widely removed is it from the turbulence or rejection so characteristic of the Southern writers with whom we are most familiar. Her family prepares for a wedding, moves through the gentle, almost somnambulant business of daily living, accepting a dream-like pattern of existence; this is what they have always done and will continue to do through a "regression" of births, marriages and deaths—serene and basically unquestioning.

In writing of this life, Eudora Welty has her roots deep in a tradition which certainly does not exist any more. Like the better British women writers, she begins with the basic premise that her culture is an old and a civilized one, and that, as Virginia Woolf has said, life is primarily a series of small impressions striking against consciousness like pellets against a screen. One can only capture them as they come and hope that their very presentation will lead to an eventual insight. Their smallness, their gentleness, their endlessness is enough. With this basic premise, then, her work loses the rawness, the searching drive found so often in American novelists. It is complacent without being smug, sensitive without being tortured, sentimental without being saccharine, but we are not convinced that it is real.

This sort of presentation is completely removed from the vital social problems which exist in the South. There is no ignorance, no racial tension, nothing to mar the picture, and this, I think, has been done quite consciously, for ugliness has no place in the sort of life portrayed. Despite the fact that Welty does not try here to be comprehensive, there is certainly every indication that she is capable of dealing with the totality of experience. Perhaps the very lack of a blind and violent rejection will lend more profundity to what she has to say about the other side of the picture.

(For safety's sake he was tied in a stall in the barn near Jennings). They had been smuggling him food on an average of every half hour, from what I could gather, so I imagine he was feeling quite up to par on his release. He probably just had a touch of spring fever himself.

The Spring dance next Saturday is really assuming gigantic proportions—more and more people are going whenever the number is asked. Better get going yourselves!

Many people accuse the College of having no rules, but here's a new twist to the subject. The grapevine has it that a rather disapproving couple came up to a Bennington student and berated her, saying that they thought one of the college's rules was a real disgrace. "The very idea," they exclaimed, "of saying that you must have men in your rooms until 6 a. m." The student protested in vain. As Confucius would say, "You never hang for the crimes you commit."

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## Students Organize for Presidential Nominees

(Continued from page 1)

foreign program. Read "WHERE I STAND" and request copies of speeches for yourself and your friends from headquarters.

### Students for Eisenhower

For those who wish information on this new organization, material may be obtained by writing to National Headquarters,

### STUDENTS FOR EISENHOWER

32 Little Hall  
Cambridge 38, Massachusetts

### Students for Douglas

The national S.D.A. has voted to back Justice Douglas as a presidential candidate. For additional information, contact Norma Dinnerstein.

### Students for Wallace

On Tuesday evening, April 13, STUDENTS FOR WALLACE held their first meeting on the Bennington campus. Phyllis Johnson was elected chairwoman. A steering committee of six was elected temporarily. They are: Joyce Perry, Phyllis Johnson, Carol Diamond, Miriam Marx, Sonya Rudicoff and Mrs. DeGray. It was planned that meetings would be held to have discussions, and the following program was adopted:

1. Why Wallace is Running for President.
2. Students and the '48 Elections.
3. Analysis of Third Parties.
4. UMT and the '48 Elections.
5. The High Cost of Living and the '48 Elections.
6. Civil Liberties, Academic Freedom and the '48 Elections.
7. Labor and the '48 Elections.
8. Economic Co-operation Administration (formerly E.R.P.) and the '48 Elections.

Just how integration with community WALLACE chapters will be arranged has not been thoroughly discussed. The above program is subject to change, since it is only tentative until joint meetings between the Bennington and Williams groups and / or the Bennington and town groups have been held. It is hoped that out-of-town speakers will be available for panel discussions, as well as Bennington faculty members who are not working specifically with the group.

It was decided, on the basis of the general community policy, that the WALLACE group would be a working body composed of faculty as well as students. For further news concerning meetings and WALLACE'S policy, see the bulletin board in Commons.

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## Painting in the U.S.S.R.

(Continued from page 3)

trained men is stressed. Students are urged to learn a business they might go into from all different angles. Working with professionals and getting acquainted with their ideas is considered educational and most valuable. This is true of people in the graphic arts more than of those who are concentrating on "easel painting".

After three years of general studies the student specializes during his fourth and fifth years. During the last year of school time is devoted to the completion of a project; the student first submits his thesis to a committee and if it is accepted he is given a studio and left to proceed on his own. This project will determine whether he is ready for graduation or not.

### Organizations for the Artist

After graduation the artist has a choice of several organizations to which he can belong. All of them are very similar in structure and offer the artist the same sort of security.

The Artist's Co-operative Organization, organized in 1929, is probably the largest and most influential of all these union-like bodies. Since most other organizations, like the Association of Artists, are similar in structure and duties I shall discuss only the first in detail.

The A.C.O. is a union of painters and sculptors in which ideologies and aesthetics are discussed. There is a free criticism of all artistic tendencies expressed, so that the committee can keep its ears open and direct those who are straying too near the views of hostile camps. The committee also serves as an agitator for the ideals of "social realism", the national name for the aim of all artistic endeavor.

Besides serving as center for the discussion of controversial ideas, the committee also offers a more tangible support to the artist who joins. This is where the aims of the A.C.O. become definite and serve to a greater and more positive extent.

The statement of the organization makes its objectives quite clear, "... merging of artists and craftsmen for the development of talent and the establishment of a life free from worry and dedicated to their work ..."

### Free to Study or Work

Once an artist joins one of these organizations he is free to continue his studies; this is provided for by a special fund. The A.C.O. is a wealthy organization as a result of good planning. It started with a government loan, but, as of 1938, it had paid off all its debts and is now running on its own funds. If the artist feels that he can start work he signs a contract with the organization for a period of one year. This contract entitles the A.C.O. to the artist's output for the period of time stipulated by the contract. In return the artist gets a monthly payment which enables him to go on with his work. If at the end of the year the committee that judges the painting decides that the output exceeds the monthly payment, the deficit is made up. However, if the case is in reverse, which is seldom, the artist agrees to work for an additional period of time. Besides criticizing the actual formal qualities and quantity of paintings the committee judges them from a standpoint of ideological principles also.

### Advice, Material for Artist

Besides calling on the co-op for additional training, the artist is free to demand of it any advice in regard to special knowledge concerning historical subjects. Materials, costumes and decorations are all at the disposal of whomever might need them. The organization also arranges exhibitions for its members and recommends them for commissions offered by the state. The A.C.O., which is the most powerful and highly revered of all artists' associations, exerts its influence over the big museums and various technical schools and academies. It also owns the factories where all necessary painting ma-

terials are manufactured and in 1938 completed building an artists' combine, which centralized work shops and living quarters for hundreds of painters and sculptors. The co-op also owns several buildings on the outskirts of Moscow which are used as resting places for the members and their wives. In addition, it supplies money for travel, either in the U.S.S.R. or outside of the state.

The organization benevolently encourages amateur movements and provides teachers (all artists are expected to give some of their time to community projects; the artist may teach, work on the famous wall papers or plan the decorations for holidays of national significance) and materials for the various far-flung states of the Soviet Union. It also encourages the establishment of forgotten arts indigenous to Russia. This aspect of the A.C.O. makes the interest of the great mass of people in painting more acute by giving them a chance to experience some of the artists' problems. Personally I believe that some of the most interesting work coming out of Russia today is created by these relatively primitive peoples. In the amateur groups there is a greater freedom of expression and a great variety of style resulting from the various cultural traditions that make up the union. These primitives show more in the spirit of Russia than all the "social realism" painting of the professionals.

### State Committee for Art Affairs

The State Committee for Art Affairs, which is directly connected with the government, is mainly concerned with criticism. This committee acts as the judge of all aesthetic problems. In reality its function is to discourage tendencies that follow the lines of the "formalists", which are considered in direct conflict with the well-being of the people and painting itself. This committee publishes a clear-cut policy on art. In other words, the artists don't work out their own manifestos, but must rally round preconceived ideas formed by the committee. This body also has the power to destroy talent that has gone "astray" idealistically by means of a sort of black-balling system.

This committee has directed the Soviet painter to find subjects which are associated with the idea of the construction of the new society, or at least bear some relation to it. The relationship is extended in scope, in that it allows the artist to choose any subject which is pleasurable and regards life optimistically. This is how the painting of Russia has neglected form in favor of content. The artists have been forced into accepting these ideals. Perhaps the government has begun to feel its mistake, for it has advocated stylistic peculiarities to give the works a personal touch. Slowly painting is getting back into the hand of the painter. The government seems to have realized the utter folly of organizing a creative brain.

### Form Neglected for Content

Engels, long before the set up of the Russian state, was aware that the situation would arise and warned against it. "We have all at the outset laid, had to lay, brief emphasis on the deduction of political, juridical, and other ideological conceptions of mediate actions from fundamental economic facts. In doing so we neglected the formal side for the content: the manner in which these conceptions arise ... It is the same story, in the beginning form is always neglected for content ... I

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## The Freshman Menace

I, being now a sophomore, have had my first experience—with a freshman. The second day after I returned I decided to pay a visit to the library and after I came out I sat down on the steps outside to have a cigarette. Sitting beside me was a stranger who was harmless in appearance, and, in fact, she was quite pleasant looking. So, thinking that here was a willing and game ear to listen to me, I started making the usual groaning noises which I always do at the thought of the place when this stranger interrupts me to ask about this institution of paper writing. Now on this subject I can get more than a little emotional, so I start telling her about my four nervous breakdowns that I get each year (this is a slight exaggeration as I didn't get one in my first term as a freshman on account of I am not bright enough then). But, anyway, this is a subject which gives me great joy to talk about, and this seems like a perfect opportunity to let myself go and use a little of Bennington's most famous by-word—what I am trying to say is self-expression. Well, I am happy—things are progressing according to what is right between an old student and a new one—this struck a proper and harmonious note to be asked advice. Then, however, before I could answer, she asked me just how I wrote my papers. This seemed a little forward because I was just about to get started, but I overlooked it and began relating the ways, means and methods: the all-night stands, the coffee pots, the digested digest, the trots and the above-all - don't - read - the - original - text - if - you - can - help - it - technique. When suddenly this girl turned on me like a veritable viper. This up-start to whom I had given my innermost secrets, my wisdom born of three terms of cohabitation with this college—this girl turned

should like to draw your attention to this point for future reference."

Engles says "in the beginning" this is so, perhaps it is necessary. But until the Soviet Union sees this fact, the painting of the country will continue to fumble about in a mass of concepts completely foreign to an artist. When the State rejects all these idealistic principles and no longer imposes them on the artist, painting will begin to live in Russia.

and told me something, the audacity of which would make any Bennington student blanch and tremble. She told me—me—that it would be a damn sight easier if I read the original text and then a couple of criticisms—and in the day time, but I cut her short; this agent of the professors, this tool of the Fascists, I cut her dead. I stood up and walked away.

But what I have to say is this—Beware—This world today is an unsafe one. First—always look closely at the person to whom you are talking. If her eyes are open and clear, if her carriage is upright, if she has an honest-honest look about the face—it is a freshman. If her clothes are neat and her neck clean—watch out! She is an agent of the opposition. She will try to infiltrate her ideas, but **don't** listen! It is death to our way of life, and lastly **remember** she would take our freedom—chain us to our desks—and **remember** also—woman is born free, and everywhere she will be found in chains if this false, nay tragic, philosophy is disseminated.

Phebe Brown

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