FIRST ANNUAL REPORT

of

THE BENNINGTON SCHOOL OF THE DANCE

at Bennington College
Bennington
Vermont

Summer 1934

July 7 through August 18

Martha Hill, Director
Mary Jo Shelly, Administrative Director

BENNINGTON COLLEGE
Bennington, Vermont
October, 1934
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PART I

The Plan

The plan for the Bennington School of the Dance, held from July 7 to August 18, 1934, was announced in a Bennington College Bulletin issued in February, 1934, Vol. II, No. 3, entitled, "The Bennington School of the Dance". As stated in the bulletin, the purpose of the School was to establish a center for the study of the modern dance in America such as was not otherwise in existence and for which a definite need was evident. The sponsorship of this enterprise by Bennington College was appropriate because the Bennington Plan recognizes the arts as an essential part of an educational curriculum, and because the College plant and facilities, which were available during the months of July and August, were well adapted to the purpose. Of the arts active in contemporary American culture, the dance was believed to have acquired an importance justifying special recognition and to have reached a stage of development at which an opportunity for integrated study was of vital importance. The enterprise was, therefore, undertaken in the belief that it was a suitable part of the total program of Bennington College that it should lend its resources to a new and serious effort to enrich the arts through the development of the modern dance.

Specifically, the purposes of the School and the proposed means of accomplishing them were:

1. To offer a program of dance study which should constitute a non-partisan cross-section of significant contemporary trends and which should extend to those related aspects of the dance, such as music, which would reveal the whole structure of the art. The expected outcome of this program of study was that the individual student would, on the basis of a comprehensive survey of the art, be in a position to formulate for herself a well-founded point of view for criticism of her own and others' work in the dance. The widespread promotion of sound criticism was deemed a direct service not only to the dance but to art and education in general. The opportunity for the experience represented by this program has previously been available only by means of many separate contacts with persons and places of work and under conditions which reduced the desirable effects of drawing comparisons and seeing relationships. The integration possible in a single enterprise such as the Bennington School of the Dance was, therefore, its primary purpose. For this purpose the curriculum was definitely planned to include the most important and strongly contrasting points of view on modern dance in all its aspects, with specific provision for revealing common elements and emphasizing relationships. For the presentation of this curriculum, the School brought together in its faculty all of the recognized leaders in the field.
2. To ensure a diversified student group, that is: to bring together students of the dance with a wide variety of interests ranging from teaching to concert dancing and including likewise the student with a non-professional interest in the art; to associate together students of varying abilities ranging from that of the novice to that of the expert; and to draw together students from many parts of the country, particularly those parts remote from the restricted area centering in New York City outside of which opportunities for study and attendance at recitals are limited. For this purpose, the curriculum allowed for a variety of emphases; all work was arranged in three levels of difficulty, designated as Groups I, II, and III; and information concerning the School was widely distributed, 1) by sending approximately 5,000 copies of the Bulletin to colleges, universities, teachers colleges, secondary schools, special schools of dance, music, and drama, and to individuals, 2) by available newspaper and periodical notices, and 3) by personal contact through members of the staff of the School.

3. To promote the education of an audience for the modern dance, which should include not only dancers and teachers of the dance, but likewise laymen informed about the nature and purposes of the art and therefore intelligently critical of it. For this purpose, four recitals were presented, and auditors and visitors were urged to come to the School, and provision for welcoming and conducting observation was made. Official visiting days were set as Wednesdays, July 19 and 26, August 1 and 8, visiting being possible also at other times.

4. To make use of the College plant and equipment during the summer recess for a suitable educational enterprise which should belong to the category of adult education, and which should, in so far as possible, be autonomous in administration. For this purpose, a curriculum of actual interest to adults was formulated, a separate executive personnel selected, and the office of the School located in the Commons Building of the College.

5. To conduct a self-supporting and non-profitmaking enterprise under the terms named above with a total cost within reach of the student group desired. For this purpose, a total of $190.00 for board, room and tuition was charged, and a minimum budget based on 43 enrollments of six weeks each was constructed. Costs were determined by reference to the budget of the College and to the normal cost of summer study in typical colleges and universities.

The appendices of this report represent in detail a factual record of the extent to which these purposes were fulfilled.
PART II

Experience and Conclusions

The facts present in the appendices represent specifically the accomplishment of the purposes of the School. Analyzed, they relate as follows to the five purposes named in Part I:

1. In relation to the purpose of offering an integrated cross-section of significant trends in the field of modern dance, upon the basis of which the individual student could develop a sound critical point of view, the evidence from class work, group discussions, and statements of individual students is that the end was accomplished to a satisfactory degree. The School undertook no formal evaluation of the work of the individual student other than the brief summary of "Record of Work" in which the rating of students was done only informally except in the case of students proposing to transfer credit.

Five students have indicated the desire to make such transfer to be carried out at a later date upon request of the student. No report is available at this time of the results of offering transferred credit. Since the School in the main, therefore, used no devices such as credits or grades, the success with which the individual student drew sound conclusions from the experience must be judged informally. One index to this point is the unanimous affirmation of the working scheme of the School which came from students at the final meeting in which the plan of the School was discussed both from a present and future standpoint. The conclusion of the staff, likewise, affirms this working scheme as satisfactory for the purposes adopted by the School during its first session.

2. In relation to the purpose of assembling a student body diversified in interest, ability, age and geographical distribution, the figures and facts concerning students are to be found in Appendix B. Summarized, these facts are: a total enrolment of 103 students, two-thirds of whom were teachers and the remainder college and high school students, with ages ranging from 15 to 49 years (average age = 27 years), representing 35 colleges and universities and 15 public school systems as well as other types of schools, and coming from 27 states and Canada.

The diversity of the student body proved to be a stimulating and productive factor in the work of the School. As shown, the group was predominantly made up of teachers of the dance. The exchange of experience and opinion between teachers from many parts of the field, and the stimulation of this group to the younger students was a matter of frequent comment. The question of the advisability of including students as young as the youngest was raised. In the future, while a young group is not undesirable, it is believed that special supervision of the technical activity of this group from the standpoint of physical and scholastic intensity should be provided.
3. In relation to audience education, the facts are to be found in Appendix C, Auditors, Visitors, Audience, indicating the number of persons other than members of the School with which contact was made, and in the response of students who themselves may be classified as part of the total audience for the modern dance. Further steps in the direction of audience education should be made, and specific plans to this end included in any future session of the School.

4. In relation to the purpose of establishing an autonomous adult education enterprise at the College during the summer recess, the over-subscribed enrolment of the 1934 session and the type and age range of the student group point to the successful establishment of such an enterprise. Predictions for future enrolment are most promising. Administratively, the 1934 session was largely autonomous. The evidence for this conclusion is derived from the fact that the separation of office location and personnel was carried out, and that contact with the administration of the College was limited to the necessary and expected relationship with the Dining Rooms and Student House management, Comptroller's office, and Library, for which reimbursement for the required additional staff was provided in the budget. As shown by Appendix D, Use of the College Plant and Equipment, the Barn was used by the School only as stipulated in the original plan of the School.

5. In relation to the self-support of the School and the low cost to the student, the facts are to be found in Appendix E, Finances, and in the over-subscribed enrolment of the School. Final figures are: Total Income - $7,306.96; Total Disbursements - $6,590.24; Surplus - $716.72. In summary, the facts support the conclusion that the first session of the Bennington School of the Dance accomplished its purposes to a degree which justifies the experiment. The service of the School to the development of the modern dance seems from this first session to be a concrete and important one. The service of the School to Bennington College seems likewise to be positively indicated by the results of the first session. In further support of this conclusion, the following excerpts from an article by Mr. John Martin, leading American critic of the dance, from the New York Times of August 26, 1934, entitled "A Vermont Experiment", may be quoted:

"It is not often that an event in the arts can safely be pointed to as a milestone of progress until time has given it perspective, but the Bennington School of the Dance, which has just closed its first session at Bennington College, would seem to be exactly that kind of event." This is perhaps not extraordinary, since the idea of the school was rooted in a need that has become progressively more evident during the past five or six years, the need for an integration of the modern dance. That the Summer's experiment has provided the groundwork for such a result makes it a significant achievement. It has, indeed, provided something more than a groundwork and to that extent has succeeded beyond the hopes of its most ardent well-wishers..."
"There was also a natural fear that so experimental a plan might go astray in its achievements. How was one to know, for example, whether so brief and so intensive a contact with each of four radically different artistic points of view would result in 'the formulation of a well-founded point of view' rather than in complete confusion? If there had been muddy thinking at the head of the organization there would undoubtedly have been a grave risk; but so keenly sensitive to the situation were the two directors, Miss Hill and Miss Shelly, and so ready at any moment to adapt the schedule, however planned in advance, to the needs of the situation, that the final record was merely a matter of writing Q. E. D. on the prospectus...

"Such an enterprise in Germany or in England would have been attended by widespread publicity on the subject of national culture and bids made for pilgrims from overseas. For all its modesty and the total lack of ballyhoo, the Bennington project was embarrassed by numbers, and when once the word has been passed around there is an enormous onrush to be expected as a matter of course for future sessions. The capacity of the school, however, is strictly limited, and it is confidently expected the enrolments for next Summer, which have already begun even before the exact program has been determined, will be closed by Christmas. Out of the overflow one cannot help foreseeing the development of a secondary activity even larger in dimensions than the school itself. Perhaps it is too soon even to whisper such names as Malvern and Salzburg and Baireuth. At any rate, for those who have been working and praying for some American equivalent of the German dance congresses, and for those others who have almost feared to hope for a centre where the modern dance might gather all its forces, here is a very substantial foundation laid. To call it a school is not to give it its full significance, for it does not direct its efforts toward merely teaching certain individuals something they did not know before but rather toward building a sounder and more vital art."
Part III

Recommendations

The bases for the following recommendations are: 1) the conclusions drawn from the results of the first session of the School; 2) the careful consideration of the problem and consultation with members of the staff and student body of the School; 3) a judgment of the needs in the field of art and education in general and modern dance in particular for service to be rendered by the Bennington School of the Dance.

The recommendations are:

1. That the Bennington School of the Dance be conducted for the summer of 1935; and that in the interests of continuity and the adequate accomplishment of the fundamental purpose of the School, a plan for three additional sessions be projected, subject to approval annually upon the basis of the outcomes of each successive session.

2. That the School be established as an autonomous unit or department of Bennington College with the College Trustees and the President responsible for its adequate operation. This recommendation is explained as follows:

The proposal to have a summer conference or school which would use the College plant was originally authorized at a meeting of the Board of Trustees on March 2, 1933. At that time it was agreed that the President should lend the College plant in the summer to some worthwhile institute and that it should be self-supporting; also that the College should obtain interest on the investment of buildings and grounds as well as a regular charge for room and board. It was more definitely authorized at a meeting on October 21, 1933, when the President presented to the Board a tentative plan for a Summer School of the Dance together with a tentative budget. The actual organization and responsibility for the conduct of the School were not worked out in any detail. Informally, however, the School for this last summer was in charge of its two directors meeting with the President of the College who, again informally, with them assumed financial responsibility and made and revised the budget. Legally it was a private organization with an advisory board which used the College equipment by contractual arrangement. Actually it was with the most difficulty that in people’s minds the School was separated from Bennington College, and this informal arrangement should not be continued another year.

The experience of the year would indicate that it is very artificial to maintain an entirely separate academic and administrative organization for the School. This year the Comptroller actually received money and paid out money for the salaries and expenditures of the School, thus guaranteeing that the books of the School would be adequately audited. The College library was given funds for keeping it open with a special staff member to serve the summer school students. Of course, the superintendent of dining rooms and the
superintendent of buildings and grounds operated the plant for the School. The President of the College and one Trustee were members of the School’s Advisory Board.

It would be possible to establish a separate board of trustees for the School. But if it were not incorporated it would raise rather embarrassing questions as to personal responsibility for losses, and if it were incorporated there would be puzzling problems of relationship.

It is recommended, therefore, that the School be established as an autonomous unit or department of Bennington College with the College Trustees and the President responsible for its adequate operation.

The specific arrangement for such an autonomous department would be as follows: 1) that the Trustees, on the recommendation of the President of the College, appoint the Director and Administrative Director of the School; 2) that the Director and Administrative Director have power to appoint faculty, staff and assistants of the School and to make its educational plan subject to the advice of an advisory board, of which the President of the College would be a member; 3) that the annual budget be presented to the Budget Committee of the Trustees by the President and adopted (normally this would be done at the February meeting of the Board); 4) that the arrangement for the use of the College plant and equipment be substantially as it is now with the Director of the Dining Halls maintaining her staff for the School and the Comptroller as the repository of the School funds with, however, the provision that the School’s administrative and secretarial staff take over as much as possible, certainly as much as was done this summer, the collection of student fees, also that the Library serve the School and be repaid for its services as was done this year. The Comptroller’s office also, as was the case this summer, should be paid for its services; 5) that the School operate on a self-supporting budget which would provide a 6% fund for the use of the equipment; and finally, that the mutually advantageous arrangement of a combined winter office for the summer school and a promotion office for Bennington College be maintained.

3. That the session of 1935 and the projected plan for three additional sessions shall be organized as follows:

The Bennington School of the Dance shall comprise two distinct and interrelated divisions within its curriculum. The first division shall be called the School and shall have the general character as to plan and personnel, represented by the record of the session of 1934. The second division shall be called the Workshop.
The School

a. Enrollment - 100 students in residence for six weeks period.

b. Educational functions
   1. Intensive, integrated study for teachers of the dance.
   2. Experience in the art of the dance for students exploring the possibilities of a career as professional dancers.
   3. Research in the field of the dance along the suggested lines of:
      a) Physiological outcomes of participation
      b) Systems of recording dance by notation
      c) Cinematography of the dance
      d) Dance history
   4. Specialized experience for students in related fields of the arts, such as music and drama.
   5. Introductory study of the dance from the layman's point of view.

c. Staff
   Identical with the staff participating during the session of 1934 with the possible addition of a representative in the field of general aesthetics and an instructor in the Laban Tarscift. Other additions or future eliminations may be indicated.

d. Student body
   Identical in type and range with the 1934 student body.

e. Curriculum
   Substantially identical with the 1934 curriculum with changes to be determined.

The Workshop

The Bennington School of the Dance Workshop shall be a laboratory in modern choreography. The Workshop shall be made up of a director who shall be chosen each year from the number of recognized modern dance artists; of from 10 to 12 of the members of the concert dance group led by that artist; and of 15 to 25 selected students, not already members of that concert group or of the student body of the School during the same session. Prerequisites for admission of these selected students to the Workshop shall be determined jointly by the directors of the School and the director of the Workshop.

The activity of the Workshop shall be intensive technique and group choreography. The 15 to 25 selected students shall for the period of six weeks become members of the concert group in question and shall participate as such in the compositions of the artist who acts as director.
In addition, any student in the Workshop may, at the discretion of the director of the Workshop, participate in any of the work of the School.

During the sixth week of the session, the Workshop shall present four performances of a recital of finished work in which the artist directing the Workshop may also, if desired, participate as soloist. The performances shall be arranged as follows:

   Thursday evening - Recital open only to the School, the College faculty and staff and invited guests. No subscription charge.

   Friday and Saturday evenings and Saturday matinee - Recital open to the public at a stipulated subscription.
   (Approximately 1,000 tickets available.)

The projected plan for the School and the Workshop for three additional years shall terminate with a festival of performances which shall include the finished work of the final Workshop Group and work from the Workshop Groups of previous sessions. The festival shall occupy one week and shall seek to bring together an audience from many parts of the country.

Martha Hill, Director
Mary Jo Shelly, Administrative Director
Part IV

APPENDICES
APPENDIX A

The Curriculum

I. Courses

The courses outlined below coincide with the courses as planned and described in the Bulletin with the following alterations:

Music Related to Movement
Louis Horst
Extended to six instead of four weeks due to the evident importance of the course and the greater value of a longer period of study.

Dance History and Criticism
John Martin
Extended to six instead of four sessions due to the impossibility of adequate study of the material in a brief time. The need of even more time was indicated.

Dance Composition for Group I
Bessie Schonberg
Final week - 4 sessions
Group I, to which Miss Hill's course in Dance Composition was not open, requested additional work in composition.

The above changes, with other changes in the schedule of evening meetings, represent adjustments to the needs of the School as these needs were revealed. The fifth and sixth weeks of the session had been scheduled only tentatively to permit such adaptation. Changes were made possible by the increased student body with consequent increase of income to the School.

Following is the complete outline of courses as given:

Fundamental Techniques (I, 1)
Miss Hill
Assistant - Bessie Schonberg
Accompanists - Ruth Lloyd, Norman Lloyd
Groups I, II, III - 1 hour and practice period daily, 6 weeks

A basic study of fundamental techniques of movement for the dance analyzed into its force, space and time aspects; the elements of form and meaning in movement for the dance.

Modern Dance (II, 1)
Miss Graham - July 16-20
Assistant - Dorothy Bird
Accompanist - Dini de Romen

Mr. Weidman - July 23-27
Assistant - Gene Martell
Accompanists - Pauline Lawrence, Jerome Moross
Modern Dance (II.1) - (cont.)
Miss Humphrey - July 30 - August 3
Assistant - Cleo Atheneos
Accompanist - Jerome Moross

Miss Holm - August 6-10
Assistant - Nancy McKnight
Accompanist - Harvey Pollins

Groups I, II, III - 1 1/2 hours and practice period daily, 4 weeks

Intensive study of the technique of the artists, representative of their points of view on the modern dance, and constituting as a whole a comparative study of individual styles in the art.

Dance Composition (I.2)
Miss Hill
Assistant - Bessie Schonberg
Accompanists - Ruth Lloyd, Norman Lloyd
Groups II, III - 1 1/2 hours, Monday, Wednesday, Friday, 6 weeks

A study of dance composition from the standpoint of: sequential form and group design in space; a single compositional factor or a combination of factors such as direction, level, tempo, dynamics, and the like; dance content, theme or idea.

Music Related to Movement (II.2)
Mr. Horst
Assistant - May O'Donnell
Accompanist - Dini de Remer
Groups I, II, III - 1 1/2 hours daily, 6 weeks

Historical and critical analysis of the pre-classic forms of music and dance; dance composition based on pre-classic forms including the pavane, sarabande, gavotte, rigaudon, bourree, allemande, gigue, minuet, galliard, and chaconne.

Music for Dancers (I.3)
Mr. Tucker
Groups I, II, III - 1 hour daily, 6 weeks

Analysis of the rhythmic structure of music with melodic and harmonic elements; construction of movement sequences based on musical elements.

Teaching Methods and Materials (I.4)
Miss Hill
Groups II, III - 1 1/2 hours, Tuesday, Thursday, 6 weeks

Group discussion, panel discussion and lecture based on the interests of the group including study of: dance movement; form and meaning in dance; accompaniment for the dance; teaching methods; terminology; systems of dance notation.
Dance History and Criticism

Mr. Martin
Groups I, II, III - 1 hour daily, 6 sessions (2 sessions, first week; 4 sessions, final week)

Lecture, discussion, readings in dance history, aesthetics, and critical theory.

Production

Miss Ogborn
Groups I, II, III - 3 hours, Saturday only, 6 weeks

Lecture, discussion, and laboratory in: terminology and equipment of the stage; scene construction and painting; physical and electrical laws for lighting; equipment for lighting; lighting and composition; make-up; color theory; costume design.

Practice

Miss Schonberg
Groups I, II, III - 1 hour daily, 6 weeks

Practice in techniques.

II. Recitals, Demonstrations, Lectures, Group Discussions

The four artists who came as visiting teachers to the School presented to the School and to the public, dance recitals, as indicated in the following calendar, which were examples of the finished work of which their technical work was the foundation. The piano recital by Mr. Tucker was the fourth event in the series of these public recitals.

The artists, with the exception of Mr. Weidman, also led lecture-discussions on the modern dance based upon their individual theories of the art. During the first week of the School, Mr. Martin gave an introductory talk on the modern dance at an evening meeting of the School, and on the final morning of the six weeks session he led a discussion on the modern dance.

The students of the School presented to the members of the School and to the public a recital of finished work and a final demonstration of additional work as indicated in the calendar.

The other meetings of the School as listed in the calendar, indicate by their titles their relationship to the work of the School.
Calendar of Recitals, Evening Meetings and Special Events

Saturday, July 7
Barn Quadrangle
7:45 p.m.
- Opening Meeting of the School - Miss Hill, presiding Speaker, President Robert D. Leigh

Sunday, July 8
Old Bennington
4:00-6:00 p.m.
- President and Mrs. Leigh at home to the School

Wednesday, July 11
Barn Quadrangle
7:45 p.m.
- Lecture-discussion on the Modern Dance
  Mr. John Martin

Thursday, July 12
Commons Lawn
7:45 p.m.
- "Pro and Con Meeting" of the School Community

Sunday, July 15
Lounge
12:00 noon
- Discussion of Current Events
  Mr. Thomas Brockway, of the Social Studies Division
  of Bennington College

Wednesday, July 18
Barn Quadrangle
7:45 p.m.
- Lecture-discussion on the Modern Dance
  Miss Martha Graham

Friday, July 20
Theatre
8:30 p.m.
- Dance Recital
  Martha Graham

Sunday, July 22
Lounge
12:00 noon
- Discussion of Current Events
  Mr. Thomas Brockway and Mr. Dimitry Varley

Tuesday, July 24
Lounge
7:45 p.m.
- Lecture-discussion on "The Bennington College Plan"
  President Robert D. Leigh

Friday, July 27
Theatre
9:00 p.m.
- Dance Recital
  Doris Humphrey and Charles Weidman

Saturday, July 28
Lounge
7:45 p.m.
- Analysis and demonstration of musical forms
  Norman Lloyd

Monday, July 30
Lounge
7:45 p.m.
- Lecture-discussion on "Physics Applied to Human Movement"
  Mr. Paul Garrett, of the Science Division of Bennington College

Wednesday, August 1
Lounge
7:45 p.m.
- Lecture-discussion on the Modern Dance
  Miss Doris Humphrey
-v-

Thursday, August 2 - Sculpture Show
Sculpture Studio
Mr. Simon Moselsio, of the Art Division of Bennington College

Friday, August 3 - Piano Recital
Theatre
9:00 p.m.
Gregory Tucker

Saturday, August 4 - Showing of Moving Pictures
Science Lecture Room
2:00 p.m.
Mr. E. Crosby Doughty, and Miss Ruth Bloomer

Sunday, August 5 - Show of Paintings by Jane Welling in Studio II
Movies taken of the School by Mr. Kenneth Bloomer and
Mr. E. Crosby Doughty
Theatre
8:00 p.m.
Group III hostesses to Groups I and II at supper
Piano Recital - Bach Organ Fugues for Four Hands
Ruth and Norman Lloyd

Monday, August 6 - Illustrated Lecture on "The Background of Contemporary American Painting"
Science Lecture Room
6:00 p.m.
Miss Jane Welling, of Wayne University, Detroit, Michigan

Wednesday, August 8 - Lecture-discussion on the Modern Dance
Barn Quadrangle
7:45 p.m.
Miss Hanya Holm

Friday, August 10 - Dance Recital
Theatre
9:00 p.m.
Hanya Holm and Demonstration Group
Students of the School

Saturday, August 11 - Demonstration Dance Lesson
Studio I
8:00 a.m.
Miss Margaret H'Doubler, University of Wisconsin,
Guest Teacher
Theatre
8:50 p.m.
Maude Adams with Company in "Twelfth Night"

Sunday, August 12 - Discussion of Current Events
Lounge
12:00 noon
Mr. Dimitry Varley

Lounge
8:00 p.m.
Lecture on "Modernism in Poetry"
Miss Genevieve Taggard, of the Literature Division of Bennington College

Monday, August 13 - Showing of Moving Pictures from the Dance Department of the University of Wisconsin; courtesy of Miss Margaret H'Doubler
Science Lecture Room
8:00 p.m.
Miss Ruth Bloomer
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Tuesday, August 14 - Community Sing
Commons Portico
7:45 p.m.
Ruth and Norman Lloyd, accompanists

Wednesday, August 15 - Round Table Discussion on "The Future Plan of the School"
Lounge
7:45 p.m.
President Leigh and members of the School

Thursday, August 16 - Recital-discussion of Music from Pre-classic to Modern
Theatre
8:00 p.m.
Louis Horst
Solo Dance, May O'Donnell
Review Demonstration of Completed Work from Mr. Horst's class in Music Related to Movement conducted by Mr. Horst and Students

Friday, August 17 - Symposium on the Modern Dance
Lounge
9:00-11:00 a.m.
Mr. John Martin, leader
3:00 p.m.
Pictures taken of selected group
Miss Ruth Bloomer

In addition to the listed meetings there were informal community sings and continuous use of phonograph records.

III. Research

Two completed studies by committees of students under faculty supervision were done as an outgrowth of the work of Teaching Methods and Materials. These represent the beginnings of more extended research to be done in the future. The studies were:

1. Percussion Accompaniment for the Dance. (6 pages)
2. Historical Chart of the Dance and Related Arts. (approximately 80 pages)
APPENDIX B

Advisory Board, Staff and Students

I. The Advisory Board

Robert D. Leigh, Chairman
President of Bennington College

John J. Coss
Professor of Philosophy, Columbia University, Director of the
Columbia University Summer Session, and Trustee of Bennington College

Martha Graham
Dance Artist

Hanya Holm
Director of the New York Wigman School, formerly chief instructor
and director of the institute in Dresden

Louis Horst
Musician, critic, composer for the modern dance; member of the
faculty of the Neighborhood Playhouse Studios

Doris Humphrey
Dance Artist

Dorothy Lawton
Director of the Music Library, including the Dance Collection, of the
New York Public Library

John Martin
Dance critic of The New York Times

Jay B. Nash
Professor of Education and Director of the Department of Physical
Education, New York University

Charles Weidman
Dance Artist

II. The Staff

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<td>Cleo Atheneos</td>
<td>Assistant to Miss Humphrey</td>
<td>July 28-August 4</td>
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<tr>
<td>Martha H. Bachle</td>
<td>Executive Secretary</td>
<td>Full session</td>
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<tr>
<td>Dorothy Bird</td>
<td>Assistant to Miss Graham</td>
<td>July 14-21</td>
</tr>
<tr>
<td>Susan Del Tasso</td>
<td>Assistant Storekeeper</td>
<td>Full session</td>
</tr>
<tr>
<td>Dini de Remer</td>
<td>Accompanist for Mr. Horst and Miss Graham</td>
<td>Full session</td>
</tr>
<tr>
<td>Helen Eaton</td>
<td>Telephone and Telegraph Operator and Postman</td>
<td>Full session</td>
</tr>
<tr>
<td>Martha Graham</td>
<td>Visiting Teacher</td>
<td>July 14-21</td>
</tr>
<tr>
<td>Ida Mae Haft</td>
<td>Director of Residences</td>
<td>Full session</td>
</tr>
<tr>
<td>Elizabeth Hall</td>
<td>Manager of the Store</td>
<td>Full session</td>
</tr>
<tr>
<td>Martha Hill</td>
<td>Director of the School</td>
<td>Full session</td>
</tr>
<tr>
<td>Hanya Holm</td>
<td>Visiting Teacher</td>
<td>August 4-11</td>
</tr>
<tr>
<td>Louis Horst</td>
<td>Teacher of Music and Composition</td>
<td>Full session</td>
</tr>
<tr>
<td>Doris Humphrey</td>
<td>Visiting Teacher</td>
<td>July 28-August 4</td>
</tr>
<tr>
<td>Pauline Lawrence</td>
<td>Accompanist for Mr. Weidman</td>
<td>July 21-28</td>
</tr>
<tr>
<td>Norman Lloyd</td>
<td>Accompanist for the School</td>
<td>Full session</td>
</tr>
<tr>
<td>Ruth Lloyd</td>
<td>Accompanist for the School</td>
<td>Full session</td>
</tr>
<tr>
<td>Nancy McKnight</td>
<td>Assistant to Miss Holm</td>
<td>August 4-11</td>
</tr>
<tr>
<td>Gene Martell</td>
<td>Assistant to Mr. Weidman</td>
<td>July 21-28</td>
</tr>
<tr>
<td>John Martin</td>
<td>Visiting Teacher</td>
<td>July 11-13 and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 13-18</td>
</tr>
</tbody>
</table>
II. The Staff (cont.)

Jerome Moross  
Jane Ogborn  
Harvey Pollins  
Bessie Schonberg  
Mary Jo Shelly  
Polly Swan  
Gregory Tucker  
Charles Weidman  

Accompanist for Miss Humphrey  
Teacher of Production and Manager of Recitals  
Accompanist for Miss Holm  
Assistant to Miss Hill, in charge of Practice  
Administrative Director  
Library Attendant  
Teacher of Music  
Visiting Teacher  

July 28-August 4  
Full session  
Full session  
August 4-11  
Full session  
Full session  
Full session  
July 21-28

III. The Students

1. Numbers - 103

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Six weeks, resident on campus</td>
<td>62</td>
</tr>
<tr>
<td>Six weeks, non-resident</td>
<td>14</td>
</tr>
<tr>
<td>Six weeks, resident 3 weeks only</td>
<td>1</td>
</tr>
<tr>
<td>Six weeks, resident 4 weeks only</td>
<td>1</td>
</tr>
<tr>
<td>First three weeks; resident</td>
<td>9</td>
</tr>
<tr>
<td>First three weeks, non-resident</td>
<td>3</td>
</tr>
<tr>
<td>First four weeks, resident</td>
<td>3</td>
</tr>
<tr>
<td>First five weeks, resident</td>
<td>1</td>
</tr>
<tr>
<td>Second three weeks, resident</td>
<td>6</td>
</tr>
<tr>
<td>Fourth and fifth weeks, resident</td>
<td>2</td>
</tr>
<tr>
<td>Fifth and sixth weeks, resident</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 103

2. Age

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngest student</td>
<td>15</td>
</tr>
<tr>
<td>Oldest student</td>
<td>49</td>
</tr>
<tr>
<td>Average age</td>
<td>27.48</td>
</tr>
</tbody>
</table>

3. Occupational Classification

A. Teachers = 68

1) Colleges or Universities = 35

Ohio University  
Washington State College  
Shorter College  
University of Oregon  
University of Rochester  
Swarthmore College  
University of California  
Wilson Teachers College  
Wellesley College  
State Teachers College of Farmville, Virginia  
Hood College
| McGill University                          |
| Mt. Holyoke College                        |
| State Teachers College of Greeley, Colorado |
| Oberlin College                            |
| University of Illinois                     |
| Ohio Wesleyan University (2)               |
| Sarah Lawrence College                     |
| Carleton College                           |
| Russell Sage College                       |
| State Teachers College of Trenton, New Jersey |
| Wayne University                           |
| University of Southern California          |
| University of Iowa                         |
| New Jersey College for Women               |
| Sweet Briar College                        |
| Barnard College                            |
| University of Nebraska                     |
| University of Chicago                      |
| University of Michigan                     |
| University of Idaho                        |
| University of Idaho, Southern Branch       |
| Ball State Teachers College, Muncie, Indiana |
| Vassar College                             |

2) Private Schools - 7

| Friends School, Wilmington, Delaware       |
| Ethical Culture School, New York City     |
| Marjorie Webster School, Washington, D. C.|
| Oak Grove, Vassalboro, Maine              |
| University High School, Ann Arbor, Mich.  |

3) Public School Systems - 15

| Albany, New York                          |
| Ames, Iowa                                |
| Bronxville, New York                      |
| Buffalo, New York                         |
| Detroit, Michigan (5)                     |
| Grand Rapids, Michigan                    |
| Newark, New Jersey                        |
| New York City (4)                         |

4) Private Classes - 11

| Amherst, Mass.                            |
| Brookline, Mass.                          |
| Chicago, Illinois                         |
| Cleveland, Ohio                           |
| Detroit, Michigan                         |
| Hartford, Connecticut                     |
| New York City (2)                         |
| Southington, Connecticut                  |
| Washington, D. C. (2)                     |
B. Students - 32

1) Colleges and Universities - 24

Bennington College (4)
Connecticut College
New College of Teachers College (3)
Purdue University
Sarah Lawrence College (3)
St. Lawrence University
Skidmore College (2)
Smith College
University of Michigan
University of North Carolina
Wellesley College (5)
Vassar College

2) High Schools - 8

Daytona Beach, Florida
Edgewood School, Greenwich, Conn. (3)
High Bridge, New Jersey
Milburn, New Jersey
Montclair, New Jersey
Rockville Center, New York

C. Miscellaneous - 3

Teacher, Municipal Department of Recreation,
Chicago, Illinois
Bank Teller, Philadelphia, Pennsylvania
Housewife, Montpelier, Vermont

4. Geographical Distribution - representing 26 states, the District of Columbia, Canada and Spain

California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Idaho
Illinois
Indiana
Iowa
Maine
Maryland
Massachusetts
Michigan

Minnesota
Nebraska
New Jersey
New York
North Carolina
Ohio
Oregon
Pennsylvania
Vermont
Virginia
Washington
Wisconsin
Canada (Montreal)
Spain (Madrid)
APPENDIX C

Auditors, Visitors, Audience

During the entire session of the School, including official visiting days, other working days and weekends, there were visitors who were received in the Administrative Office, given a brief explanation of the purposes and work of the School, and conducted to classes which they observed. When possible, visitors were given an opportunity to question and discuss work with instructors and students. Guides were provided for tours of the College. In many instances, visitors were housed at the College for periods of one day to one week, and during that period were members of the community in whatever activities were on the calendar. These visitors included heads of physical education departments in colleges and universities, teachers, administrators, supervisors, artists and students of various arts, families and friends of staff and students.

The School admitted as regularly enrolled auditors for periods of approximately one week to three weeks, two persons interested in the modern dance from the standpoint of general education. One other auditor was enrolled for the full six weeks session, attending all classes and interested chiefly from the point of view of accompanist for the dance.

The audience for the series of four recitals included, in addition to the members of the School and members of the Bennington College faculty and staff present at the College during the summer recess, a total of 437 persons who came to the recitals from Bennington, Old Bennington, North Bennington, Arlington, Saratoga Springs, Pittsfield, Williamstown, Putney, and other nearby communities.
APPENDIX D

Use of the College Plant and Equipment

1. Commons Building

Office of the College physician - used as the Administrative Office of the School

Theatre, including dressing rooms and workshop
The theatre was used from 8:00 a.m. to 6:00 p.m., Monday, Tuesday, Wednesday, Thursday and Friday for classes and after dinner for practice and rehearsals. It was used Saturday from 9:00 a.m. to 12:30 p.m. for classes. Four recitals and a demonstration were given in the theatre. Included in this use was the use of all of the theatrical equipment necessary to lighting and staging the dancing presented.

Dining Rooms
Faculty dining room and two west student dining rooms - used throughout the session for the service of meals.
Center dining room - used as Studio I daily for classes from 8:00 a.m. to 6:00 p.m., and in the evening for practice.
Back east dining room - used as Studio III daily for practice, not classes.

East Painting Studio - used as Studio II daily for classes from 8:00 a.m. to 6:00 p.m., and in the evening for practice.

Lounge - ten group meetings were held in the Lounge. Classes were held in the Lounge twice weekly and daily during the final week.

Store and Postoffice - the customary use was made of this room.

2. Barn

Science lecture room - three meetings involving use of the projectors and screen were held in this room.

Library - open for student use each week for 3 mornings, 5 afternoons and 3 evenings. The busiest afternoon was Saturday, and the busiest evening, Monday. The morning and afternoon visitors spent longer periods studying than did the evening visitors.
Number of readers in Library during 6 weeks: Mornings, total 118; Afternoons, total 413; Evenings, total 285.

3. Dwelling Houses

Students and staff were housed in Canfield, Dewey, McCullough, Swan, Woolley and Jennings House - Rooms 1-2 and 4 used only
Cricket Hill - Maple Room, used for 5 nights for 1 guest
North Suites - used for guests
4. Infirmary

The dispensary of the infirmary was used daily during the first week, and from 9:00 a.m. to 12:00 n., Monday, Tuesday, Wednesday, Thursday, Friday and Saturday, during the remaining weeks. Supplies other than first aid supplies, which belonged to the School, were used only in very small quantities. Crutches and heat lamps were used. The refrigerator was used. The remainder of the infirmary was not used.

5. Miscellaneous

Use was made of the following:
Chicken Coop - for piano practice by a few students
Commons Lawn
Garages - 3 were rented to students
Tennis courts
Hockey field - used in taking moving pictures of the School
Barn Quadrangle - used for 4 meetings

6. Equipment other than the above used by the School

Phonograph records
7 pianos, including Steinway Grand, used for recitals only
3 blackboards

7. Use of the College bus, car and truck

Transportation to and from trains for students and staff
Baggage transfer
Bus used occasionally by students on its regular daily trips to Bennington
## APPENDIX E

### I. Financial Statement

Session, July 7 - August 18, 1934

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fees</td>
<td>$1,090.00</td>
</tr>
<tr>
<td>Tuition fees, less refunds</td>
<td>$5,640.00</td>
</tr>
<tr>
<td>Sale of Recital Tickets, less refunds</td>
<td>$415.25</td>
</tr>
<tr>
<td>Less Government Tax</td>
<td>$41.53</td>
</tr>
<tr>
<td>Sale of Costumes, Materials, etc.</td>
<td>$70.34</td>
</tr>
<tr>
<td>Sale of charts</td>
<td>$89.00</td>
</tr>
<tr>
<td>Interest on Bank Deposit</td>
<td>$1.34</td>
</tr>
<tr>
<td>Income from Infirmary</td>
<td>$7.80</td>
</tr>
</tbody>
</table>

**Total Income** $7,272.30

### Expense

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries - Administrative and Instructional Staff, including Assistants, Accompanists and Nurse. (Living allowance included)</td>
<td>$5,024.25</td>
</tr>
<tr>
<td>Library - assistant's salary</td>
<td>$120.00</td>
</tr>
<tr>
<td>Comptroller's office</td>
<td>$250.00</td>
</tr>
<tr>
<td>Clerical assistance</td>
<td>$37.65</td>
</tr>
<tr>
<td>Printing and Mimeographing</td>
<td>$326.33</td>
</tr>
<tr>
<td>Postage and Office Supplies</td>
<td>$88.04</td>
</tr>
<tr>
<td>Telephone and Telegraph</td>
<td>$30.21</td>
</tr>
<tr>
<td>Piano Tuning and Moving</td>
<td>$71.55</td>
</tr>
<tr>
<td>Entertainment (guests and students)</td>
<td>$82.90</td>
</tr>
<tr>
<td>Evening Meetings</td>
<td>$40.00</td>
</tr>
<tr>
<td>Travel Expenses</td>
<td>$34.47</td>
</tr>
<tr>
<td>Equipment</td>
<td>$444.07</td>
</tr>
<tr>
<td>Less equipment sold</td>
<td>$8.00</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$48.79</td>
</tr>
</tbody>
</table>

**Total Expense** $6,590.24

**BALANCE, October 12, 1934** $682.06
Financial Statement (cont.)

Room and Board

INCOME

Room and Board of resident students, less refunds $9,164.05
Day students
  Dressing rooms 12.75
  Luncheons - 5 day tickets 138.00
Income from guests 270.78
Room and board - faculty and staff 827.00

Total Income $10,412.58

DISTRIBUTED AS FOLLOWS:

Dining Halls and Student Houses, income 6,982.58
Rent of College plant 3,430.00 *

$10,412.58

* Represents approximately 4 percent interest on investment of College plant used by summer school for a six weeks period.
## INCOME

Laboratory recitals, ticket sale
1. 150 tickets @ $2.00
2. 75 tickets @ $2.00

Student fees
1. 57 @ $70
2. 60 @ $70, 25 @ $50

### Estimate of Jan. 1, 1934
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory recitals, ticket sale</td>
<td>300.00</td>
</tr>
<tr>
<td>Student fees</td>
<td>3,990.00</td>
</tr>
</tbody>
</table>

### Estimate of June 5, 1934
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory recitals, ticket sale</td>
<td>150.00</td>
</tr>
<tr>
<td>Student fees</td>
<td>5,450.00</td>
</tr>
</tbody>
</table>

Total Income, estimated

### Total Income, estimated

$4,290.00

## EXPENSES

Salaries - Administrative and Instructional Staff, including Assistants and Accompanists. (Living allowance included)

<table>
<thead>
<tr>
<th>Description</th>
<th>Jan. 1, 1934</th>
<th>June 5, 1934</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>250.00</td>
<td>120.00</td>
</tr>
<tr>
<td>Comptroller</td>
<td>250.00</td>
<td>250.00</td>
</tr>
<tr>
<td>Printing and Posting</td>
<td>150.00</td>
<td>250.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>75.00</td>
<td>75.00</td>
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</tbody>
</table>

Estimated surplus

### Estimated surplus

$72.50

### Total Expenses, estimated

$4,290.00

$5,600.00

* This does not include in the budget of January 1st any estimate of expense for assistants to visiting staff. It was not then expected to have assistants on the staff.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Rae Abraham</td>
<td>Teacher, Public Schools, New York City</td>
</tr>
<tr>
<td>Miss Ellen Adair</td>
<td>Teacher, High School, Wilmington, Del.</td>
</tr>
<tr>
<td>Miss Norma Anderson</td>
<td>Teacher, Washington State College, Pullman, Wash.</td>
</tr>
<tr>
<td>Miss Willie Dean Andrews</td>
<td>Teacher, Shorter College, Rome, Georgia</td>
</tr>
<tr>
<td>Miss Fannie Aronson</td>
<td>Teacher, Public Schools, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Dudley Barnum</td>
<td>Student, Edgewood School, Creswick, Conn.</td>
</tr>
<tr>
<td>Miss Emily Belding</td>
<td>Teacher, High School, Albany, N. Y.</td>
</tr>
<tr>
<td>Miss Ruth Bloomer</td>
<td>Teacher, University of Oregon, Eugene, Ore.</td>
</tr>
<tr>
<td>Miss Else Bookstruck</td>
<td>Teacher, University of Rochester, Rochester, N.Y.</td>
</tr>
<tr>
<td>Miss Prudence Brett</td>
<td>Student, Bennington College, Bennington, VT.</td>
</tr>
<tr>
<td>Miss Virginia Neal Brown</td>
<td>Teacher, Swarthmore College, Swarthmore, Penna.</td>
</tr>
<tr>
<td>Miss Esther Buckeye</td>
<td>Teacher, Public Schools, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Floy Crepps</td>
<td>Student, Purdue University, Lafayette, Ind.</td>
</tr>
<tr>
<td>Miss Lucille Czernowski</td>
<td>Teacher, University of California, Berkeley, Calif.</td>
</tr>
<tr>
<td>Miss Evelyn Davis</td>
<td>Director, Evelyn Davis School, Washington, D. C.</td>
</tr>
<tr>
<td>Miss Marion Dunbar</td>
<td>Teacher, Public Schools, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Alma Ebeling</td>
<td>Teacher, Wilson Teachers College, Washington, D. C.</td>
</tr>
<tr>
<td>Miss Bettie Ellsfeldt</td>
<td>Student, Wellesley College, Wellesley, Mass.</td>
</tr>
<tr>
<td>Miss Edith Ewald</td>
<td>Teacher, Public Schools, Grand Rapids, Mich.</td>
</tr>
<tr>
<td>Miss Eugenia Fischer</td>
<td>Student, Skidmore College, Saratoga Springs, N. Y.</td>
</tr>
<tr>
<td>Mrs. Louise Fitzpatrick</td>
<td>Teacher, State Teachers College, Farmville, Va.</td>
</tr>
<tr>
<td>Miss Betty Floming</td>
<td>Teacher, Private Classes, New York City</td>
</tr>
<tr>
<td>Miss Elizabeth Friend</td>
<td>Student, Smith College, Northampton, Mass.</td>
</tr>
<tr>
<td>Miss Alice Gates</td>
<td>Teacher, Hood College, Frederick, Md.</td>
</tr>
<tr>
<td>Miss Mary Anne Gold</td>
<td>Student, Connecticut College, New London, Conn.</td>
</tr>
<tr>
<td>Miss Ruth Harvey</td>
<td>Teacher, McGill University, Montreal, Canada</td>
</tr>
<tr>
<td>Miss Marion Haynes</td>
<td>Student, High School, Dayton Beach, Florida</td>
</tr>
<tr>
<td>Miss Marie Heghinian</td>
<td>Teacher, Mt. Holyoke College, South Hadley, Mass.</td>
</tr>
<tr>
<td>Miss Virginia Higginbotham</td>
<td>Teacher, Ethical Culture School, New York City</td>
</tr>
<tr>
<td>Mrs. Polly Bullard Holden</td>
<td>Montpelier, Vermont</td>
</tr>
<tr>
<td>Miss Vickery Hubbard</td>
<td>Teacher, State Teachers College, Greely, Col.</td>
</tr>
<tr>
<td>Miss Prudentia Huffman</td>
<td>Teacher, Public Schools, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Anna Hughitt</td>
<td>Teacher, Oberlin College, Oberlin, Ohio</td>
</tr>
<tr>
<td>Miss Mary Jane Hungorford</td>
<td>Student, New College, New York City</td>
</tr>
<tr>
<td>Miss Delia Russey</td>
<td>Teacher, Public Schools, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Elfrid Ida</td>
<td>Student, Edgewood School, Greenwich, Conn.</td>
</tr>
<tr>
<td>Miss Margaret Johnson</td>
<td>Teacher, Wellesley College, Wellesley, Mass.</td>
</tr>
<tr>
<td>Miss Virginia Keene</td>
<td>Student, Bennington College, Bennington, VT.</td>
</tr>
<tr>
<td>Miss Doris King</td>
<td>Teacher, Ohio Wesleyan, Delaware, Ohio</td>
</tr>
<tr>
<td>Miss Marion Knighton</td>
<td>Teacher, Sarah Lawrence College, Bronxville, N.Y.</td>
</tr>
<tr>
<td>Miss Rose Koenig</td>
<td>Teacher, Public Schools, New York City</td>
</tr>
<tr>
<td>Mrs. Christine Dobbs Leahy</td>
<td>Assistant Supervisor, Public Schools, New York City</td>
</tr>
<tr>
<td>Miss Helon Leigh</td>
<td>Student, Edgewood School, Greenwich, Conn.</td>
</tr>
<tr>
<td>Miss Betty Lindeman</td>
<td>Student, High School, Highbridge, N. J.</td>
</tr>
<tr>
<td>Miss Elizabeth Linscott</td>
<td>Teacher, Carleton College, Northfield, Minn.</td>
</tr>
<tr>
<td>Miss Charlotte MacEwan</td>
<td>Teacher, Wellesley College, Wellesley, Mass.</td>
</tr>
<tr>
<td>Miss Marion Martin</td>
<td>Teacher, State Teachers College, Trenton, N. J.</td>
</tr>
<tr>
<td>Miss Alice Marting</td>
<td>Student, Wellesley College, Wellesley, Mass.</td>
</tr>
<tr>
<td>Miss Elinor Mayer</td>
<td>Student, Sarah Lawrence College, Bronxville, N.Y.</td>
</tr>
<tr>
<td>Mrs. Elizabeth Merrick</td>
<td>Teacher, Private Classes, Amherst, Mass.</td>
</tr>
<tr>
<td>Miss Lucinda Moles</td>
<td>Student, Wellesley College, Wellesley, Mass.</td>
</tr>
<tr>
<td>Miss Claudia Moore</td>
<td>Student, University of North Carolina, Greensboro</td>
</tr>
<tr>
<td>Miss Mary Moore</td>
<td>Student, College High School, Montclair, N. J.</td>
</tr>
<tr>
<td>Mrs. Tosia Mundstock-Martin</td>
<td>Teacher, Private Classes, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Ruth Murray</td>
<td>Teacher, Wayne University, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Eugenia Nicolas</td>
<td>Teacher, High School, Buffalo, N. Y.</td>
</tr>
<tr>
<td>Name</td>
<td>Details</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Miss Marie Heghinian</td>
<td>Teacher, Mt. Holyoke College, South Hadley, Mass.</td>
</tr>
<tr>
<td>Miss Virginia Higginbotham</td>
<td>Teacher, Ethical Culture School, New York City</td>
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<td>Teacher, Public Schools, Detroit, Mich.</td>
</tr>
<tr>
<td>Miss Anna Hubbard</td>
<td>Teacher, Oberlin College, Oberlin, Ohio</td>
</tr>
<tr>
<td>Miss Mary Jane Hungerford</td>
<td>Student, New College, New York City</td>
</tr>
<tr>
<td>Miss Delia Hussen</td>
<td>Teacher, Public Schools, Detroit, Mich.</td>
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<tr>
<td>Miss Efrid Ida</td>
<td>Student, Edgewood School, Greenwich, Conn.</td>
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<tr>
<td>Miss Margaret Johnson</td>
<td>Teacher, Wellesley College, Wellesley, Mass.</td>
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<tr>
<td>Miss Virginia Keene</td>
<td>Student, Bennington College, Bennington, Vt.</td>
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<tr>
<td>Miss Doris King</td>
<td>Teacher, Ohio Wesleyan, Delaware, Ohio</td>
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<tr>
<td>Miss Marion Knighton</td>
<td>Teacher, Sarah Lawrence College, Bronxville, N.Y.</td>
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<tr>
<td>Miss Rose Keenig</td>
<td>Teacher, Public Schools, New York City</td>
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<tr>
<td>Mrs. Christine Dobbins Leahy</td>
<td>Assistant Supervisor, Public Schools, New York City</td>
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<tr>
<td>Miss Helen Leigh</td>
<td>Student, Edgewood School, Greenwich, Conn.</td>
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<tr>
<td>Miss Betty Lindeman</td>
<td>Student, High School, Highbridge, N. J.</td>
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<tr>
<td>Miss Elizabeth Linscott</td>
<td>Teacher, Carleton College, Northfield, Minn.</td>
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<tr>
<td>Miss Charlotte MacEwan</td>
<td>Teacher, Wellesley College, Wellesley, Mass.</td>
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<tr>
<td>Miss Marion Martin</td>
<td>Teacher, State Teachers College, Trenton, N. J.</td>
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<tr>
<td>Miss Alice Marting</td>
<td>Student, Wellesley College, Wellesley, Mass.</td>
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<tr>
<td>Miss Elinor Mayer</td>
<td>Student, Sarah Lawrence College, Bronxville, N.Y.</td>
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<tr>
<td>Mrs. Elizabeth Merrick</td>
<td>Teacher, Private Classes, Amherst, Mass.</td>
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<tr>
<td>Miss Lucinda Moles</td>
<td>Student, Wellesley College, Wellesley, Mass.</td>
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<tr>
<td>Miss Claudia Moore</td>
<td>Student, University of North Carolina, Greensboro</td>
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<tr>
<td>Miss Mary Moore</td>
<td>Student, College High School, Montclair, N. J.</td>
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<tr>
<td>Mrs. Tessa Mundstock-Martin</td>
<td>Teacher, Private Classes, Detroit, Mich.</td>
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<tr>
<td>Miss Ruth Murray</td>
<td>Teacher, Wayne University, Detroit, Mich.</td>
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<tr>
<td>Miss Eugenie Nicolas</td>
<td>Teacher, High School, Buffalo, N. Y.</td>
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<tr>
<td>Mrs. Bertha Oschner Campbell</td>
<td>Dancer, Teacher Private Classes, Chicago, Ill.</td>
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<tr>
<td>Miss Julia M. Pratt</td>
<td>Student, New College, New York City</td>
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<tr>
<td>Miss Ruth Price</td>
<td>Teacher, University of So. California, Los Angeles</td>
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<tr>
<td>Miss Helen Priest</td>
<td>Student, St. Lawrence University, Canton, N. Y.</td>
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<tr>
<td>Miss Joan Ramsay</td>
<td>Teacher, Oak Grove School, Vassalboro, Me.</td>
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<tr>
<td>Mrs. Elizabeth Ransom</td>
<td>Teacher, Private Classes, Hartford, Conn.</td>
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<tr>
<td>Miss Elizabeth Redman</td>
<td>Teacher, Friends Select School, Philadelphia, Penna.</td>
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<tr>
<td>Miss Helene Rigby</td>
<td>Teacher, Private Classes, New York City</td>
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<tr>
<td>Miss Marietta Riceley</td>
<td>Teacher, Vassar College, Poughkeepsie, N.Y.</td>
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<tr>
<td>Miss Norma Rosen</td>
<td>Student, New College, New York City</td>
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<tr>
<td>Miss Dorothy Sammis</td>
<td>Teacher, Private Classes, Brookline, Mass.</td>
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<tr>
<td>Miss Pearl Satien</td>
<td>Teacher, Public Schools, New York City</td>
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<tr>
<td>Miss Jeanette Saurborn</td>
<td>Teacher, University High School, Ann Arbor, Mich.</td>
</tr>
<tr>
<td>Miss Margery Schneider</td>
<td>Teacher of Dalcroze Eurythmics, Cleveland, Ohio</td>
</tr>
<tr>
<td>Miss Vera Scoville</td>
<td>Student, Sarah Lawrence College, Bronxville, N.Y.</td>
</tr>
</tbody>
</table>
Miss Clair Seymour
Miss Sybil Shearer
Miss Alice Sherbon
Miss Elizabeth Sherbon
Miss Alice Kathleen Slagle
Miss Dorothea Duncan Spaeth
Miss Barbara Spaulding
Miss Nora Stael
Mrs. Gloria Stanley
Miss Claire Strauss
Miss Marian Streng
Miss Edith Vail
Miss Marian Van Tuyl
Mrs. Betty Wardwell
Miss Emily White
Miss Mildred Wile
Miss Collin Wilsey
Miss Galyn Winter
Miss Janette Wirt
Miss Lillian Woodworth
Miss Virginia Wray
Miss Doris Yankauer

Teacher, Washington, D. C.
Student, Skidmore College, Saratoga Springs, N. Y.
Teacher, University of Iowa, Iowa City, Ia.
Teacher, High School, Ames, Iowa
Student, Milburn High School, Milburn, N. J.
Teacher, New York City
Teacher, Sweet Briar College, Sweet Briar, Va.
Teacher, Private Dance School, Southington, Conn.
Student, Sarah Lawrence College, Bronxville, N.Y.
Teacher, Barnard College, New York City
Teacher, University of Nebraska, Lincoln, Neb.
Teacher, University of Chicago, Chicago, Ill.
Teacher, Marjorie Webster School, Washington, D.C.
Teacher, University of Michigan, Ann Arbor, Mich.
Student, Bennington College, Bennington, Vt.
Student, University of Michigan, Ann Arbor, Mich.
Student, Bennington College, Bennington, Vt.
Teacher, University of Idaho, Moscow, Idaho
Teacher, So. Branch University of Idaho, Pocatello
Student, South Side High School, Rockville Center, N
Student, Vassar College, Poughkeepsie, N. Y.

Students Entering for Second Half Session - July 28

Miss Ruth Alexander
Miss Marian Fluke
Miss Lona Johnson
Miss Helen Johnston
Miss Frances Kinsky
Miss Naomi Lubell
Miss Barbara Page
Miss Winifred Pearce
Miss Grace Woody

Teacher, Ohio University, Athens, Ohio
Teacher, Chicago, Illinois
Teacher, University of Illinois, Urbana, Ill.
Teacher, Russell Sage College, Troy, N. Y.
Teacher, Ohio Wesleyan University, Delaware, Ohio
Teacher, New York City
Teacher, Ball State Teachers College, Muncie, Ind.