

Bennington
College
Library



BENNINGTON
VERMONT

BENNINGTON COLLEGE
BULLETIN

Announcement for the Fourth Year
1935-1936

Bennington College Bulletin

Issued Quarterly at Bennington, Vermont

Volume Four - August 1935 - Number One

BENNINGTON COLLEGE
LIBRARY

Librarian's
Office
398.74
FB 93
v. 4

The BENNINGTON COLLEGE BULLETIN is issued quarterly throughout each year. Various numbers give information about the fields of study, the admission system and expenses, and other matters of more general interest.

The College is glad to add to its mailing list for the bulletins the name of anyone interested. It will send out single booklets upon request.

Correspondence regarding particular aspects of the College should be addressed to the following:

GENERAL INFORMATION, STAFF, EDUCATIONAL PROGRAM—ROBERT D. LEIGH,
President

ADMISSION—MRS. MABEL BARBEE-LEE, *Director of Admissions*

TUITION, FEES, PURCHASES—MISS MYRA H. JONES, *Comptroller*

LIBRARY—MRS. GLADYS Y. LESLIE, *Librarian*

ROOM ASSIGNMENTS—MRS. PAUL H. GARRETT, *Director of Records*

DINING ROOMS AND STUDENT HOUSES—MISS IDA M. HAIT, *Director of Dining Rooms*

PUBLICATIONS—MISS CATHARINE B. JONES, *Secretary, Committee on Publications*

Visitors to the College are welcome, and student guides are available at all times to show the campus and buildings. The offices of the College, however, are closed from Saturday noon until Monday morning. Members of the faculty and staff are not usually available for interviews during this time, but they are glad to make special appointments in advance whenever necessary.

BENNINGTON COLLEGE BULLETIN

Announcement for the Fourth Year
1935-1936

THE BENNINGTON COLLEGE BULLETIN IS ISSUED QUARTERLY BY
BENNINGTON COLLEGE, BENNINGTON, VERMONT. ENTERED AS
SECOND-CLASS MATTER SEPTEMBER 12, 1932, AT THE POST OFFICE
AT BENNINGTON, VERMONT, UNDER THE ACT OF AUGUST 24, 1912.

VOLUME FOUR · AUGUST, 1935 · NUMBER ONE

20240

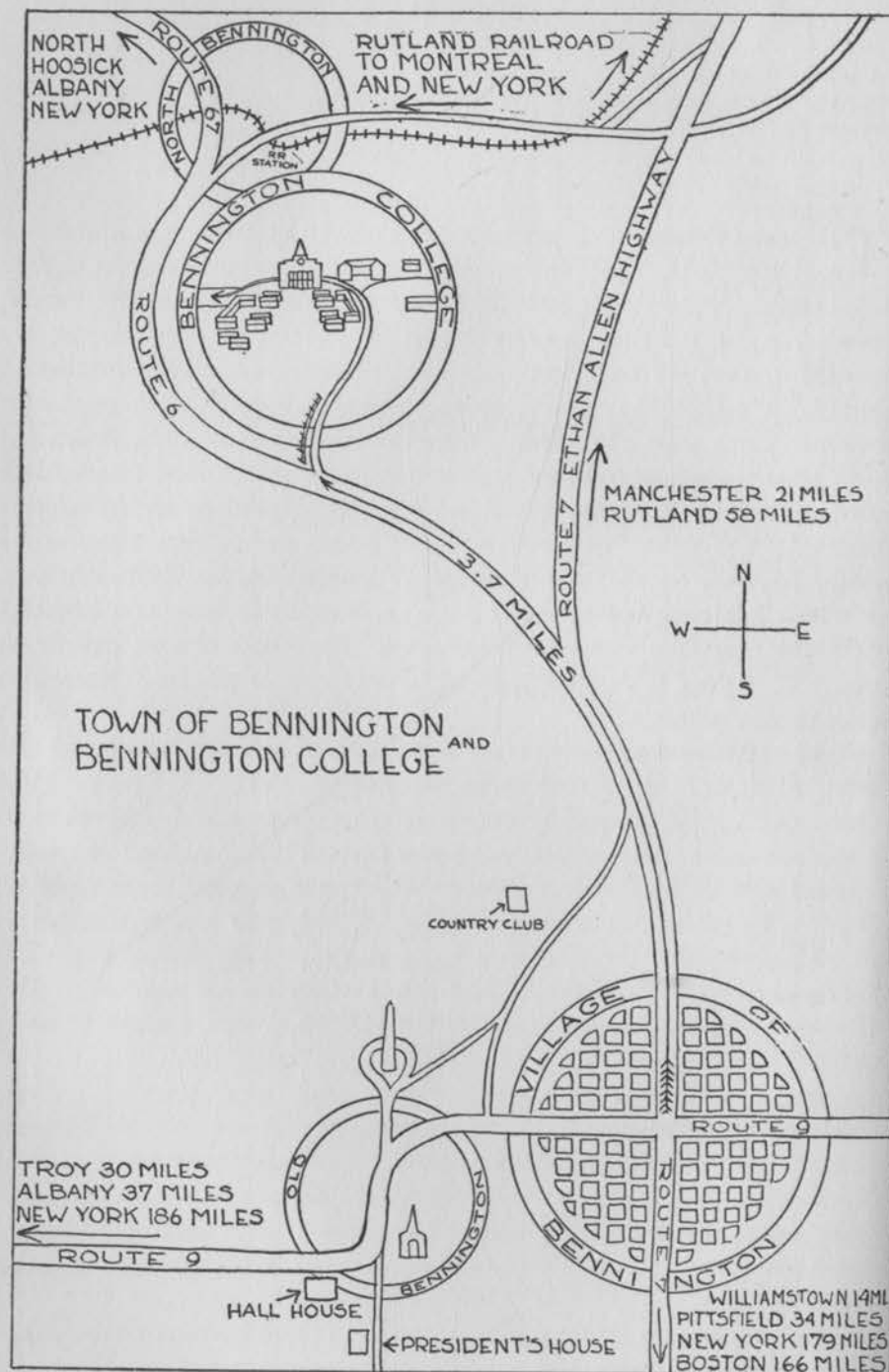
BENN
LD
374
.A5
B8
1935-36

2
#E058511
#

CONTENTS

	PAGE
Bennington College	5
Aims	6
Program and Method	8
Admission	8
Registration	11
Counselor	11
The Junior Division	12
Introductory Work	12
Trial Major Work	13
Workshop Groups	14
Other Junior Division Work	15
Reports, Tests and Promotion	15
The Senior Division	17
Plan of Work and General Objectives	17
Vocational Training	19
Pre-Professional Training	19
Non-Resident Work	20
Transfer	20
The Degree	21
Schedule	21
Winter Field and Reading Period	22
Health	23
Recreation Program	23
Community Life and Activities	24
Expenses	25
Tuition Reductions	26
Fields of Study	27
Art	27
The Arts, Dance Drama	27
Junior Division	27
Senior Division	28
Music	29
Junior Division	29
Senior Division	30
Literature	30
Junior Division	30
Senior Division	31
Science	32
Junior Division	32
Senior Division	32
Social Studies	33
Junior Division	33
Senior Division	34
Personnel	36
The Board of Trustees	36
Trustee Committees	37
The Staff	37
Teaching	37
Administrative	42
Assistants	43
Buildings and Grounds	44
Staff Committees 1935-36	45
Students 1934-35	46
Student Committees 1934-35	51
Calendar	Inside back cover

BENNINGTON COLLEGE
LIBRARY



BENNINGTON COLLEGE

THE establishment of Bennington College in 1932 was a definite response to the need for a thorough-going experiment in higher education on modern lines. Initiated twelve years ago the movement for the College was developed in a series of conferences attended by school and college heads, parents and others interested in higher education. As a result of these meetings it gradually became clear that the trend of experimentation in college education offered a strategic opportunity for a new institution to translate into the college field the spirit and methods identified in the schools below by the term "progressive," and to create a curriculum especially adapted to the actual needs of women in the contemporary world. With the resolutions of the earliest conference as a foundation, the plan has been developed for a "four-year course leading to the A.B. degree with standards equal to those of the best American colleges for women."

At the outset two-thirds of a million dollars and a campus site were pledged. A charter was secured in 1925. By 1931 gifts from two hundred and thirty-four people increased the assets to a million and a quarter dollars, a sum considered sufficient for making an actual beginning. Construction was started in August of that year and on September 6, 1932, actual instruction was begun in the completed buildings with a student body consisting of a freshman class of eighty-six and with a faculty of nineteen. The College is now entering upon its fourth year with a student body of two hundred and fifty and a faculty of forty-one.

The College occupies one hundred and forty acres of a large estate on a plateau flanked by the Green Mountains and the Taconic Range, in the town of Bennington near the southwestern corner of Vermont. It is seventeen miles from Williamstown, Massachusetts, four hours and a half by train from New York City and Boston, one hour and a half by train or motor from Albany where railroad connections to all parts of the country can be made.

Eleven student houses, each of which accommodates twenty students in single rooms, provide living quarters for the student body.

Bennington College

Each student house contains a faculty apartment. One additional student house, similar in size and character to those already built, is still needed. (Until this house is secured it will be necessary for a few students to share the larger single rooms, but this is a temporary arrangement for this year.) The full complement of twelve houses will accommodate two hundred and fifty students, the maximum four-year enrolment.

The Commons Building, consisting of kitchen, five dining rooms, recreation rooms, the College store and post office, telephone exchange, art studios and theatre, infirmary, health and physical education center, is a part of the present equipment. A large barn, once used as stables on the estate, has been remodeled into conference and class rooms, science laboratories, offices of administration, and library. Cricket Hill, an early American dwelling, is used for a small nursery school and faculty suites. Four other buildings on the estate have been remodeled for use as music practice and instruction studios, and for arts and crafts workshops. The College athletic field with provision for hockey, tennis and other sports is situated immediately west of the student houses. The Mt. Anthony Country Club is available without cost to all the students of the College. The Club facilities include a nine-hole golf course, outdoor swimming pool and winter sports facilities.

A I M S

The ideas underlying the specific teaching devices and activities at Bennington College may be summarized as follows:

(1) that education is a process continuing through life and persists most effectively in the years after college when the habit of educating oneself has been acquired;

(2) that the College should accustom its students to the habit of engaging voluntarily in learning rather than of submitting involuntarily at certain periods to formal instruction;

(3) that such educational self-dependence can be developed most effectively if the student works at tasks which have meaning, significance or interest to her;

(4) that continuing education, self-initiated, is most likely to take place where the student has attained expertness, or a sense

Announcement for Fourth Year

of mastery in a few fields of enduring interest or use, rather than smatterings acquired in a great many fields;

(5) that external disciplines, such as compulsory class attendance, competitive and publicly awarded grades and prizes, periodic written examinations on formalized blocks of knowledge, and numerical accumulation of credits to earn degrees, interfere seriously with real incentives and internal disciplines related to the student's own developing purposes and interests;

(6) that direct experiences—planning, organizing, manipulating, constructing and investigating, in conjunction with reading and the acquisition of knowledge—are valuable means for developing permanent interests pursued voluntarily;

(7) that tools of learning, such as statistics, and the use of English, to have meaning as well as to be most economically mastered, should whenever possible be connected immediately, or in the process of learning, with the ends for which they are instruments rather than acquired as separate disciplines related vaguely to possible distant use;

(8) that programs of college work should at all points allow for the fact that between different students and in the same student at different times there is wide individual variation as to subject matter or problems which have meaning and will, therefore, engage the student in active learning leading to understanding;

(9) that intellectual development cannot and should not be isolated from the development of the whole personality, and that the general arrangements, and especially individual guidance, should give proper weight to physical, emotional, moral and esthetic factors, as well as to intellectual factors in personal growth;

(10) that the College should accept responsibility for cultivating in its students by all available means attitudes of social cooperation, participation and responsibility, rather than aloofness; that it should promote a sympathetic but objective and realistic understanding of the world of our own day as well as a sense of perspective derived from an understanding of the past; an attitude of suspended judgment towards the strange and the new, and tolerance towards people and customs alien to the student's own experience.

Bennington College

More briefly: Bennington College says to girls in all types of schools, "Have you serious interests in one or more of the fields of human achievement in which we offer instruction? If so, you may enter with us upon a two-year period during which you will test these interests in the light of other interests while we assess your ability. If during this period your competence is proved and your interest is sustained, you may go on for two more years under expert guidance with work in the field of your choice as broadly and as deeply as possible. No formal requirements or traditional rules of residence will stand in the way of your getting the best instruction. No mere satisfaction of regulations regarding class attendance, reading of assigned books, or accumulation of course credits will suffice to promote you. Your degree will be given only on the basis of your demonstration that you have learned how to stand on your own feet and how to work with skill and understanding in your own field."

Program and Method

The College work is organized into the Junior and Senior Divisions normally occupying the first two and the last two years respectively of the student's time. The Junior Division is designed for exploration leading to the advanced training in a specific field which characterizes the Senior Division.

ADMISSION

The object of the Bennington College admissions system is to discover and select girls from all types of schools, in various parts of the country, who have given evidence of real ability to work in one or more of the fields of human achievement such as literature, the fine arts, music, the natural sciences and social studies.

Admission is open equally to graduates of private preparatory schools, public high schools and the newer experimental schools. There are no schools which prepare students especially for Bennington College. It is presumed that the school heads will work out the proper educational program for their own students.

Announcement for Fourth Year

Permanent transfer to and from other undergraduate institutions is a matter for special consideration. Such transfer in general, however, will be inadvisable because of the difficulty in defining and evaluating the work done at Bennington College in terms of the traditional requirements of other colleges and universities. All students transferring to Bennington College must enter the Junior Division and qualify, as other students have done, for the major work of the Senior Division. The length of time in which this may be accomplished will depend upon the ability of the individual student concerned.

Application

The number of students in each entering class is limited to the available rooms in the student houses. It is, therefore, advisable to make application a year before planning to enter. The order in which applications are received, however, is not a determining factor in selection.

The first step for a prospective student is to fill in and return an application blank provided by the College. This should be accompanied by a fee of \$10 to cover the cost of securing various preliminary records. The fee is not returnable.

Upon receipt of the application blank and fee various forms will be sent by the College to the applicant, to her parents and to the secondary school or schools which she has attended. The forms should be filled in and returned within two weeks after they have been received.

Admission Requirements

The basis of admission differs in important respects from the customary requirements. The prospective student need not prepare herself in a group of subjects specified by the College. Her preparation will not be interpreted in terms of fifteen units in which she has been certified or has passed examinations. No one will be refused admission simply because she has failed in a single subject, e.g., mathematics.

Successful completion of the secondary or high school course is the required minimum. Selection for the freshman class will be made after obtaining all the evidence available, both subjective and

Bennington College

objective, regarding each candidate's accomplishment and promise. The quality of the school work will receive the greatest weight. Attention will be given to the worthwhile enterprises in which the applicant has engaged outside of the curriculum; value will be attached to her ability to take initiative and to do independent work. A girl of unusual capability in one field, combined with temporary or permanent lack of aptitude in another, will be encouraged to seek admission. It should be noted, however, that poor performance in a part of the school work must be compensated for by excellence in other fields in which the College offers instruction. *In all cases responsible recommendation by the principal regarding the applicant's fitness for successful college work will be required.*

The College is a member of the Educational Records Bureau and secures directly the scores on all achievement tests whenever they have been taken by the applicant during her preparatory school course. If the American Council Psychological Examination has not been taken as a part of the school testing program, the applicant will be required to take it at a time and place arranged by the College. Such a test is intended to appraise general aptitude in scholastic work; it does not require specific preparation. If there should be a nominal charge by the agency or institution administering the test, it must be paid by the applicant.

Decisions on Admission

The Committee on Admissions can, in the majority of cases, make a decision at any time during the year before the completion of the student's preparatory school course. In the case of an applicant of outstanding ability or talent, a decision may be made at the end of the sophomore year. Such a student should be referred to the College by the school head, who has had sufficient opportunity to observe her development and progress.

All decisions are conditional and made with the understanding that the applicant will fulfill the Bennington College minimum requirement of successful completion of the secondary or high school course, which usually means graduation. The College reserves the right to cancel the preliminary promise of admission to any applicant whose work in her last term or year reveals weaknesses not previously apparent.

Announcement for Fourth Year

The first list for the incoming class, which is made up of those applicants who have the best school records and other qualifications, is completed by May 1. Other applicants whose records and reports are of acceptable quality are placed on the reserve list. Cancellations in the first list will be filled by students selected from the reserve list on the basis of their qualifications. No assurance of final admission can be given to students on the reserve list. Notification of available places will be sent as soon as vacancies occur.

REGISTRATION

The College does not require of all students a uniform group of studies or any single subject of study, either for entrance, for the first two years, or for graduation. Each student's program of work, therefore, must be individually arranged. It is not left to her unguided choice. The opening week of the College year is occupied chiefly with a series of group meetings and individual interviews between students and members of the faculty and staff. Every entering student interviews a member of the faculty from each of the four fields of College work. These conferences are designed to review the school record and experience, to make clear individual needs, aptitudes, purposes and interests, and to explain the curriculum offerings of the first years in relation to previous school work, later College and post-College work. At the end of the week's conferences a program is agreed upon between the student and the member of the faculty designated as her counselor.

THE COUNSELOR

Each student, from the beginning of her College career, has an individual counselor or adviser. The counselor is normally a faculty member in the field in which the student is doing her most intensive work. The student is thus necessarily in regular and frequent contact with her counselor (once a week as a minimum), and reports of accomplishment and difficulties in her other College work are made directly to him. The student-counselor relationship, including in its range the student's entire program, control of changes in program, methods of work and distribution of time,

Bennington College

occupies a strategic place in the College plan. It replaces general faculty regulations with an individualized program aiming at continuity, correlation and integration of work. The development of independent judgment on the part of the student is one of the principal aims of the relationship.

THE JUNIOR DIVISION

The student's primary objective for the first two years is to discover the field or fields of human achievement in which she possesses a marked and sustained interest combined with distinct ability. Some of the entering students know what they want to do in college and will have valid reasons for so doing. Others have temporary enthusiasms, preferences and aversions based upon inadequate school experience. Still others, although of good intellectual ability, have as yet no well-defined intellectual or esthetic purposes or interests. There is need, therefore, to explore the possibilities in some or all of the other fields in which the College gives instruction. During either the school or college years such exploration is a necessary basis for the intelligent choice of a field of major work.

Introductory Work

For this purpose introductory groups in the various fields are organized. Each introductory group is designed to represent roughly one-fourth of the student's working time. This does not imply that a student must take four courses, one in each field, in one or more years of College. The secondary school or out-of-school experience may have given adequate opportunity for exploration.

The introductory work is adapted to the student's exploratory object. Its content, rather than being an encyclopedic survey or logical set of first principles, is a sampling of what is most significant, vital and representative in the field. The method, in every case, is designed to reveal the special technique or way of working in the particular subject. In line with this principle the introductory groups place emphasis upon student activity and investigation, work in the laboratory, studio and theatre, along with reading and group discussion.

Announcement for Fourth Year

In so far as they are organized around definite historical periods the introductory groups concern themselves with modern civilization: i.e., the culture resulting, especially in America, from scientific discovery and the industrial revolution. The variety of student programs and specialized pursuits are compensated for to a considerable degree by the common task of understanding more fully a definite cultural epoch. This should serve to indicate the artificiality of departmentalized fields of knowledge, and to reveal increased meanings arising from a study of relationships between the arts, literature, politics, economics and prevailing general ideas of a civilization. It is expected that the literary, artistic and dramatic activities of the College may lead to projects which cross divisional lines and relate directly to the subject of common study. Evening meetings conducted by members of the staff and by persons from outside the College dealing directly with critical problems and significant aspects of modern culture, supplement and illuminate the work done in various groups.

The choice of content from the modern world is a secondary rather than a primary principle of organizing the work of the Junior Division. Introductory groups will in many cases use material from all periods of history. Some groups are not organized around historical periods at all.

Trial Major Work

As a part of registration the student is asked to choose the field (art, music, literature, science, social studies) in which she wishes to try out her interest and to have her ability tested. The choice will automatically enrol her in what is called a trial major. The trial major is not so much enrolment in a course as an enlistment of one-fourth or more of the student's time for work, under guidance, in the field of her tentative choice. An introductory group combined with the trial major work will approximate one-half of the student's working time. This is only an approximation. Schedules will vary and working time will change under the control of the counselor, who is normally the instructor under whose guidance the student is doing her trial major work. No student should divide her time between more than three different subjects or fields in any semester. When a student at entrance has a serious specialized inter-

Bennington College

est and a desire to concentrate immediately, the trial major work may be enlarged in scope and character so as to include more of her time and effort. It should be noted that the arrangements for the later College years provide for exploration outside the major field as need or interest appears.

The trial major work is conducted by means of individual or group conferences or both. In every case, however, it is intensive in character, the content is designed for those who plan to go on to advanced work in the field, and a principal aim is to accustom students as rapidly as possible to individual, informal instruction with less and less supervision.

For first-year and even for second-year students the trial major work will be, as the title implies, a trial rather than a settled choice. If, during either of the first two years, a student's interest seriously turns to another field, she may apply to the Committee on Student Personnel for transfer to the appropriate trial major. Such changes are frequently made, in accordance with the exploratory purpose of Junior Division work. A change of trial major normally involves assignment to another counselor, a member of the faculty in the division which the student is entering.

A student may be assigned as counselee to any member of the faculty in her trial major field. If for any reason the relationship is unsatisfactory, the student or the counselor may apply to the Committee on Student Personnel, and the student will be assigned to another counselor.

Workshop Groups

Special techniques or "tools" of thought, investigation and expression are essential parts of the introductory and trial major conference groups. In a number of cases, however, special groups are organized for particular training in techniques directly connected with the College work for which the tools are needed. Such workshop groups, as they are called, are organized in mathematics, statistics, English writing and English speech, in French, German, Spanish and in other languages as needed.

These tool courses are not required of all students; they are prescribed only in relation to visible need and use. Work in for-

Announcement for Fourth Year

eign literatures, in English writing and in mathematics, aside from use as tools, is also offered.

Other Junior Division Work

The work of a student in the Junior Division is not confined to trial major and introductory work. She may have well-developed interests outside her trial major field, which she will be free to pursue within the limits of the facilities offered by the College. Individual reading programs and conferences with faculty members can generally be arranged, in addition to the more organized group work described above. Continuation work is offered for students who wish to go beyond the introductory courses in any field.

REPORTS, TESTS AND PROMOTION

The College does not rely on written examinations, competitive grades, nor numerical accumulation of course credits in estimating student ability and accomplishment. Each counselor receives from other members of the faculty confidential descriptions and estimates of his or her counselee's work from time to time. Through conferences with counselor and faculty the student obtains a frequent assessment of her accomplishment. At the end of each year she is sent a summary of her record indicating among other things whether she has succeeded or failed in the work of the period. The student's record is, therefore, a cumulation of specific judgments on specific achievements: reports, investigations, projects, discussions, pieces of creative work and written tests when desired. So far as possible a single, critical, terminal test is avoided as the main basis for decision as to promotion.

During or at the end of the first or any later year, a student with a record of failure to do any creditable work, or to meet either the obligation of effort required by instructors or cooperation required by the standards of the community, will be asked not to return to College.

When a student believes herself ready for promotion to the Senior Division, generally at the end of her second year, she makes formal application to the faculty group in the division in which she wishes to do the major part of her work. Her application in-

Bennington College

cludes a statement of her plans for the next two years' work in her major field. These plans are worked out in consultation with the counselor, and serve in many cases as some indication of the student's fitness or unfitness to embark on a two-year period of advanced work. The divisional faculties, meeting with the Committee on Student Personnel, pass on all applicants for promotion to the Senior Division and approve or amend the plans of study presented. If the student is judged to be permanently incapable of Senior Division work, she will be refused admission and will not be permitted to return to College. Occasionally a student whose first two years indicate some likelihood that she may succeed in one more year in demonstrating the necessary ability to do sustained, independent work, will be given a third year in the Junior Division. An undergraduate who enters College with adequate orientation, interest and ability may be promoted to the Senior Division in less than the normal two years.

The two criteria for promotion from the Junior Division to the Senior Division are (1) demonstrated ability to do advanced work in the proposed major field and (2) sustained interest in the field as manifested by a capacity for independent activity. "Ability to do advanced work in the proposed major field" means that degree of skill which after two years of further work will be adequate for successful entrance to further training, professional or graduate in character, or for effective and skillful adult avocational activity. "Sustained interest" or "drive" is demonstrated by a record of success in working in the field with a considerable degree of independence in the Junior Division. Long projects and results of work during winter periods will be taken especially into account. Although the total record is reviewed, failure in introductory work or limited success outside the student's major choice need not disqualify nor delay her. The exploratory object of introductory groups is attained, at times, as truly by failure as by success.

Ability expressing itself in other ways than the traditional academic modes of oral and written expression will be recognized and judged for promotion to the Senior Division. Talent expressing significant ideas in art or musical form, imagination and understanding in the interpretative arts of instrumental performance and

Announcement for Fourth Year

acting will be valued as highly as if they appeared in the usual academic forms; they will be given full value although the student in question is not articulate in the traditional sense. On the other hand, imitative, unimaginative, technically skilled but meaningless work in the arts, in drama or in instrumental music or singing will be discounted as such work is in the fields where the normal expression is by writing and speaking.

Narrow talent of a high order is rated highly for promotion to the Senior Division and for the degree, but broad training in the work of the major field is insisted upon throughout.

THE SENIOR DIVISION

Plan of Work and General Objectives

The work of all students in the Senior Division will be similar to the honors work now arranged for a selected group of students at some of our better colleges. Every upper class student will concentrate most of her work in one of the four main divisions: literature, the fine arts and music, science or social studies. She will work under the immediate direction of her counselor; but general responsibility for her program will be assumed by the entire divisional faculty in her major field, who will meet her from time to time to discuss her program, test her progress and give her advice and criticism. For students whose interests bridge two divisions, interdivisional majors will be arranged with special faculty groups to supervise the work. Two such interdivisional majors attract a considerable number of students: the human development major, combining work in social and natural sciences; and the drama major, combining work in literature, the dance, art and music.

Normally three-fourths or more of the student's time in the Senior Division will be devoted to a related and unified program in the major field. But the necessary concentration will depend upon the work already done in the Junior Division. Most students who wish seriously to follow interests entirely outside the major work will be encouraged to do so. Instead of taking regular courses for this purpose, they will generally arrange to do individual reading or informal group work, possibly under the guidance of other Senior Division students specializing in the field.

Bennington College

Freedom from formality and daily routine will characterize the method of work. But a student whose preparation for advanced work is inadequate may be obliged to spend a large part of her time taking regular courses, and acquiring background materials normally covered in the Junior Division. Except in music, where the acquisition of a minimum of musical literacy is essential for Senior Division work, no division requires definite quantitative accomplishment in the field before a student may be admitted to the Senior Division. Thus a student may have convinced the faculty group in science or social studies that she is an acceptable candidate for advanced work, though she has only been a trial major in the field for one semester. She will evidently find it necessary to concentrate more effort, and to do more elementary work in her field, than a student who has covered a great deal of ground in the Junior Division. Most students will take part in divisional seminars which will provide an opportunity for general discussion of points of view and problems arising in the field, as well as for mutual criticism of work and work methods.

The primary aim of the Senior Division is to give a broad but thorough preparation in a field of adult activity in which a young woman may continue to work with interest; so that the student may graduate from College with some equipment which will be of lasting value to her, in whatever situation she may find herself. In every case the work of the Senior Division is in a major field rather than in a narrow department or a single subject of study within a department. Moreover, the student is in daily contact throughout her College life with other students whose major interests differ from hers. The plan of work is thus designed to broaden interests as well as to give some degree of specialized competence, so that both liberal outlook and specialization will be continued after graduation as a matter of choice. It is impossible for any young woman to foresee whether she will enter the field in which she has prepared herself as a full-time occupation or combine it as a part- or full-time activity with marriage and parenthood. The older professions, public affairs and international relations, the fine arts, child development, are examples of fields which may be unpaid avocations or full-time vocations, according to preference or cir-

Announcement for Fourth Year

cumstances. Each requires breadth of background, a liberal outlook and a thorough preparation, rather than the narrow, trade-school training often associated with vocational work even of a "professional" character.

General objectives in terms of specific technique, powers, attributes, skills and content are defined by each division.

Vocational Training

In cases where vocations are entered directly from college, Bennington College will include training in the necessary techniques and skills they require. There will be no hesitation in relating Senior Division requirements to vocations growing out of work in the field. That type of intellectual asceticism which fears that contact with practice or reality will destroy the field of culture is not encouraged. Indeed, the winter period is frequently used to test vocational aptitude, and to acquire practical training, as a valuable part of a student's education is the assessment, early in her undergraduate career, of her real capacity for the work towards which she is aiming.

On the other hand, vocational training is never permitted to interfere with the fundamental purpose of the Senior Division; breadth and thoroughness of work requiring sustained intellectual or artistic effort, whether directed toward a vocation or as a preparation for leisure, will be the test of success. The College seeks to avoid the false sense of security connected with vocational preparation, and to provide breadth and flexibility of training suited to the special uncertainties of woman's life as well as to the general uncertainties of supply and demand which affect all occupations.

Pre-Professional Training

Bennington College provides the necessary facilities for the undergraduate training required for entrance to graduate schools in such professional fields as medicine, law, architecture, social work, etc.

In training students for the profession of social work the College will enter next year into a cooperative experiment with one of the leading professional schools. Especially mature and well-qualified students who wish to take the full two years of professional training

Bennington College

may be accepted by the professional school at the end of their third year at Bennington College upon the recommendation of the social studies or human development faculties. Such students will thus combine a fourth year of non-resident work from the College with their first year of professional training; if successful, they will be awarded the Bennington College degree at the end of the fourth year, and the diploma of the professional school at the end of the fifth year. The two institutions will cooperate in the planning of curricula and in selecting and advising students. The experiment is to continue for a period of three years, at the end of which time the arrangement will be reconsidered. Its continuance will depend upon its success in providing a good education for students, and good recruits for the profession of social work.

Non-Resident Work

During the last two years those students who, in order to explore their special fields, need facilities which the College cannot itself offer, will be encouraged to go to centers where there are the best opportunities for continuing major work under the supervision of the College. This plan applies to those who need laboratory research facilities offered by certain universities; to those who wish to study national and international affairs in such centers as Washington, London and Geneva; and to those who desire to study foreign languages and literature abroad or to gain access to the leading centers of art and music.

The Bennington College faculty will retain supervision of the non-resident work and a special tuition fee will be charged. The work must bear a direct relation to the student's general plan of study. The utmost flexibility in making the best individual arrangements will be permitted.

For a majority of students, however, the facilities and staff at Bennington College are such that they will continue in residence throughout the last two years.

Transfer

Some students may prefer to effect a complete transfer to another institution for receiving the degree. To this no objection will be raised. Until, however, existing universities permit much more

Announcement for Fourth Year

freedom in curricular requirements for transferred students, it can seldom be arranged with any degree of satisfaction to the students themselves. To facilitate complete transfer at the end of two years Bennington College would have to revise its curriculum so that its students could meet the varying requirements of other undergraduate institutions. This would strike at the heart of the College's educational program.

The Degree

Upon entrance to the Senior Division each student becomes a candidate for the Bachelor of Arts degree from Bennington College. This degree is a certificate of training and competence in a major field. It is awarded by the trustees and faculty upon nomination of members of the division and as a result of such tests, reports, or other specific accomplishments as the division sets up. The diploma will specify the field of major work in each case. The A.B. degree only will be given. No graduate work is contemplated.

The degree does not by any means represent the whole objective of the College. The promotion of health, desirable habits and attitudes, breadth of knowledge and a variety of amateur interests, emotional maturity and stable character, individual and social responsibility—these are the fundamental things toward which the College is devoting its effort. They are not measurable, nor are they all directly attainable by many students. But they are recognized by students and faculty as ends important in themselves. The College aims at encouraging a way of life in which the possession of a central useful skill, a vocational or avocational competence, is only a part.

SCHEDULE

Each student's program differs in certain respects from that of every other student. During the first year she is enrolled in a trial major and in one or more introductory groups; some students are also in workshop groups. In the second year there is continuation of work begun in the first year and new introductory work as individual needs and interests develop. In the Senior Division regular scheduled group work assumes a less important place, and the

Bennington College

student will ordinarily work for long periods on single projects of study. The regular meetings of individual conferences and of groups are held in the morning between the hours of nine and one. The meetings differ in length and frequency in the different fields of work.

The afternoon before five is unscheduled, being kept free for sports, recreation, individual conferences and the individual work of students. The evenings during the week and on Sunday are reserved for meetings involving all or a large portion of the College community. The hour immediately after dinner is used for a meeting of the Houses, of the College community, lecture-discussions, dramatic productions, play readings, music and dance recitals. Plans for the evening meetings are made jointly by students and members of the faculty. Attendance is voluntary but is a regular part of the student-faculty weekly schedule.

WINTER FIELD AND READING PERIOD

The College year is divided into two residential terms each of four months' duration: from September to Christmas; and from Washington's Birthday through June. In addition to a two months' summer holiday, therefore, there is a two months' winter recess. The total length of the periods in College residence and on vacation is the same as at other colleges; the arrangement only is different.

The winter recess is designed, in general, to give students an opportunity for independent work on programs that can be better carried out away from the College. Specific plans for the most effective use of this period are made by each student and her counselor. These programs may consist of reading and writing, of experience in an occupation, of observation or of investigation. A written report is made to the counselor at the end of the period and becomes an essential part of the student's record. The student may spend the time at home or in some metropolitan center, according to the demands of her program and her resources. No student is required to make plans for the winter recess involving an extra expenditure of money.

Announcement for Fourth Year

HEALTH

A full-time, resident physician serving as Director of Health gives each student a series of thorough health examinations during the College year. On the basis of these examinations continuous guidance and supervision in the promotion of health are given. The method is that of individual conferences rather than of class instruction. The emphasis is upon preventive measures and positive health promotion. Mental and physical health are considered as a unit. The Director of Health, cooperating with the counselor, assists in the adjustment of the student's work, recreation and rest to the requirements of her health. There are corrective programs for those who need them.

The College maintains an infirmary with the physician and a graduate nurse in charge. The Putnam Memorial Hospital in Bennington is available for acute cases. Vaccination for smallpox is compulsory. No one will be permitted to remain in College who is found to be suffering from a serious chronic ailment which requires continuous medical attention, or any physical condition which necessitates permanent special arrangements for diet and living quarters.

RECREATION PROGRAM

Each student during registration in the fall arranges for regular participation in the type of physical recreation suited to her individual needs and interests. The sports emphasized are those in which the student is likely to develop a lasting interest and for which facilities are likely to be available in adulthood. The Health Director will advise on matters of limitation of physical activity for medical reasons. Facilities are available for regular participation in the following sports suitable to the season of the year: golf, riding, tennis, hockey, swimming, skating, skiing, tobogganing, minor indoor and outdoor sports. There is a fee for riding only; all other sports facilities are free. For 1935-1936 Mrs. Joyce Cran Barry will give hockey instruction, Robert Whyte of the Mt. Anthony Country Club will give golf lessons, and expert instruction will be given in tennis by Frank Tschorn, of the College staff, and in winter

Bennington College

sports by Robert Billings of Hanover, New Hampshire. Riding lessons are also available for students at the College. Dancing will form an important place in the indoor program. Field excursions in biology, as well as camping trips, offer opportunities for outings which combine physical recreation with other educational objectives.

COMMUNITY LIFE AND ACTIVITIES

The group of activities, elsewhere called "extra-curricular," under the Bennington College program are in most cases incorporated in the curriculum. By setting up skill and understanding in major fields of human achievement as student aims the gulf between "classroom work" and "student activities" disappears. This is especially true of musical, dramatic and literary enterprises which are incorporated fully into the community program sponsored by students and faculty alike. Trivial and merely imitative student organizations have not appeared.

The student houses are the centers of the social life of the College. They include in their organization the entire student body and in each group of twenty at least one faculty member. Their size and arrangement facilitate neighborly contacts. The organized life of the College, especially of the student houses, serves inevitably as a laboratory for education in problems of social control, individual liberty, group deliberation and cooperation, choice and support of group leaders.

The Community Council, consisting of elected student members and faculty members, administers the standards and rules made by the community as a whole which govern the conduct of students and faculty alike as responsible community members.

The Bennington College Cooperative Store is conducted for the benefit and convenience of the College community. It is a true cooperative organization, administered by a Board of Directors elected by the membership of the cooperative society. All members of the College community—students, faculty, trustees and employees of the College—are eligible for membership. The capital of the store is subscribed by its members who also participate in the profits and losses of the enterprise.

Announcement for Fourth Year

The small size of the student body, the conference method of instruction, the necessarily frequent contacts between counselor and student, the community government and the living arrangements combine to give unusual facilities for mutual understanding between faculty and students, and for gaining insight as to student tastes, manners, ideals and the educational influences which actually shape them before and during the College year. In this way there is provided a continuous evaluation of the College's own program and methods in the light of actual student needs; the educational process comes to be grounded more firmly in reality.

Expenses

The Bennington College financial plan differs from that usually found in colleges in that the charge for tuition is determined by the actual cost of instruction (administrative and faculty salaries, maintenance of educational and recreational buildings and equipment). The tuition fee is computed by dividing the total annual instruction expenses by 250, the number of students constituting the full enrolment. If experience proves that expenses for instruction of high quality are less than estimated, the tuition fee, in subsequent years, will be reduced; if they are greater, it will be increased.

As in the case of tuition, the charge for room and board is determined by the actual cost of operation of residences and dining halls (materials, service, maintenance of buildings and equipment, including interest on investment). This charge will be modified in subsequent years if experience proves the estimates to be too high or too low.

A fee is charged each student for physical examination and maintenance of health and dispensary service. This also is based on cost and is subject to modification in subsequent years.

The fees at present are as follows: tuition, \$1,000; room and board, \$650; health fee, \$25; or a total of \$1,675. An application fee of \$10 is charged the first year and is not refundable.

Bennington College

Tuition Reductions

Under the tuition plan described above, students who can afford to do so pay the full cost of instruction. A necessary part of such a system, however, is the provision of funds to reduce the tuition charge for those students who cannot afford to pay the full cost. Such funds are available for a portion of the student body. They are used for reduction of tuition charge (or scholarships) in varying amounts dependent in part on the scholastic records and other qualifications of the applicant and in part on the financial means of applicants as shown by a confidential statement to be furnished by parent or guardian on a blank provided for the purpose. During the first three years, reductions have been assigned in varying amounts to more than forty percent of the student body.

There are no publicly announced scholarship students. The reduction of tuition is a private arrangement between the student's parents and the Committee on Tuition Reduction.

Reductions in the tuition fee are allotted first to applicants on the first list of incoming students. Funds are available for students on the reserve list only through cancellations in the first list. Reduced tuition allotments are made after the student has been accepted. The applications for reduction are acted upon in May or June before entrance.

The College desires especially not to limit its students to any one economic group. No well-qualified student should hesitate to apply for admission on account of inability to pay the full tuition fee.

No funds are available for reducing the fee for room and board. A limited number of students, however, may earn part of their expenses by waiting on table and in other ways. The amount which a student can earn in one year seldom exceeds \$200.

Announcement for Fourth Year

Fields of Study

ART

The Arts, Dance, Drama, Music

MISS AUË, MRS. BROCKWAY, MR. DEGRAY, MRS. FERGUSSON, MR. FERGUSSON, MISS HILL, MR. HIRSCH, MRS. LAUTERER, MR. LAUTERER, MISS LOWELL, MRS. LUENING, MR. LUENING, MR. MCBRIDE, MISS MANNING, MR. MOSELSIO, MR. PARK, MR. PITTAWAY, MR. TUCKER, MISS ULRICH

The attitude of the Art Division is liberal. The method is that of objective exploration, either practical or theoretical or both, of the material of art, considering the latter as related to society. No attempt will be made to follow the procedure of the regular art schools. The method of classification of the arts used below may be taken as indicative of a broad interest in art problems rather than of a narrow development of technical skills.

The list of subjects available for study in the Art Division is as follows: history of art (all branches), art appreciation, forms and materials, design (architectural, stage and costume), painting, sculpture, graphic arts, weaving, ceramics, photography, drawing (freehand and mechanical), perspective, theory of color (light and pigment), chemistry of colors, elements of architecture, shades and shadows, costume and movement, lighting, dramatic criticism, dramatic literature, playwriting, directing, speech and voice, pantomime and improvisation; and, in the dance, movement, form, content (meaning in the dance), accompaniment, improvisation, composition, group approach, individual approach, criticism, development of individual point of view, development of individual style of dance.

JUNIOR DIVISION

Introduction to Art

Introduction to art for both trial major and non-trial major students will be attempted by means of first-hand experience in the materials of the student's chosen field. This field will serve as the focus of a student's work while under the guidance of counselor or instructor; but she will be urged, at the same time, to work as broadly (i.e., in as many media) as possible. In addition to this practical work, a general reading list will be prepared for the use of the entire freshman group in art, to serve as introduction to the literature of the arts.

Trial Major Work in Art

Students electing trial major work in art will do intensive and special (project) work in the field, under individual guidance, in addition to that comprised by the introduction to art, with a view to testing their aptitude for advanced work. The individual work may lie in any one of the techniques of the plastic arts or in the dance or in drama; or, for students incapable of studio work, in history and criticism.

Acting and Diction

Groups in acting and in diction are arranged both for non-major students and for those who contemplate majoring in drama. This work is largely studio practice, and is arranged so that acting, diction, and some body training, together constitute about one-fourth of the normal student's work. The technique of acting is studied in small groups, by means of improvisation and work on scenes, and also in weekly meetings in the theatre, where the scenes are staged for all students in drama and criticized by the faculty. Junior Division and non-trial major students are eligible for parts in the productions (which are described under the drama major), but preference in casting is given to majors.

Bennington College

Other Non-Major Work in Art

Aside from the above introductory work, there exists for students not majoring in art the following:

- (1) continuation groups, for those who have already taken introductory work, together with students having a special interest (such as might be suggested by the relation of psychology to art) who are recommended by their counselors.
- (2) individual conferences in connection with a major project in some other field.
- (3) special workshop or studio groups; for example, speech workshop (guidance and criticism in oral expression with technical training in voice production and diction, with special attention given to speech correction problems).

SENIOR DIVISION

The Arts, Dance

In general, the work of the Senior Division will be directed along two lines of development, the creative and the critical. The work in art is conceived not merely as the development of techniques, or the production of art in different media, but also as the cultivation of an intellectual, critical, and appreciative approach to art, gained through a study of the history and theory of art and art forms. Students whose ability in art is merely manual will not be accepted for work in the Senior Division. The student with an intellectual or critical approach who has a minimum of technical skill will be accepted, as well as the student with a creative approach who is capable also of dealing critically and intellectually with art. The possession of imaginative intelligence, as the *sine qua non* in advanced work in art, will have to be demonstrated.

Programs will be individual, planned in each case by the student and her counselor and approved by the division. Where the interest chosen will lead to further professional training, as in the case of architecture, the program will be definitely planned to meet the requirements of a given school. The work will be broad and comprehensive within the field of art and related fields, and intensive along the lines of the chosen interest. A group conference for the art majors will be held in which principles of art expression of all kinds will be discussed. Small groups following similar interests in various aspects of the field will be formed.

Architecture

The student of architecture on the creative side in the Senior Division will continue her work in design, drawing, and painting, together with such collateral work in art as may seem relevant to her needs. She will also study the mathematics, language, science, etc., required for admission to a professional graduate school. On the critical side the student of architecture may minimize the amount of drafting and concentrate more closely on the esthetic, historical, and economic aspects of the subject, amplified by a knowledge of arts in allied fields.

Painting and Sculpture

Students of painting and sculpture in the Senior Division will concentrate on either the creative or the critical side, the former giving a larger proportion of time to studio work, and the latter doing more work with actual objects of art, reproductions, and records. Each will strive to relate art to its background of culture, to learn a method of work, to evolve an individual mode of expression, to gain a sound critical taste, and to discover what it is she has to say.

Dance

In the case of the dance, which is fundamentally a communal art, the method is, first, that of a group approach, in which the individual contributes to the group enterprise. This in no way precludes development of individual styles, but rather provides opportunity for the individual to build her own point of view soundly and truly. The point of view is contemporary, dynamic, and non-dogmatic. The aim is to develop a discriminating and selective taste in art through experience and analysis. It is hoped that artists in the modern dance may be invited to criticize the creative work of the students from time to time. Since the dance is so immediate an art, without a method of recording, it is necessary that students may have direct contact with different approaches represented by outstanding artists in the field. This may entail non-resident work, the nature and scope of which must be determined by the individual's needs and interests.

Announcement for Fourth Year

The Drama Major

The drama major is organized, like the human development major, on an interdivisional basis. It is normally entered from a trial major in art, where scene and costume design and acting may be studied, or from a trial major in literature; and the faculty consists of members of these two divisions. In 1935-1936 the faculty group will be constituted as follows: Mrs. Fergusson, Mr. Fergusson, Mr. Gray, Miss Hill, Mrs. Lauterer, Mr. Lauterer.

Students who major in drama will normally be expected to develop some practical skill in one of the following fields: scene or costume design, acting, directing, and criticism and theory. Exceptionally talented students may be allowed to make playwriting the center of their work. When students apply for admission to the Senior Division in drama, they will be asked for a plan of work centering in one of these fields, and their plans will be considered, together with the quality of their Junior Division work, in determining their eligibility for entrance. Students must also plan their work so as to acquire a general education in the whole field, and some grasp of the history and relations of the various theatre arts. The faculty and the students, including Junior Division students studying the theatre arts, will meet once a week in the theatre for practice on the stage. The work of student actors, directors, designers and playwrights will be staged for the group and criticized by members of the faculty. The purpose of this studio practice is to unify all the work in drama and to accustom the students to working together for an audience. These meetings will serve also as an introduction to drama for Junior Division students.

The culmination of theatre work is in production. During the fall term two or three evenings of scenes or short plays, chosen and developed from the best of the weekly offerings, will be informally presented to a College audience. They will consist of scenes illustrating different styles and periods, and also of the work of student playwrights. They will be designed, directed and acted by students. In the spring term the production will be designed, directed by members of the faculty with students as actors and technical assistants, and this production will be for the Bennington Theatre Guild, a community theatre of the town and College. The Bennington Theatre Guild also offers students an opportunity to work in its fall and winter productions, which are rehearsed during the summer and during the winter reading period respectively, and produced at the beginning of each term in the College theatre.

Students who wish to broaden their experience by means of non-resident work are encouraged to join theatre companies and studios during their summer vacations and winter reading periods.

Music

The work in music has as a principal aim the development of musicians with a thorough understanding of the field of music as a whole, and of its relation to the culture of our own and other times. The work is designed to develop musical taste and understanding, not merely through listening and reading, but through a rich experience of participation and study. Therefore, both composition and the acquisition of skill upon an instrument will be stressed as part of the experience of music students, even though they may not intend to engage in those phases of music professionally. On the other hand, general competence in the field of music will not be sacrificed for the sake of a specialty or for skill upon an instrument. Whenever possible the work in music will be related to other fields of study, such as the dance and drama.

The list of subjects available for study in music is as follows: history and analysis of music; individual instruction in piano, violin, viola, cello, wind instruments and voice; harmony (including sight singing, dictation and keyboard); ensemble and orchestra; chorus.

JUNIOR DIVISION

Introduction to Music

For students with little musical experience, the first-year class in the history and analysis of music will serve as a general introduction. Acceptance of a student for individual instrumental and vocal instruction will depend upon her capacity to pass a test in the elements of music: she must be able to recognize aurally and to write the intervals, triads and dominant seventh chords of all major and minor scales; to write all key signatures and scales; to sing (or whistle) at sight a simple melody; to demonstrate a practical knowledge of the rhythmic elements of music. During the first semester instruction covering the above requirements will be given for the benefit of those who are unable at entrance to pass the tests. Students demonstrating unusual ability in any one branch of music may do other musical work collaterally with this instruction.

Bennington College

Trial Major Work in Music

The trial major work in music is designed to fit the needs of two types of student: those who do not intend to practice music as a profession and who are not interested in vocational training; and those who wish to take the training prerequisite for admission to a professional graduate school, or for such vocational tests as a State teachers' examination. Both groups of students are required to take certain tool courses in the Junior Division in order to acquire the minimum degree of musical literacy necessary for successful work in the Senior Division. During the first year trial major students will do work in the history and analysis of music, individual instrumental or vocal instruction, harmony, and, when qualified, in either ensemble and orchestra or in chorus. During the second year the non-professional students will emphasize those aspects of history and analysis of music and harmony which deal with an intelligent understanding of music, while continuing their individual instruction. Students intending to enter a musical profession will continue to prepare for the specialized work of the Senior Division.

Other Non-Major Work in Music

Students who are majoring in other divisions may take any work in music, both in the Junior and Senior Divisions, for which they are qualified. On Sunday evenings community music is scheduled, and all members of the College community are invited to participate in an informal hour of singing and playing.

SENIOR DIVISION

In the Senior Division students in the non-professional group will be equipped to do work in some branch of musicology (possibly in connection with another division) or to do more advanced work in the history and analysis of music and harmony. Those working towards some musical vocation will be prepared to work in composition, counterpoint, orchestration, conducting, advanced form and analysis and history of music, and to do practice teaching. Both groups will continue to do advanced individual work, and to participate in either ensemble and orchestra or chorus. As part of their regular work all music students are expected to participate in informal and formal student recitals throughout the year, whenever they are qualified to do so. Student compositions and arrangements will be rehearsed by the ensemble, orchestra and choral groups and occasionally performed at student recitals.

LITERATURE

MISS ADAMS, MISS BOURGAREL, MR. FERGUSON, MR. FINEMAN, MR. FOWLIE, MR. GRAY, MISS OSGOOD, MR. TROY, MISS WUNDERLICH

Literature as taught at Bennington College includes verse, fiction and dramatic literature in English and in foreign languages, and also critical and philosophical prose. The chief aim of the instruction is to develop each student's ability to work concretely with this material, whether as reader or writer. The acquisition of knowledge or background is made subservient to this end, and there are, therefore, no formal requirements as to content. Each student evolves her own curriculum, under the guidance of the faculty, as an outgrowth of her own needs and interests. But in giving this guidance the relationships between various forms of literature, between literatures in various languages, and between literature and other disciplines, are constantly stressed.

JUNIOR DIVISION

Introduction to Literature

The purposes of the introductory work are to help the student define and explore her interest in literature; to widen her knowledge of what literature is; and to show her what training and knowledge she would need in order to do more advanced work in the field. Groups of students with similar interests are formed for the study of verse, fiction or drama.

Announcement for Fourth Year

The material of these introductory groups has usually been contemporary, with stress on the reflection of present life and society to be found in literature; but in every case the instructor and the group are free to select their own subjects of study. The method is that of class discussion, usually with some essay-writing. In addition, students are given the opportunity to experiment with the writing of fiction or verse.

Trial Major Work in Literature

Students who choose literature as their trial major field will normally work in groups during both their first and second years. In addition, they pursue individual projects under one of the instructors, to supplement the group work and to test their interest and aptitude. These projects may be either courses of study in English or foreign literature, or experiments in writing verse or fiction. Increasing responsibility is thrown upon the student for the choice of project and for working out her methods.

Other Non-Major Work in Literature

Individual or group work is arranged for non-major students when the need arises. Students who have taken the introductory courses and who wish to continue into the second year, may pursue individual courses of study under one of the instructors, or form groups for reading and discussion. Non-major students regularly form workshop groups to study foreign languages or to learn to write expository prose.

SENIOR DIVISION

The purpose of Senior Division work in literature is to develop the student's own taste and aptitude. This aim is twofold: it includes both training in the use of language and critical concepts, and study of the history of literature in its social and intellectual environments. Each candidate for admission to the Senior Division must present her own plan of study. This plan should represent the successful completion of the first two years of exploration and outline her course for the remaining two years. The plan is worked out under tutorial guidance toward the end of the student's second year. The quality of this plan, as well as the quality of all the student's work in the Junior Division, is considered in deciding whether she should be allowed to enter the Senior Division.

The student's work in the Senior Division is then organized around her own plan, under the guidance of her counselor and the faculty of the division. The larger part of her work will normally be done individually, though groups will be formed when convenient. The student will also be expected to acquire any tools, such as foreign languages or philosophy, that she may need. These subjects are usually studied in workshop groups. The student may, with the consent of her counselor, pursue a side interest unrelated to her central plan.

While the subjects or contents of the courses of study being followed in the Senior Division will necessarily vary widely, the effort is made to maintain a certain standard of quality. For this purpose a seminar has been organized for all the Senior Division students and the literature faculty. Each student takes the group once a year, reads a paper on some phase of her work, and leads a discussion on content and methods. The student is thus enabled to get the points of view of other students and instructors, and her counselor to see her work in relation to the group.

The College degree in literature will be granted on the basis both of the general quality of the student's work, and the completion of her plan of study. The student will usually present an essay or series of essays embodying the results of her Senior Division work.

Creative Writing

Students who wish to write verse or fiction, and who, in the judgment of the faculty, have enough aptitude and tenacity, may make such writing the center of their Senior Division work. In such cases the plans of study are made supplementary to the writing. No student, however, may enter the Senior Division only to write.

Foreign Language Study

The purpose of foreign language study at Bennington College is either to acquire the language as a tool, perhaps for use in science or social studies, or to work in the literature of a foreign language. The aim is never the science of language, though this may be studied as part of a

Bennington College

literary project. One of the aims of the instruction in literature is to emphasize that the literatures of various languages form a connected whole and are parts of a single vast development, and work in foreign literatures is urged both in the Junior Division and as part of the Senior Division projects. The following languages may be studied at Bennington College: French, German, Italian, Spanish, Latin and Greek.

SCIENCE

MR. GARRETT, DR. OSBORNE, MISS STEGER, MR. WISTAR, MR. WOODWORTH

The work in science is directed toward an understanding of the concepts fundamental to the sciences and the methods used in scientific work. The available subjects which may be studied in order to achieve this understanding are listed below. However, it should be noted that, due to the emphasis on correlation of subject matter, conventional divisions of content will not be rigidly adhered to.

Mathematics: algebra, solid geometry, analytical geometry, trigonometry, differential and integral calculus, elementary theory of equations, differential equations, vector analysis; Astronomy: mostly descriptive (the use of a six-inch refracting telescope is available); Chemistry: inorganic, organic, analytical, introductory physical; Physics: general, advanced work in mechanics, light and electricity, atomic physics, introductory mathematical physics; Botany: general introductory botany, taxonomy, plant ecology, plant physiology; Zoology: invertebrate, vertebrate, entomology, limnology, ornithology, animal ecology; Physiology: histology, embryology, bacteriology, genetics.

JUNIOR DIVISION

Introduction to Science

The introductory work will be organized in two general groups. The work in one group will be directed primarily towards an understanding and interpretation of fundamental biological concepts, using the human body as a focal point of interest. It will serve as a background for those who plan to continue in science and for those who plan to work in the field of human development.

The work of the second group will be directed toward an understanding of the nature of the physical world, and will also serve as background for those who plan to continue in science.

Trial Major Work in Science

Students electing to do trial major work in science will normally do work similar to the introductory work described above but of a more intensive nature. As the student's ability and direction become more clearly defined, necessary background and tool courses will be added to her program.

Other Non-Major Work in Science

Groups will be formed, as the need or interest arises, for students who wish to continue beyond the work of an introductory group or who need to study some phase of science in connection with their other work. A workshop group in mathematics will be formed whenever needed to give intensive instruction in mathematics for those requiring greater facility in its use as a tool.

SENIOR DIVISION

Entrance to the Senior Division will be based upon ability to work in science as demonstrated by work done in at least one branch of the Science Division, and not on any specific content requirement. Each student will be expected to present a written plan of her proposed work, both in the Science Division and in related or other fields.

Work in the Senior Division in science will have as its aims a recognition and understanding of the concepts fundamental to the various major branches of science and their relationship; and a development of sufficient skill in scientific method to enable the student to pursue after graduation

Announcement for Fourth Year

tion her particular interest. To graduate from the Senior Division the student must perform sufficient work to convince all the members of the division of successful achievement of these aims.

It is obviously difficult to state in rigid terms the content and quantity of work expected of any one student graduating from the Senior Division. These are determined by the nature of her interest. That interest may be a broad one in science as a field of knowledge; or a narrow one in a specialized field. In short, her interest will be the nucleus of her work.

A broad interest includes a general understanding of fundamental scientific principles supplemented by concentration on technique and knowledge sufficient to demonstrate an ability to apply these principles. For example, a student who wishes to work broadly will do work in both the physical and biological sciences and must develop sufficient skill in all of these to see man as a biological phenomenon and in relation to his physical environment.

The concept of a specialized field must embrace the interdependence which necessarily exists in the nature of scientific knowledge. Work in a specialized field involves the other sciences both as tools and as background for any intensive study. For example, a student whose attention is centered on physiology will necessarily include in her tool and background work, mathematics, chemistry, physics and biology. In so far as possible this background will be studied in direct relation to the work of her special interest. (In most cases a portion of this work will have been done during the exploratory period of the Junior Division.)

Work in the Senior Division will be individual except where a community of interest warrants the formation of a group. When the individual has attained a sufficient degree of knowledge in the field, seminars will be formed to correlate related subjects.

Pre-Professional Training

The students preparing to enter graduate or professional schools will have the content of their work somewhat determined by the entrance requirements of those schools. The facilities of the Science Division are adequate to give these students a thorough pre-professional training.

There is no specific foreign language requirement in the Science Division. A reading knowledge of two foreign languages, however, is required for entrance to medical school, so that those preparing for these schools will be obliged to meet this requirement. Graduate schools in pure science do not have a language entrance requirement, but it is recommended that students planning to enter these schools acquire a reading knowledge of French and German during their undergraduate years.

SOCIAL STUDIES

MISS BENNETT, MR. BROCKWAY, MRS. JONES, MR. JONES, MR. KENNEDY, MR. LEIGH, MR. LUNDBERG, MRS. McCAMY, MR. McCAMY, MR. NEWCOMB

The material of the social studies is the life of man in society. The primary purpose to which the work in social studies is directed is the gaining of understanding of contemporary society and its problems, and of the individual in relation to society. In order to achieve this understanding the methods and materials of all branches of social science will be called upon. The term "social studies" is inclusive, and its use denotes a broad interest in society and in concrete social situations and problems which cut across the artificial boundaries of the separate disciplines: economics, government, history, sociology, anthropology, psychology, statistics and scientific method, social philosophy and ethics.

JUNIOR DIVISION

Introduction to the Social Studies

The purpose of the introductory work will be to relate the student's individual interests to the more general aspects of contemporary civilization, and to acquaint her with the scientific attitude towards social analysis and investigation. Thus the approach to the social studies will be made through the study of current problems or situations, either in the field of public affairs or of closer human relations, in which the student's interest has already been aroused as a result of her own experience. Beginning, for example, with the depression, the danger of war in Europe, or the position of women in contemporary life, introductory work will lead into such subjects as economic organization, international relations, history and

Bennington College

sociology. In every case the introductory work will be of an exploratory nature, designed to test the student's interest in and aptitude for further work in social studies, and to show her what knowledge and techniques she will require if she wishes to continue in this field of study. Introductory groups will be formed after registration, students being grouped together on the basis of an initial common interest.

Trial Major Work in the Social Studies

Students electing to do trial major work in social studies will, unless they are already sufficiently acquainted with the subject as a result of their school work, normally enrol in one of the introductory groups described above. They will also undertake more intensive individual projects under tutorial guidance, with a view to testing their interests and aptitudes for more advanced work in social studies.

The time necessary for exploration will vary from student to student; those who have acquired a sense of direction and clearly defined interests in social studies may be advised to take such background and tool courses as economic history, fundamental economic concepts, mathematics workshop or statistics workshop. Trial major students in social studies are generally advised to study biology, especially genetics and heredity, either in their first or second year.

Other Non-Major Work in the Social Studies

For non-major students wishing to continue beyond the general introductory work in social studies, individual or group programs of work will be arranged according to the needs and interests which may arise.

SENIOR DIVISION

The work of the Senior Division is directed toward the attainment of general competence in the field of the social studies. The attainment of the required degree of competence does not necessarily impose a uniformity of program upon all Senior Division students. Each will pursue a program adapted to her own preparation, interests and purposes. In order to qualify for graduation she must, however, be well grounded in the elements of economics and of psychology; she must know how to use the statistical and logical tools of investigation and analysis; she must have acquired the habit of forming judgments on the basis of the relevant evidence; she must see the present and the future in historical perspective; and she must be sufficiently acquainted with the materials and methods of those branches of the social sciences peripheral to her main interest to be able to inform herself further should the need arise.

Students will work individually or in groups as convenience dictates. Much of the work will be advanced and individual, but students who have done little work in social studies in the Junior Division will necessarily spend a larger proportion of their time acquiring backgrounds and tools. Some unity, and an opportunity for the necessary minimum acquaintance with subjects outside the student's main interest, will be provided by a general seminar in which all social studies majors and faculty members will participate.

Sustained work of good quality, rather than any decisive terminal tests, will qualify the student for the Bennington College degree in social studies. The social studies faculty will meet with each student from time to time to discuss her program and to advise her. During the fourth year, she will be asked to submit a piece of work chosen by herself; and the social studies faculty may also assign some task, either practical or theoretical, which will be designed to test her competence in the field in which she has been preparing herself. While the successful completion of this task will be expected of candidates for the degree, the division's recommendation will be determined by the entire record of achievement in the Senior Division.

Practical Work

The winter period will be used as much as possible for practical work and observation in connection with social, political and industrial agencies and institutions. Though the winter period offers the most favorable opportunity for prolonged practical experience or field work, practical work will be emphasized throughout the College year whenever useful projects can be undertaken. Such community enterprises as the Cooperative Store, and participation in the community government, will be recognized as part of the student's regular work. The nursery school will be used as a psychological and educational laboratory. Statistical investigations in the College community and in the town of Bennington will be undertaken.

Announcement for Fourth Year

The Human Development Major

For students whose interests center in the behavior of individual human beings and who, therefore, wish to study both in the natural and social sciences as they contribute to an understanding of human nature and its development, an interdivisional major is available. The human development major will normally be entered from a trial major in either science or social studies. It will be especially suited to the needs of students seeking basic preparation for professional social work, for guidance and instruction of children either in the home or in nursery school, or for psychological work with children or adults.

Physiology, psychology and sociology will be the necessary common content of the work in human development. Other subjects, selected according to individual purposes, will be: chemistry of nutrition, genetics, educational theory, nursery school procedure, economics, government and statistics.

A faculty group comprising members of the Social Studies and Science Divisions will direct the work in human development, passing on the qualifications of candidates for promotion to the Senior Division and for graduation, and acting as counselors for the human development majors. For the year 1935-1936 this group will be composed as follows: Miss Bennett, Mrs. Jones, Mr. Leigh, Mr. Lundberg, Mrs. McCamy, Mr. Newcomb, Dr. Osborne, Miss Steger, Mr. Wistar.

The organization of the work and the considerations regarding practical work and graduation are the same as for the social studies.

Training for Social Work

Bennington College will not attempt to give vocational training in social work. Students wishing to prepare themselves for professional social work will major either in social studies or in human development, and will be given a broad and thorough ground-work in general sociology, human biology, statistics, psychology, economics and government, preparatory to entrance to a professional graduate school. They will also use the winter period to gain some experience in practical social work and to test their personal and intellectual qualifications for such work.

Exceptionally mature and well-qualified students may be allowed to start their professional training during their fourth year, working as non-resident students at a professional school. (For a full explanation of the arrangement the reader is referred to page 19.)

Philosophy

As an intellectual discipline philosophy cannot be classified within any one division of knowledge. It is only as a measure of administrative convenience, therefore, that philosophy is grouped with the social studies. Students may be led into philosophical questions through their work in science, in literature, in art or in social studies. The work will be organized to meet such individual needs as they arise. General introductory classes and more advanced group work in philosophy are also available. For students whose main interest is in philosophy a special interdivisional major will be arranged.

Bennington College

Personnel

THE BOARD OF TRUSTEES

WILLIAM H. KILPATRICK	Columbia University, New York City, <i>Chairman</i> (term expires 1938)
ELIZABETH JENNINGS FRANKLIN (MRS. GEORGE S.)	111 East 73rd Street, New York City, <i>Vice-Chairman</i> (term expires 1936)
JAMES S. DENNIS	Old Bennington, Vermont, <i>Secretary</i> (term expires 1939)
NICHOLAS KELLEY	70 Broadway, New York City, <i>Treasurer</i> (term expires 1939)
VINCENT RAVI BOOTH	Old Bennington, Vermont (term expires 1941)
LINDSAY BRADFORD	22 William Street, New York City (term expires 1940)
JOHN J. COSS	Columbia University, New York City (term expires 1937)
MORTON D. HULL	105 South LaSalle Street, Chicago, Illinois (term expires 1937)
EDNA MORSE JACKSON (MRS. PERCY)	350 East 57th Street, New York City (term expires 1938)
HALL PARK McCULLOUGH	15 Broad Street, New York City (term expires 1942)
ARTHUR W. PAGE	195 Broadway, New York City (term expires 1941)
FRANCES PERKINS	U. S. Department of Labor, Washington, D. C. (term expires 1940)
WALTER W. STEWART	120 Wall Street, New York City (term expires 1939)
MARION TALLMAN WARNER (MRS. IRVING)	1109 Broome Street, Wilmington, Delaware (term expires 1936)
ISABELLE BAKER WOOLLEY (MRS. CLARENCE M.)	Sunridge Farm, Greenwich, Connecticut (term expires 1942)

Announcement for Fourth Year

TRUSTEE COMMITTEES

- Budget Committee:* Dr. Kilpatrick, *Chairman*, Mr. Bradford, Mr. Hull, Mr. Kelley, Mr. Page, Mr. Stewart, Mrs. Warner, Mrs. Woolley.
- Building Committee:* Mrs. Franklin, *Chairman*, Mr. Coss, Mr. Dennis, Mr. McCullough, Mrs. Vernon Munroe, Mrs. Ernest Poole.
- Educational Policies Committee:* Mrs. Woolley, *Chairman*, Mrs. J. Gardner Bradley, Dr. Kilpatrick, Mr. Page, Mrs. Warner.
- Executive Committee:* Dr. Kilpatrick, *Chairman*, Mr. Bradford, Mr. Coss, Mrs. Franklin, Mr. Kelley, Mrs. Woolley.
- Finance Committee:* Mr. Bradford, *Chairman*, Mr. Hull, Mr. Kelley, Mr. McCullough, Mr. Stewart.
- Nominating Committee:* Mrs. Hall Park McCullough, *Chairman*, Mr. Coss, Mrs. Franklin, Mr. Page, Miss Perkins.
- School of the Dance Committee:* Mr. Coss, Mrs. Arthur J. Holden, Mrs. Jackson.
- Ways and Means Committee:* Dr. Booth, Mr. Coss, Mrs. Jackson, Mrs. Woolley.

Note: Officers of the Trustees are elected each year. Members of the Board are elected for a seven-year period. August 19 is the date of expiration of terms. The tradition of replacement for at least a year, at the end of a single, full term, has been established. Former members of the Board and other non-members may serve on Trustee committees.

THE STAFF

Teaching

- LÉONIE ADAMS (Part-time) *Literature*
A.B., Barnard College, 1922. Guggenheim Fellow in Poetry, 1928. Taught at Hamilton Institute for Girls, New York; Washington Square College of New York University; Sarah Lawrence College. Author: *Those Not Elect*, *High Falcon*; editor: *The Measure*, *A Journal of Verse*, *Lyrics of François Villon*; contributor: *Scribner's*, *The New Republic*, *The Saturday Review of Literature*, *Poetry*, *This Quarter*, etc.
- MARGARET S. AUË (Part-time) *Cello*
Two years private study with Felix Salmond; three-year fellowship with Mr. Salmond at the Juilliard Graduate School of Music. Studied three years with Alfred Wallenstein.
- MARY C. BENNETT *Director of the Nursery School*
B.S., 1929, A.M., 1931, Teachers College, Columbia University. Assistant Nursery School Teacher, Institute of Euthenics, Vassar College, 1930; Head Nursery School Teacher, 1931-1934. Assistant Nursery School Teacher, Child Development Institute, Teachers College, Columbia University, 1929-1932. Teacher, Nursery School, Dalton School, New York, 1932-1934.
- MARIE LOUISE BOURGAREL *Romance Languages*
Degree from La Maison d'Education de la Légion d'Honneur de Saint Denis, 1923; A.B., Elmira College, 1925; diploma from the school for the preparation of teachers of French at the Sorbonne. Taught at Hollins College, 1926-1928; Middlebury College, 1930-1931; Vassar College (as student assistant), 1934-1935.

Bennington College

- JEAN LAMBERT BROCKWAY**.....(Part-time).....*Art*
A.B., Barnard College, 1921. Denny Fellow, University of Washington, 1922-1923. Taught at St. Nicholas Day School, Seattle, Wash., Bellingham Normal School, New York University, 1923-1926. Department of Prints, The Smithsonian Institution, 1928-1929. Contributor to the *Dictionary of American Biography*.
- THOMAS PARMELEE BROCKWAY**.....*Social Studies*
A.B., Reed College, 1921. Rhodes Scholar, Lincoln College, Oxford, 1922-1925. B.Litt., Oxford University, 1925. Taught at St. John's College, Annapolis, 1925-1930; Dartmouth College, 1930-1931; Yale University, 1931-1933.
- JULIAN H. DEGRAY**.....(Part-time).....*Piano*
A.B., Columbia College, 1925. Awarded Cutting Travelling Fellowship for study abroad. Studied with Dr. J. Fred Wolle, Lazarre Levy and Jean Hure (Paris), Tobias Matthay (London). Awarded Chapell Gold Medal, 1928. Taught at Matthay School and University of Miami.
- FRANCIS FERGUSSON**.....*Literature and Drama*
Harvard University, 1923. Rhodes Scholar, Queen's College, Oxford, 1923-1926. A.B., Honor School of Modern Greats, Oxford University, 1926. American Laboratory Theatre, 1926-1930. Director of the School of the Laboratory Theatre, 1928-1929; Associate Director and teacher of dramatic literature and directing, 1929-1930. Dramatic Critic on *The Bookman*, 1930-1932. Taught at New School for Social Research, 1932-1934. Articles on literature and the drama, book reviews and poetry, *American Caravan*, *Hound and Horn*, *The Bookman*, *The Saturday Review of Literature*, *The New York Sun*, etc.
- MARION C. FERGUSSON**.....*Drama*
Graduate of the American Laboratory Theatre; studied under Richard Boleslavsky and Madame Marie Ouspenskaya. Member of the Company of the American Laboratory Theatre; taught technique of acting in American Laboratory Theatre School.
- IRVING FINEMAN**.....*Literature*
B.S., Massachusetts Institute of Technology and Harvard, 1917. Practiced civil engineering in United States and Canada. Taught at University of Illinois, College of Engineering (theoretical and applied mechanics, hydraulics, etc.). United States Navy, Lieutenant, 1917-1922. Author: *This Pure Young Man*, Longmans Green prize novel in 1930; *Lovers Must Learn*, 1932; *Hear, Ye Sons*, 1933. Contributed stories, verse, book reviews, and technical articles to magazines. With Metro-Goldwyn-Mayer, summer 1932.
- WALLACE FOWLIE**.....*French*
A.B., 1930, A.M., 1933, Harvard University. Studied in France, especially at the Sorbonne. Taught at the Taft School, 1930-1931, Harvard University, 1931-1935. Contributor of poems to *Le Figaro*, *Les Nouvelles Littéraires*, *La Revue Mondiale*, etc.
- PAUL H. GARRETT**.....*Physics and Mathematics*
A.B., Wabash College, 1923; Ph.D., Columbia University, 1932. Taught at Columbia University, Wabash College, Hunter College.
- CHARLES HAROLD GRAY**.....*Literature*
A.B., University of Washington, 1913. Rhodes Scholar, Lincoln College, Oxford, 1914-1917. A.M., 1924, Ph.D., 1931, Columbia University (University Fellow in English, 1921-1922). Taught at Reed College, Columbia University, Adelphi College, St. John's College, 1917-1925; Bowdoin College, 1925-1933. Editor of *Essays* by William Hazlitt (Macmillan, Modern Reader's Series). Author of *Theatrical Criticism in London, to 1795*.
- MARTHA HILL**.....(Part-time).....*The Dance*
B.S., Teachers College, Columbia University, 1929. Training in Music, Dalcroze Eurythmics, Ballet, and Modern Dance. Member of Martha Graham's Concert Dance Group, 1929-1931. Taught at University of Oregon, Lincoln School of Teachers College. Director, Bennington Summer School of the Dance, 1934 and 1935. At present, also resident instructor, New York University.

Announcement for Fourth Year

- STEFAN HIRSCH**.....*Art*
Studied in Germany; University of Zurich; with Hamilton Easter Field in New York. Paintings in permanent collections: Whitney Museum of American Art, Philips Memorial Gallery at Washington, D. C., Worcester Art Museum, Los Angeles Museum of Fine Arts, Newark Museum, and in private collections. Exhibited: Carnegie International Salons of America, Society of Independent Artists, Century of Progress, etc. Mural: Auditorium of Lenox Hill Neighborhood Association, New York. Taught at Master Institute of United Arts (Roehrich Museum).
- BARBARA JONES**.....*Social Studies*
B.Sc. (Econ.), London University, 1927. Ratan Tata fellowship in Sociology, 1927-1928. Rockefeller fellowship to study in the United States, 1928-1929. Research Assistant to Professor Walton Hamilton, Yale Law School, 1929-1930. On research staff of the National Committee on the Costs of Medical Care, 1930-1932. Author of *The Fundamentals of Good Medical Care* with Roger I. Lee and Lewis Webster Jones, 1932.
- LEWIS WEBSTER JONES**.....*Social Studies*
A.B., Reed College, 1922; Ph.D., Brookings, 1927. Graduate student Columbia University, 1923-1924. Brookings Fellow, Robert Brookings Graduate School of Economics and Government, Washington, D. C., 1924-1926. Economist, Foreign Policy Association, 1926-1927; Economist-Editor, 1928-1929. Fellow, Social Science Research Council, 1927-1928. Special student at Cambridge, London, and Geneva. Member of the Staff of the National Committee on the Costs of Medical Care, 1930-1932. Author: *The United States and the War Debts*, A Memorandum, Foreign Policy Association, 1926; reports and monographs on international economic subjects. Contributor to *Encyclopedia of the Social Sciences*.
- GAIL KENNEDY**.....*Philosophy*
A.B., University of Minnesota, 1922; A.M., 1923, Ph.D., 1928, Columbia University. John Simon Guggenheim Memorial Fellow, 1929-1930. Taught at Columbia University, 1924-1925; Amherst College, 1926-1935. Assistant Director, New School for Social Research, 1925-1926. Author of *The Psychological Empiricism of John Stuart Mill*.
- ARCH LAUTERER**.....*Art and Drama*
Scenic Director of the Cleveland Play House, 1926-1932. Taught stagecraft and scene design at Western Reserve University and Cleveland College, 1930-1933, and at the Traphagen School, New York, 1932-1933. Designed permanent architectural stage for Western Reserve University, 1931. Technical Director, Chautauqua Repertory Players, summers 1931 and 1932. Exhibited: scene designs and model in Architectural League Show, 1933; International Exhibition of Theatre Art, 1934.
- HELEN FORREST LAUTERER**.....*Art and Drama*
Head of costume department, Carnegie Institute of Technology, Drama Department, 1919-1921. Acted under Belasco, Pemberton, Theatre Guild, etc., 1921-1924. Costume Director, Goodman Theater of Chicago, and member of the acting company, 1924-1927; Costume Director, Cleveland Play House, 1927-1932. Taught costume history and design at Northwestern University, the Art Institute in Chicago, Cleveland College, Western Reserve University, and the Traphagen School, New York, 1925-1933. Learned foot power loom weaving with Gunhild Tiberg, 1931-1932. Studied tapestry weaving with Giza Foldes, 1933.
- MARIANA LOWELL**.....(Part-time).....*Violin*
Graduate of Milton Academy, 1922. Studied with Edith Jewell, Gertrude Marshall Witt (Boston), Capet and Leon Nauwinck and Nadia Boulanger (Europe), Paul Stassévitch (New York). Attended the Concord School of Music since it was founded. Taught at the Diller-Quaile School of Music, Ethical Culture School, and privately. Awarded Gold Medal in Solfège at the Longy School of Music.
- ETHEL LUENING**.....(Part-time).....*Voice*
Scholarship, Eastman School of Music (University of Rochester), 1925-1928. Certificate, 1928. Leading soprano, American Opera Company, 1925-1927. Concerts in Europe, Canada and the United States, 1927-1935. Soloist with League of Composers, Pro Musica, Copland-Sessions concerts, etc., New York, 1929-1932.

Bennington College

OTTO LUENING

Music

Studied at Royal Academy of Music, Munich, 1914-1917; Municipal Conservatory, Zurich, 1917-1920; University of Zurich, 1919-1920, under Andreae and Zarnach, and with Busoni privately. Flutist and conductor, opera and symphony orchestras, Munich and Zurich, 1915-1920. Played under Strauss, Nikisch, Busoni. Conducted first All-American opera performance, Chicago, 1922; Director, Chicago Musical Art Studio, 1922-1925. Eastman School of Music (coach and Executive Director of the Opera Department), 1925-1928. Assistant conductor and conductor, Rochester American Opera Company; guest conductor, American Opera Company. Composition and recitals, Cologne, 1928-1929. Guggenheim fellow for musical composition, 1930-1932; composed opera *Evangeline* to own libretto. Taught at University of Arizona, 1932-1934. Director, Officer and Member, Central Committee, Pro Musica Society, New York, 1929-1931; member, International Society for Contemporary Music. David Bispham Medal for American Opera, 1933. Contributor: *Melos*, Berlin, Germany. Published piano works and *Only Themselves in New Music*. Concerts, Germany, Switzerland, United States and Canada.

GEORGE A. LUNDBERG

Social Studies

A.B., University of North Dakota, 1920; A.M., University of Wisconsin, 1922; Ph.D., University of Minnesota, 1925. Studied at London School of Economics, 1919; post-graduate scholarship in statistics, Columbia University, summer 1927. Taught at University of Minnesota, University of Washington, Wells College, University of Pittsburgh, 1922-1930. Director, Bureau of Social Research, Pittsburgh, 1930-1931. Council for Research in the Social Sciences, and lecturer in sociology, Columbia University, 1931-1933. Author: *Social Research, Trends in American Sociology* (with Bain, Anderson and others), *Leisure: A Suburban Study*, *Poor Relief Legislation in Minnesota*, *Child Life in Tacoma*, *Bibliography of Studies of Social Conditions in the Pittsburgh Area*, 1920-1930. Contributor: *American Journal of Sociology*, *Social Forces*, *School and Society*, *Journal of the American Statistical Association*, *The Pittsburgh Record*, *Journal of Adult Education*, *Teachers College Record*, *Sociology and Social Research*, *Social Science Abstracts*, the *Encyclopedia of the Social Sciences*. Fellow of the American Association for the Advancement of Science; Chairman, Committee on Social Research of the American Sociological Society, 1931-; Committee on Census Enumeration Areas, American Statistical Association, 1930-.

ROBERT G. MCBRIDE

Music

B.Mus., 1933, M.Mus., 1935, University of Arizona. Studied piano under Madame Eleanor Altman, oboe under Henri DeBusscher, composition under Otto Luening and Arthur Olaf Anderson. Composer of chamber, piano, voice and orchestral works. Teaching fellowship at University of Arizona, 1933-1935.

JAMES L. MCCAMY

Social Studies

A.B., 1929, A.M., 1932, University of Texas. Taught at University of Texas, 1932-1933. Fellow of University of Chicago, 1933-1934. Research Assistant in public administration, University of Chicago, summer 1934. News reporter, Knoxville, Tenn., *Journal*, 1923-1924, and Austin, Tex., *American Statesman*, 1925-1928. Editor of magazine and director of publicity, University of Texas Alumni Association, 1928-1932. Editor of publications of the Bureau of Research in the Social Sciences, University of Texas, 1930-1933.

JULIA B. MCCAMY

(Part-time)

Anthropology

A.B., 1930, A.M., 1932, University of Texas. Tutor in Anthropology, University of Texas, 1931-1933. Assistant Editor, *Public Administration Service*, 1934.

KATHARINE MANNING

(Part-time)

The Dance (First Semester)

B.S., Skidmore College, 1926. Studied in New York with Bird Larson. Member of Doris Humphrey's concert group, 1927-; assistant to Doris Humphrey, 1935.

SIMON MOSELSIO

Sculpture

Studied at the Royal Academy of the Fine Arts, Berlin, Germany, 1910-1915. Worked at the Kunstgewerbeschule, Berlin, 1911-1917, and with Garbani in the practical carving of stone, 1913-1915. Master scholar of Professor Janensch and won prizes for mural com-

Announcement for Fourth Year

position and portraiture. Instructor in life drawing and painting in the New York Evening School of Industrial Art, New York, 1927-1935. Exhibited in leading galleries and museums in Europe and in the United States.

THEODORE NEWCOMB

Psychology

A.B., Oberlin College, 1924; Ph.D., Columbia University, 1929. Taught at Lehigh University, 1929-1930; Cleveland College of Western Reserve University, 1930-1934.

WILMOTH OSBORNE

Health Director

A.B., Reed College, 1918; M.D., University of Oregon Medical School, 1924. Reconstruction Aide, Physiotherapy, at Letterman General Hospital, 1918-1919; graduate study and instructor in physical education at Reed College, 1919-1920; internship, New York Infirmary for Women and Children, 1924-1925. Medical Adviser to Women and Assistant Medical Director, University of Oregon, 1925-1930. Internship, New York State Psychiatric Institute and Hospital Medical Center, New York, 1930-1931. Fellow in Psychiatry, Commonwealth Fund, Yale University, 1931-1932. Acting-Director of Health for Women, Stanford University, summer quarter 1934.

CATHARINE F. OSGOOD

Literature

A.B., 1930, A.M., 1931, Mt. Holyoke College. Taught at Sophie Newcombe College, 1931-1934.

EDWIN AVERY PARK

Art

A.B., Yale University, 1928; Professional Certificate in Architecture, Columbia University, 1914. Taught at Princeton, Yale, Columbia, New School for Social Research (architecture and fine arts). Author: *New Backgrounds for a New Age*; contributor: *Encyclopedia of Social Sciences*; illustrator: *A Guide to Princeton*, *A Book of Princeton Sketches*. Painter in water colors. Professional Architect, State of New Jersey.

RUDOLPH A. PITTAWAY

Music

Chorister of His Majesty's Chapel Royals, London, 1915-1919. Studied pianoforte under Tobias Matthay and Frank Mannheimer; composition under Frederic Corder and Benjamin J. Dale, London, 1922-1929. Taught at Hotchkiss School, 1929-1934.

ANNE LOUISE STEGER

Biology

Ph.B., University of Chicago, 1927; M.S., 1929, Ph.D., 1931, Cornell University.

GENEVIEVE TAGGARD

Literature

On leave of absence for the year 1935-1936
A.B., University of California, 1919; studied at Oahu College, Honolulu; Guggenheim Fellow in Poetry, 1931. Taught at Mt. Holyoke College. Author: *For Eager Lovers*, *Hawaiian Hilltop*, *Words for the Chisel*, *Travelling Standing Still*, *Emily Dickinson* (biography), *Not Mine to Finish*; editor: *The Measure*, *A Journal of Verse*, *May Days* (anthology of verse), *Continent's End* (anthology of contemporary California poets), *Circumference-Varieties of Metaphysical Verse*, 1456-1928; contributor: *Century*, *The Bookman*, *The New Republic*, *Harpers*, *The Saturday Review of Literature*, etc.

WILLIAM TROY

Literature

A.B., Yale College, 1925. Studied at Columbia, 1928-1929; University of Grenoble, 1929; University of Paris, 1929-1930. Taught at University of New Hampshire, 1926; Washington Square College of New York University, 1926-1929, 1930-1935. Articles and reviews in *The New Republic*, *The Forum*, *The Bookman*, *The Symposium*, etc. Regular contributor to *The Nation*, 1933-.

GREGORY TUCKER

Piano

Studied piano with Leo Ornstein of Philadelphia. Studied at the Curtis Institute of Music in Philadelphia. Has been teaching privately for the last few years in New York City and Greenwich, Conn.

Bennington College

LILA ULRICH.....*Art*
Certificate in industrial design, Chicago Art Institute, 1931. Bauhaus, Dessau, 1931-1932; Bauhaus, Berlin, 1932-1933. Studied under Josef Albers, Mies Van de Rohe and Kandinsky. Worked with Josef Aronson, Gilbert Rohde, and Rena Rosenthal in New York.

RICHARD WISTAR.....*Chemistry*
B.S., Haverford College, 1928; A.M., Harvard University, 1930. Taught at Haverford College, 1932-1935.

ROBERT H. WOODWORTH.....*Science*
B.S., Massachusetts Agricultural College, 1924; A.M., 1927, Ph.D., 1928, Harvard University. Taught at Williams College, 1924-1925, 1926-1927; Radcliffe College, 1927-1935; Harvard University, 1927-1935. Curator of Harvard Botanic Garden, 1930-1935. Worked with University Film Foundation making botanical motion pictures and collaborated with the Harvard Film Service to produce a motion picture on the Life History of the Fern. Contributor: *Science*, *Tropical Woods*, *Journal of the Arnold Arboretum*, etc.

EVA C. WUNDERLICH.....*German*
A.B., University of Berlin, 1917; Dr.Phil., 1923, A.M., 1934, University of Halle. Member of *Seminar für Gelehrte Schulen*, Berlin, 1925-1926. Commissioned to train teachers in Berlin, 1925-1932; active member of the education-board for technical and kindergarten teachers in Berlin; principal assistant, Städtische Studienanstalt, Berlin, 1932-1933; taught at New School for Social Research, 1934-1935. Author: *The Significance of Red as a Religious Color in the Cult of the Greeks and Romans*, *Aristotle's Problem of the Catharsis and Its Importance for Schiller's Tragedy*, etc.

Administrative

MABEL BARBEE-LEE.....*Director of Admissions*
A.B., Litt.D., Colorado College. Studied at University of Mexico, New York School of Social Work, New School for Social Research. Dean of Women, Colorado College, 1921-1929; Adviser to Women, Harvard Summer School, 1925-1929; Assistant Dean, Radcliffe College, 1929-1930. Contributed articles on educational subjects to *The Atlantic Monthly*, *The New York Times*, *Yearbook of the National Association of Deans*. Director of Admissions, Bennington College, since 1931.

MARTHA H. BIEHLE.....*Financial Secretary*
A.B., Wellesley College, 1928. Executive Secretary of the National Student Federation of America, 1928-1930. Secretary to Headmistress, Spence School, New York, 1930-1932. Secretary to Treasurer, Bennington College, 1933-1934; Secretary, Bennington School of the Dance, 1934 and 1935.

MARY GARRETT.....*Director of Records*
A.B., DePauw University, 1922; A.M., Columbia University, 1925. Studied at Sweet Briar College. Taught at Barnard School for Girls, Dalton School. With the Cooperative Test Service, a research bureau under the auspices of the American Council on Education, 1930-1932.

IDA MAE HAIT.....*Director of Dining Rooms and Student Houses*
Graduate of Philadelphia Domestic Science School; tea room training with Schraffts. Organizer and supervisor of cafeterias and tea rooms for the Education and Recreation Branch of the War Department. Food Director, Dodge Hotel, Washington, D. C., 1923-1924; International House, New York, 1924-1925; Lake Placid Club, 1925-1933.

MYRA H. JONES.....*Comptroller*
Ph.B., Syracuse University, 1911; C. P. A. certificate, Vermont, May 1925, Pennsylvania, January 1929. Studied with International Accountants Society, Chicago, Ill.; at Chicago

Announcement for Fourth Year

University and University of Pittsburgh (economics and finance). Bureau of Mines, Washington, D. C., 1912-1925. Comptroller, Y. W. C. A., Pittsburgh, 1925-1931. Comptroller, Bennington College, since 1931.

MILDRED B. LEIGH.....*Chairman, Entertainment Committee, Buildings and Grounds Committee*
B.S., 1915, A.M., 1920, Columbia University. Taught at Bennett School, 1915-1916; Reed College, 1916-1917.

ROBERT D. LEIGH.....*President*
A.B., Bowdoin College, 1914; Everett Fellow from Bowdoin at Columbia University, 1914-1915; A.M., 1915, Ph.D., 1927, Columbia University; LL.D., Colgate University, 1933. Studied at Harvard University, New School for Social Research. Taught at Reed College, Columbia, Barnard. A. Barton Hepburn Professor of Government, Williams College, 1922-1928. Assistant Educational Director, United States Public Health Service, during the World War. Member Board of Directors, New School for Social Research, 1919-1920; Advisory Board, Progressive Education Association, 1932-. Author: *Federal Health Administration in the United States*. Contributed various articles on governmental and educational subjects to magazines and yearbooks. President, Bennington College, since 1928.

GLADYS YOUNG LESLIE.....*Librarian*
Graduate of Library School of the New York Public Library (now the School of Library Service, Columbia University), 1914. Assistant Librarian, Central Circulation Branch, New York Public Library, 1913-1924, except for a year's leave for travel in the United States and England. Librarian, Seward Park Branch, New York Public Library, 1924-1927. Supervisor of Training, New York Public Library, 1927-1930. Librarian, Bennington College, since 1931.

FRANK H. TSCHORN.....*Superintendent of Buildings and Grounds*
A.B., 1929, B.S., 1930, M.E., 1931, Columbia University School of Mechanical Engineering. Production Engineer, Armstrong Cork Company, 1931-1932. Maintenance Supervisor, Department of Buildings and Grounds, Columbia University, 1933-1934.

Assistants

HELENA BAER.....*College Nurse*
A.B., Otterbein College, 1929; R.N., Flower Hospital, Toledo, Ohio, 1928. Campus nurse at Syracuse University, 1932.

MARJORIE BEEBE.....*Secretary*

MARIE BRANNIGAN.....*Secretary*

HELEN EATON.....*Secretary*
A.B., Vassar College, 1928.

EVA FORD.....*Clerical Assistant*

MARGARET A. GRISWOLD.....*Secretary*

MARY HOPKINS.....*Assistant Librarian*
A.B., Vassar College, 1928; B.S., School of Library Service, Columbia University, 1930. Assistant, Circulation Department, New York Public Library, 1928-1931; Assistant Librarian, Webster Branch, New York Public Library, 1931-1935.

CATHARINE B. JONES.....*Secretary to the President*
A.B., Smith College, 1925; Katharine Gibbs Secretarial School, 1926; A.B., 1929, A.M., 1934, Oxford University.

Bennington College

GLADYS LaFLAMME.....	(Part-time).....	Clerical Assistant
A.B., University of Vermont, 1933.		
ROSE LAWRENCE.....		Assistant to Comptroller
ALICE MORAN.....		Secretary to the Faculty
B.S., Purdue University, 1930; A.M., Radcliffe College, 1932.		
HERTA MOSELSIO.....	(Part-time).....	Assistant, Art Division
Studied at University of Berlin, 1913-1915; Kunstgewerbeschule, Berlin (art), 1915-1916; Keramische Werke, Velten (ceramics), 1919-1921; with Simon Moselsio, 1921- . Ministry of War, Department of Statistics (Berlin), 1914-1918. Assistant to Simon Moselsio, 1920- . Exhibited at Art Center and Weyhe Galleries, New York.		
VIOLA SHERWOOD.....		Secretary to Comptroller
ESTELLE SMUCKER.....		Cataloguer
A.B., Smith College, 1931; B.S., School of Library Service, Columbia University, 1933. Cataloguer, Enoch Pratt Free Library, Baltimore, Md., 1933-1935.		
ELIZABETH SOUTHGATE.....		Assistant to Director of Dining Rooms
B.S., Simmons College, 1933.		
GLADYS L. STEVEN.....		Manager of Cooperative Store
Ph.B., University of Chicago, 1931. With Dulin & Martin Company, Washington, D. C., 1932-1935.		
HELEN F. VAUGHAN.....		Secretary to Committee on Student Personnel
B.S., Skidmore College, 1924. Graduate of Lucy Wheelock Kindergarten School, 1918. Secretarial staff, Dartmouth College, 1924-1926, and Colorado College, 1928-1931. Bennington College, since 1931.		
MAY I. WRIGHT.....		Telephone Operator

Buildings and Grounds

ADOLF BALMER.....	Gardener
C. W. CARROLL.....	Engineer
HAROLD COLE.....	Carpenter
CARL MATTISON.....	Night Watchman
PETER J. NELSON.....	Receiving Clerk
HENRY RIPLEY.....	Chauffeur
W. H. RUDD.....	Assistant Engineer

Announcement for Fourth Year

STAFF COMMITTEES, 1935-1936

Executive Committee: (Consisting of the administrative officers *ad hoc* and the secretaries of Divisions, *ex officio*) Mr. Leigh, *Chairman*, Mr. Brockway, Mr. Fergusson, Mr. Garrett, Mr. Gray, Mr. Luening, Dr. Osborne, Mr. Park.

Committee on Student Personnel: (Three members of this committee serve as faculty members of the Community Council) Mrs. Barbee-Lee, *Chairman*, Mrs. Garrett, Mr. Hirsch, Mr. Leigh, Mr. Newcomb, Miss Vaughan, *Secretary*.

Committee on Comparable Tests: Mr. Newcomb, *Chairman*, Mrs. Garrett, Mr. Leigh, Dr. Osborne.

Advisory Committee on Admissions: Mrs. Barbee-Lee, *Chairman*, Mrs. Garrett, Miss Myra Jones.

Committee on Tuition Reduction: Miss Myra Jones, *Chairman*, Mrs. Barbee-Lee, Mrs. Garrett.

Entertainment Committee: (Two members of this committee serve as faculty members of the Social Committee) Mrs. Leigh, *Chairman*, Mrs. Gray, Miss Catharine Jones, Mrs. Park.

Committee on Buildings and Grounds: Miss Myra Jones, *Chairman*, Miss Hait, Mrs. Leigh, Mr. Tschorn.

Committee on Publications: Mrs. Jones, *Chairman*, Mr. Fergusson, Miss Catharine Jones, *Secretary*, Mr. Leigh.

Committee on Faculty Salary and Tenure: Mr. Jones, *Chairman*, Mr. Garrett.

Bennington College

STUDENTS, 1934-1935

THIRD YEAR GROUP

Alexander, Eleanor Westfield, New Jersey	Ingersoll, Asho Brooklyn, New York
Alsop, Adele Milton, Massachusetts	Johnson, Mary Elizabeth Staten Island, New York
Anderson, Alice Evanston, Illinois	Jones, Ann Morristown, New Jersey
Babcock, Edwina Nyack, New York	Keene, Virginia North Bennington, Vermont
Bailey, Ruth Cambridge, Massachusetts	Kent, Mary Bronxville, New York
Bredt, Prudence West Orange, New Jersey	Knapp, Ellen New York City
Case, Dorothy Essex Fells, New Jersey	Ladd, Martha Portland, Oregon
Child, Esther Westport, Connecticut	Lambert, Marion Pelham, New York
Coffin, Hannah Brookline, Massachusetts	Lee, Isabella Wellesley, Massachusetts
Conner, Jean Chicago, Illinois	Lindin, Karin Woodstock, New York
Del Tatto, Susan Bennington, Vermont	McGrew, Evis New York City
Doughty, Gertrude Williamstown, Massachusetts	McKearin, Catherine Springfield, Massachusetts
Friedberg, Louise Chicago, Illinois	Noyes, Edith New York City
Goodwin, Margaret Hartford, Connecticut	Ogden, Gladys New Milford, Connecticut
Greenidge, Alice New York City	Page, Mollie New York City
Gregory, Helen Maplewood, New Jersey	Parker, Mary Manchester, New Hampshire
Gregory, Mary Boston, Massachusetts	Potter, Alene Newton, Massachusetts
Hardman, Yvette New York City	Rabinoff, Anna New York City
Hartt, Katrina Cazenovia, New York	Rice, Mary Wilbraham, Massachusetts
Herring, Atossa New York City	Richardson, Louisa Milton, Massachusetts
Hooker, Mary Longmeadow, Massachusetts	Shurcliff, Elizabeth Boston, Massachusetts
Hutchins, Gretchen Newton Centre, Massachusetts	Stanwood, Shirley North Bennington, Vermont

Announcement for Fourth Year

Stewart, Helen New York City	Wardwell, Mary Fletcher Grosse Pointe, Michigan
Sullivan, Grace Boston, Massachusetts	Warner, Emalea Wilmington, Delaware
Suter, Margaret New York City	Watkins, Helen Poughquag, New York
Taylor, Rosamond Williamstown, Massachusetts	Westwood, Virginia Tecumseh, Nebraska
Trott, Frances Denver, Colorado	Wile, Mildred New York City
Van Buren, Eldora New Rochelle, New York	Woodhouse, Jane Boston, Massachusetts
Voorhees, Elsa New York City	

SECOND YEAR GROUP

Alford, Elizabeth Brookline, Massachusetts	Cornell, Frederica Oyster Bay, New York
Allyn, Lydia Waterford, Connecticut	Crossett, Carolyn Chicago, Illinois
Anderson, Constance Caldwell, New Jersey	Curtis, Anne New York City
Anderson, Hilda New Rochelle, New York	Denison, Mary Kansas City, Missouri
Bauder, Doris West Newton, Massachusetts	Dewing, Ruth Newton, Massachusetts
Beebe, Elizabeth Weston, Massachusetts	Dulles, Lillias New York City
Beggs, Jean Merion Station, Pennsylvania	Duveneck, Elizabeth Los Altos, California
Boardman, Christina New York City	Earle, Anne New York City
Brown, Elizabeth Watertown, New York	Edge, Margaret Rye, New York
Brush, Joan Dublin, New Hampshire	Evans, Elizabeth Braintree, Massachusetts
Burnett, Faith Newark, New Jersey	Franklin, Lila New York City
Bursley, Anne Ann Arbor, Michigan	Frederick, Elizabeth Mountain Lakes, New Jersey
Carter, Jean New Canaan, Connecticut	Gardiner, Anne Needham, Massachusetts
Cohen, Ernestine New York City	Goodale, Anne Weston, Massachusetts
Conried, Ellen New York City	Gottfried, Nancy Nutley, New Jersey

Bennington College

Holmes, Prudence
New York City
Howes, Barbara
Chestnut Hill, Massachusetts
Johnson, Mary Wilhelmina
Philadelphia, Pennsylvania
Kennedy, Janice
Quogue, Long Island, N. Y.
Ketchum, Elizabeth
Cohasset, Massachusetts
Lee, Lucy
Wellesley, Massachusetts
Levison, Pearl
Sea Cliff, Long Island, N. Y.
McGuire, Mavis
New York City
Maddux, Jeanne
Washington, D. C.
Magnusson, Ruth
Washington, D. C.
May, Joan
Katonah, New York
Merrill, Priscilla
New York City
Meyer, Ann
Chicago, Illinois
Michie, Jean
Worcester, Massachusetts
Middleton, Nancy
Williamstown, Massachusetts
Olmstead, M. Kingsley
Denver, Colorado
Paine, Elizabeth
Augusta, Maine
Porter, Jean
Upper Montclair, New Jersey
Randolph, Rachel
Philadelphia, Pennsylvania
Reilly, Kathleen
Rosemont, Pennsylvania
Reynolds, Nancy
Montclair, New Jersey
Rice, J. Avelia
Wollaston, Massachusetts
Robinson, Margaret
New York City

Ross, Anne
Philadelphia, Pennsylvania
Rowland, Margaret
Philadelphia, Pennsylvania
Runkle, Anne
Cambridge, Massachusetts
Saul, Barbara
Rose Valley, Pennsylvania
Sautter, Sue
Bronxville, New York
Scranton, Rhoda
Harbor Beach, Michigan
Shaw, Mary
Bennington, Vermont
Shill, Zipporah
New York City
Smith, Margaret
Kansas City, Missouri
Smith, Oramella
New York City
Stern, Harriet
Rochester, New York
Stockard, Louise
Grosse Pointe, Michigan
Swan, Emma
New York City
Swan, Mary
Hingham, Massachusetts
Taylor, Sally
Syracuse, New York
Wallace, Mary Mitchell
Waterbury, Connecticut
Wertheimer, Nancy
New York City
Williams, Anne
Richmond, Virginia
Williamson, Esther
Elmira, New York
Winter, Marie
New York City
Wood, Catherine
Grosse Pointe Shores, Michigan
Woolley, Doriane
Greenwich, Connecticut
Zimbalist, Maria
New York City

Announcement for Fourth Year

FIRST YEAR GROUP

Allen, Mary Morris
Glendale, Ohio
Altschul, Margaret
New York City
Anderson, Isabel
Caldwell, New Jersey
Balmer, Elsie
North Bennington, Vermont
Barton, Ruth
Peterboro, New Hampshire
Bass, Joanne
Tucson, Arizona
Bateson, Florence
New York City
Berger, Margaret
Pittsburgh, Pennsylvania
Boyden, Mary Lydia
Winchester, Massachusetts
Bretzfelder, Anne
St. Louis, Missouri
Brownell, Sara
Pittsfield, Massachusetts
Cabot, Nancy, Jr.
Jamaica Plain, Massachusetts
Carrott, Jane
Greenwich, Connecticut
Carter, Ruth
New York City
Childs, Mary Pauline
New York City
Clement, Carolyn
New York City
Coffin, Barbara
Brookline, Massachusetts
Coles, Mabel Louise
Keene, New Hampshire
Deming, Barbara
New York City
Dennis, Margaret
Bennington, Vermont
Dickinson, Peggy
Kansas City, Missouri
Duffield, Henrietta
Princeton, New Jersey
Elliott, Nancy
Ho-Ho-Kus, New Jersey

Emery, Isabel
Short Hills, New Jersey
Evans, Marion
Braintree, Massachusetts
Field, Caryl
Cincinnati, Ohio
FitzGerald, Muriel
Providence, Rhode Island
Gallon, Josephine
Plandome, Long Island, N. Y.
Garvan, Mabel
New York City
Gleason, Letitia
Montpelier, Vermont
Graff, Elizabeth
Albany, New York
Greenbaum, Lucy
Larchmont, New York
Greene, Georgia
Cambridge, Massachusetts
Hay, Adele
New York City
Herring, Constance
New York City
Hilton, Hope
Framingham, Massachusetts
Hinton, Jean
Weston, Massachusetts
Hornblower, Emily
New York City
Howe, Emeline
New York City
Hutchins, Jane
Newton Centre, Massachusetts
Imandt, Ann
Croton-on-Hudson, New York
Jamieson, Emily
Warren, Pennsylvania
Janney, Priscilla
Bryn Mawr, Pennsylvania
Johnson, Polly Forbes
New York City
Kelley, Jane
Brookline, Massachusetts
Kennedy, Elizabeth
Brooklyn, New York

Bennington College

Lane, Betsy Rochester, New York	Redmond, Sylvie New York City
Lawsing, Margaret Randolph Center, Vermont	Reed, Elizabeth New York City
Lee, Pauline Wellesley, Massachusetts	Richardson, Hetty Milton, Massachusetts
Lindeman, Elizabeth High Bridge, New Jersey	Robinson, Elizabeth West Newton, Massachusetts
Long, Mary (deceased) Ridgewood, New Jersey	Rutter, Patty Pine Forge, Pennsylvania
Marcus, Reba New York City	Sands, Dorothy New York City
Meserve, Ann Chestnut Hill, Massachusetts	Schaefer, Jane Pittsburgh, Pennsylvania
Middleton, Dorothy Kansas City, Missouri	Scholz, Marno Portland, Oregon
Miller, Edith New York City	Sergeant, Tacie Nutley, New Jersey
Mindling, Eleanor Jamaica, Long Island, N. Y.	Sheerin, Mary Jane Indianapolis, Indiana
Moore, Mary Upper Montclair, New Jersey	Sieck, Marion Winnetka, Illinois
Morgan, Rachel New Haven, Connecticut	Smith, Katherine San Rafael, California
Morgenthau, Jean New York City	Steele, Mary Hollis, Long Island, N. Y.
Newhall, Anne Brookline, Massachusetts	Sweetser, Emily Cold Spring Harbor, L. I., N. Y.
Ordway, Dorothy New York City	Taylor, Mary Louise Falls Church, Virginia
Osgood, Ellen Boston, Massachusetts	Thompson, Helen North Hoosick, New York
Otis, Alice New York City	Tiers, Mary-Lowber Cooperstown, New York
Parker, June Williamstown, Massachusetts	Tripp, Barbara Greenwich, Connecticut
Patterson, Laura Newton, Massachusetts	Vaill, Lydia Winsted, Connecticut
Pettus, Mary St. Louis, Missouri	Walcott, Julie Winetka, Illinois
Pollak, Frances Bronxville, New York	Wallace, Elizabeth Bloomfield Hills, Michigan
Pollak, Minna New York City	Ward, Marcia Garden City, Long Island, N. Y.
Poole, Elizabeth Ann New York City	

Announcement for Fourth Year

Webb, Barbara Peekskill, New York	Wigglesworth, Constance Harvard, Massachusetts
Webster, Helen Stanford University, California	Zimmermann, Elizabeth Philadelphia, Pennsylvania

STUDENT COMMITTEES, 1934-1935

Student Council: (The Council serves also as student members of the Community Council) Fall Term: *Miss Suter, *Chairman*, *Miss Sullivan, *Secretary*, Miss Bailey, Miss Burnett, Miss Doughty, Miss Franklin, Miss Jane Hutchins, Miss Ketchum, *Miss McKearin, *Miss Wardwell, *Miss Woolley. Spring Term: *Miss Suter, *Chairman*, Miss Sullivan, *Secretary*, Miss Bailey, Miss Burnett, Miss Doughty, Miss Franklin, Miss Jane Hutchins, *Miss Ketchum, *Miss McKearin, *Miss Wardwell, *Miss Woolley. (*Members of Central Committee.)

Educational Policies Committee: Fall Term: Miss Molly Gregory, *Chairman*, Miss Hartt, *Secretary*, Miss Isabel Anderson, Miss Gretchen Hutchins, Miss Jones, Miss Stewart, Miss Woodhouse. Spring Term: Miss Jones, *Chairman*, Miss Hartt, *Secretary*, Miss Isabel Anderson, Miss Crossett, Miss Gretchen Hutchins, Miss Stewart, Miss Woodhouse.

Committee on Buildings and Grounds: Miss Page, *Chairman*, Miss Morgenthau, *Secretary*, Miss Bursley, Miss Curtis, Miss Duffield, Miss Atossa Herring, Miss Randolph, Miss Oramella Smith, Miss Sweetser, Miss Watkins, Miss Wertheimer.

Social Committee: Miss Michie, *Chairman*, Miss Constance Anderson, Miss Cohen, Miss Frederick, Miss Lambert, Miss Olmsted, Miss June Parker, Miss Redmond, Miss Reynolds, Miss Woodhouse.

Editorial Board: Fall Term: Miss Hardman, *Chairman*, Miss Crossett, Miss Meyer, Miss Van Buren, Miss Voorhees. Spring Term: Miss Meyer, *Chairman*, Miss Lambert, Miss Mary Rice, Miss Louisa Richardson.

Recreation Board: Miss Holmes, *Chairman*, Miss Kelley, *Secretary*, Miss Friedberg, Miss Goodale, Miss Molly Gregory, Miss Lucy Lee, Miss Pauline Lee, Miss Dorothy Middleton, Miss Rutter, Miss Elizabeth Wallace, Mr. Brockaway, Dr. Osborne.

Cooperative Store, Board of Directors: Fall Term: Miss Ingersoll, *Chairman*, Miss Eleanor Alexander, *Vice-Chairman*, Miss Polly Swan, *Secretary*, Miss Dewing, Mr. Brockway, Mr. Jones, Miss Myra Jones, Mr. Leigh, Mr. Nelson. Spring Term: Miss Dewing, *Chairman*, Miss Del Totto, *Vice-Chairman*, Miss Sweetser, *Secretary*, Miss Hornblower, Miss Meyer, Mr. Garrett, Mr. Gray, Miss Myra Jones, Mr. McCamy, Mr. Nelson.

COLLEGE CALENDAR

1935

September 4 Wednesday, 9:00 a.m. Opening of First Semester

(Student Houses will be opened at 9:00 a.m.; luncheon is the first meal served; the first steps of registration may be taken during the day; all students are expected to be at the College by 7:30 p.m. for the first community meeting.)

November 27 Wednesday, 1:00 p.m. Thanksgiving Recess
through

December 1 Sunday

December 20 Friday, 1:00 p.m. Beginning of Winter Field and
Reading Period

1936

February 24 Monday, 9:00 a.m. Opening of Second Semester

(Student Houses will be opened at 9:00 a.m. on Sunday, the 23rd; luncheon is the first meal served; all students are expected to be at the College by 7:30 p.m. Sunday for the first community meeting.)

June 25 Thursday, 1:00 p.m. Beginning of Summer Vacation

Two Saturday mornings during each semester are free of classes, thus according two long week-ends. The dates of these week-ends are decided upon at the beginning of each semester.

BENNINGTON COLLEGE
BULLETIN

Student Expenditures

Bennington College Bulletin

Issued Quarterly at Bennington, Vermont

Volume Four - November 1935 - Number Two

BENNINGTON COLLEGE
LIBRARY

The BENNINGTON COLLEGE BULLETIN is issued quarterly throughout each year. Various numbers give information about the fields of study, the admission system and expenses, and other matters of more general interest.

The College is glad to add to its mailing list for the bulletins the name of anyone interested. It will send out single booklets upon request.

Correspondence regarding particular aspects of the College should be addressed to the following:

GENERAL INFORMATION, STAFF, EDUCATIONAL PROGRAM—ROBERT D. LEIGH,
President

ADMISSION—MRS. MAHEL BARBEE-LEE, *Director of Admissions*

TUITION, FEES, PURCHASES—MISS MYRA H. JONES, *Comptroller*

LIBRARY—MRS. GLADYS Y. LESLIE, *Librarian*

ROOM ASSIGNMENTS—MRS. PAUL H. GARRETT, *Director of Records*

DINING ROOMS AND STUDENT HOUSES—MISS IDA M. HAIT, *Director of Dining Rooms*

PUBLICATIONS—MISS CATHARINE R. JONES, *Secretary, Committee on Publications*

Visitors to the College are welcome, and student guides are available at all times to show the campus and buildings. The offices of the College, however, are closed from Saturday noon until Monday morning. Members of the faculty and staff are not usually available for interviews during this time, but they are glad to make special appointments in advance whenever necessary.

BENNINGTON COLLEGE BULLETIN

Student Expenditures

REPORT OF A STUDY OF THE EXPENDITURES OF STUDENTS AT BENNINGTON COLLEGE, CARRIED ON MARCH-JUNE, 1935, BY THE CLASS IN STATISTICS: CONSTANCE ANDERSON, ELEANOR ALEXANDER, ELIZABETH BROWN, FEDERICA CORNELL, SUSAN DEL TATTO, ASHO INGERSOLL, ATOSSA HERRING, JOAN MAY, NANCY MIDDLETON, JEAN PORTER, ANN RUNKLE, SUE SAUTTER, POLLY SWAN, FRANCES TROTT;
:: GEORGE LUNDBERG, INSTRUCTOR :: ::

THE BENNINGTON COLLEGE BULLETIN IS ISSUED QUARTERLY BY BENNINGTON COLLEGE, BENNINGTON, VERMONT. ENTERED AS SECOND-CLASS MATTER SEPTEMBER 12, 1932, AT THE POST OFFICE AT BENNINGTON, VERMONT, UNDER THE ACT OF AUGUST 24, 1912

VOLUME FOUR · NOVEMBER, 1935 · NUMBER TWO

STUDENT EXPENDITURES

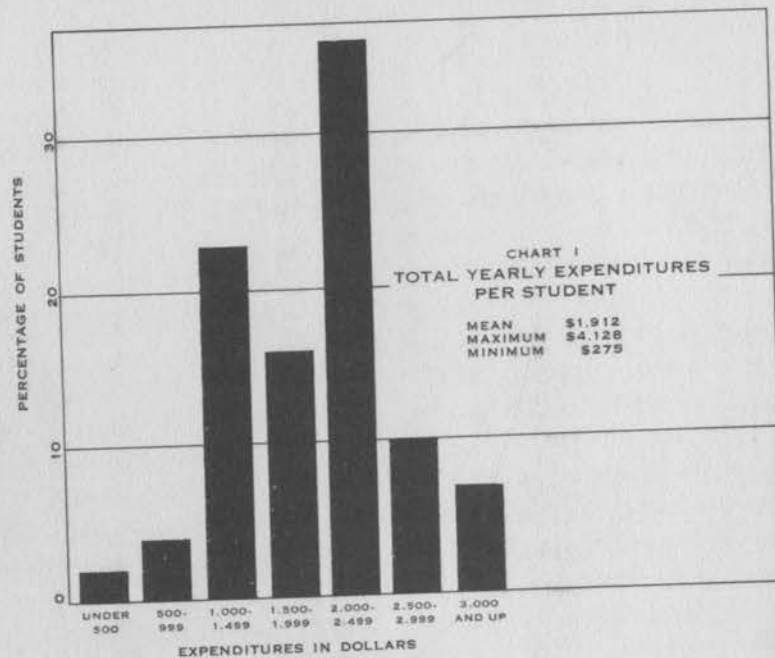
THE cost of going to college is a question which frequently recurs. Although the charges made by each institution for room, board and tuition are accurately known, the student's expenditures for other items such as clothing, laundry, books, health, recreation and incidentals are not available for the information of parents or incoming students. They have to make estimates of expenses which are little more than guesswork.

Expenditures of students vary from college to college. The necessary and customary expenses at a particular institution create a sort of student standard of living. These standards of living may be quite different at city and country colleges, at women's, coeducational and men's institutions. Moreover, at any single college the students' expenditures may vary greatly in amount. Certain normal or average expenditures can be found, however, as well as fairly definable upper and lower limits. Furthermore, a chart showing the range of expenditure for any one item, such as clothing, books or recreation, will reveal whether necessity or custom limits greatly the choices of a student or whether taste and amount of income rather freely determine the amount spent.

A comprehensive picture of itemized student expenditures at a single college should be of direct value to students and parents planning and reviewing expenditures in that college. Gradual changes of custom or altered monetary values will necessitate periodic revision, but these can readily be made.

Thanks to the work of a class in statistics under Dr. George Lundberg at Bennington College, with the cooperation of a large proportion of the student body, the present student expenditures at Bennington can be estimated with a large degree of accuracy. The totals and amounts for each item are summarized below. Most helpful to parents and students are the charts which indicate the range and distribution of expenditures for each major item. Using them a student and parent can make up a budget or determine the amount of periodic allowance needed. In retrospect they can see whether the year's expenditures as a whole and in detail have been average, extravagant, economical, or at the minimum.

Bennington College



TOTAL EXPENDITURES (CHART I)

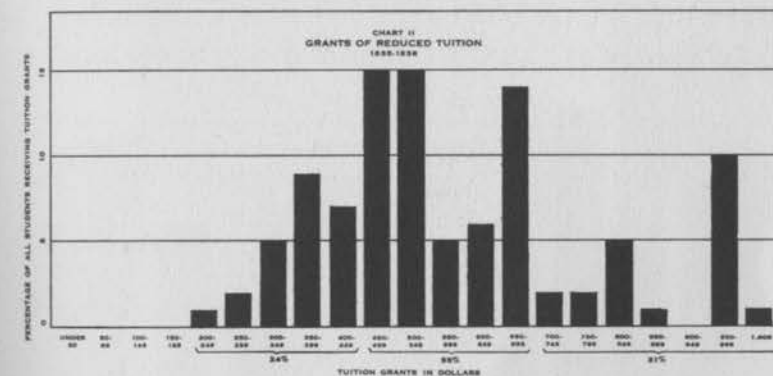
The most important single figure derived from the study is the average amount spent by the Bennington student for all purposes during the College year—\$1,912. A study of the chart reveals that nearly a third (29%) of the students spend less than \$1,500; that a sixth (16%) spend between \$1,500 and \$2,000; more than a third (36%), between \$2,000 and \$2,500; and another sixth (17%), more than \$2,500. Excluding the bills actually paid the College for room, board, tuition and health fee, the average student expenditure for the College year is \$560. This would mean a \$70 a month income for each of the eight college months. All but a few of the students receiving reduced tuition spend less than the average. A study of the records of this substantial group reveals the total clustering around \$400 and requiring, therefore, a \$50 a month income. The chart reveals various other places where the fixing of an individual total finds the student with plenty of company.

Student Expenditures

ROOM, BOARD, TUITION AND HEALTH FEE (CHART II)

The annual College charge for room and board is \$650, the health fee is \$25 and the tuition fee is \$1,000. This makes a total of \$1,675. The fees for room, board and health service are paid in full by all resident students. Grants are made from available funds to reduce tuition. Reductions are made in varying amounts dependent in part on the scholastic record and other qualifications of the applicant and in part on the financial means of the applicant as shown by a confidential statement furnished by parent or guardian.

The amount of money available for tuition reduction is likely to remain stable for a few years. The records of the Comptroller show that during the current year (1935-36), with a full student body, 65% of the students pay full tuition and 35% receive reduced tuition in varying amounts. Chart II shows that about a fourth



(24%) of those obtaining reductions receive \$200 to \$450; over a half (55%) receive grants of \$475 to \$675; a little more than a fifth (21%), or 7% of the whole student body, receive from \$700 to \$1,000, the full tuition.

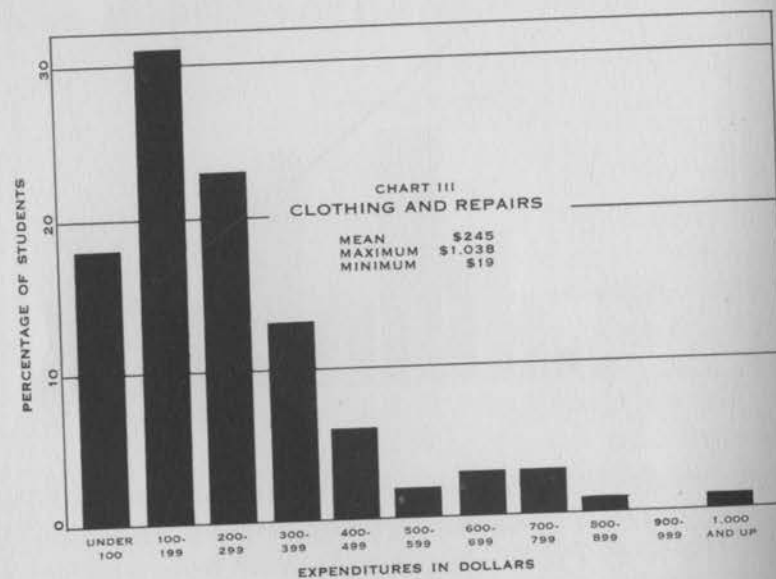
The financial plan of the College provides that the tuition fee include the actual costs of instruction. There are no "extra" instruction expenses for music, art, dance or (with the exception of horseback riding) sports. Almost without exception what is elsewhere extra-curricular activity separately supported is included

Bennington College

in the organized life of the College and is free to the students. This includes drama, music and lectures. The exceptions are, at present, a one dollar membership in the Bennington Theatre Guild which entitles the student to admission to three or more dramatic performances each year; the College Cooperative Store which requires a \$10 deposit for membership, returnable when the student graduates or leaves College; a community chest which solicits each year one contribution from students in varying amounts. These three subscriptions in addition to tuition are the only ones made almost universally by the students.

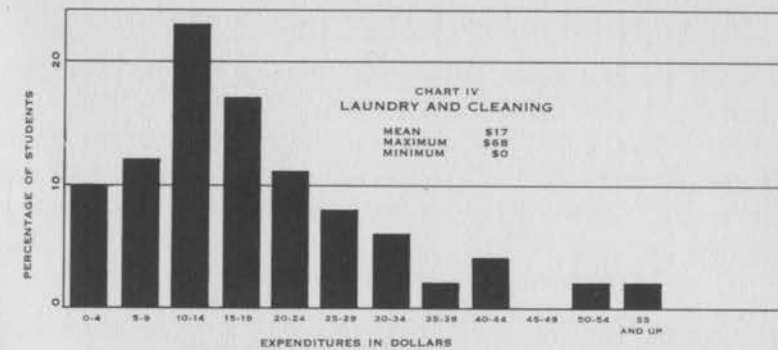
CLOTHING AND CLOTHING REPAIRS (CHART III)

Of the \$560 average spent by the students outside the College charges, the largest single item is for clothing. The average, as



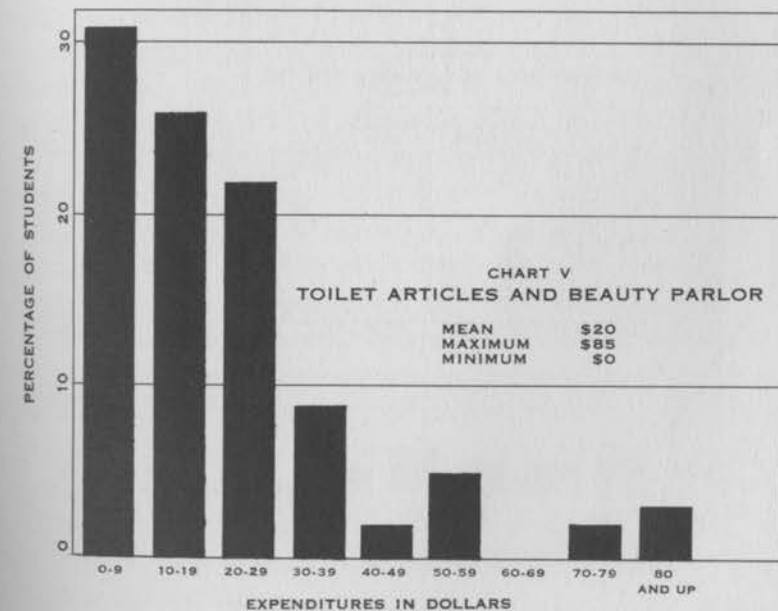
revealed by the study, is \$245, almost 45% of the total. The maximum reported is \$1,038 and the smallest amount \$19. Approximately one-third of the students are grouped within the \$100-\$200 total. Nearly three-fourths (72%) spend less than \$300. Above that amount is a scattering of totals up to the maximum.

Student Expenditures



LAUNDRY AND CLEANING (CHART IV)

For laundry and the cleaning of clothes the average is \$17 for the College year. Two-thirds of the group spend less than \$20 for this item, and 23% spend between \$10 and \$15. Ten percent spend less than \$5. Most of this latter group either send their laundry home, in which case the cost of the postage only is reported, or do their own laundry except for flatwork which costs only twelve to fifteen cents a week. The largest amount reported is \$68.



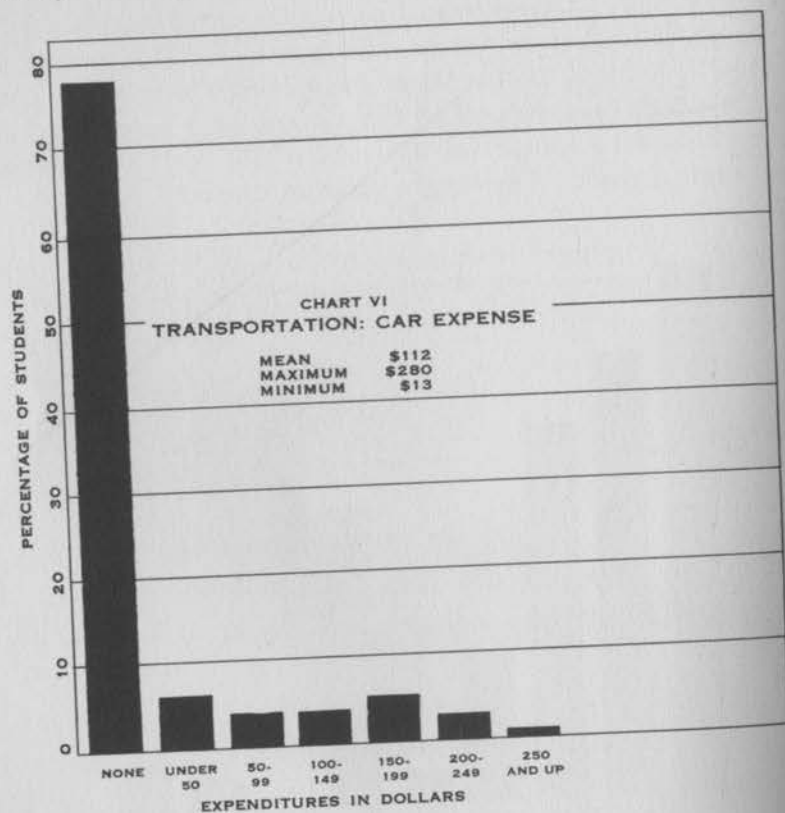
Bennington College

TOILET ARTICLES AND BEAUTY PARLOR (CHART V)

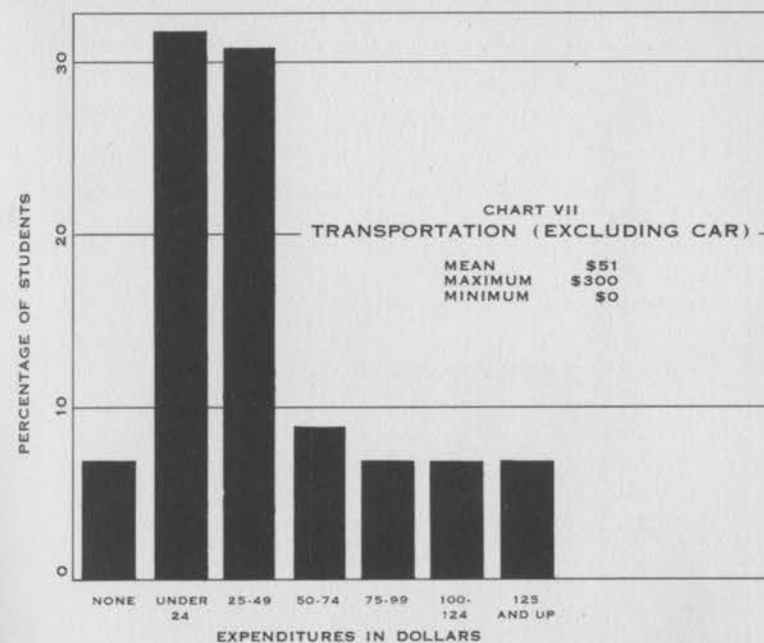
For soap, toothbrushes, shampoos, manicuring, powder, rouge, permanent waves, etc., the average yearly expense is \$20. Practically four-fifths (79%) spend less than \$30; almost a third (31%) spend under \$10. The maximum reported is \$85 and a scant tenth (9%) of the group range from \$50 up to this maximum.

TRANSPORTATION (CHARTS VI, VII)

The expense for transportation by train, auto or other means of transport averages \$72 with a minimum of zero and a maximum of \$395. Separate report was made of the cost of operating an auto by the 22% of students in the study who operate autos at



Student Expenditures

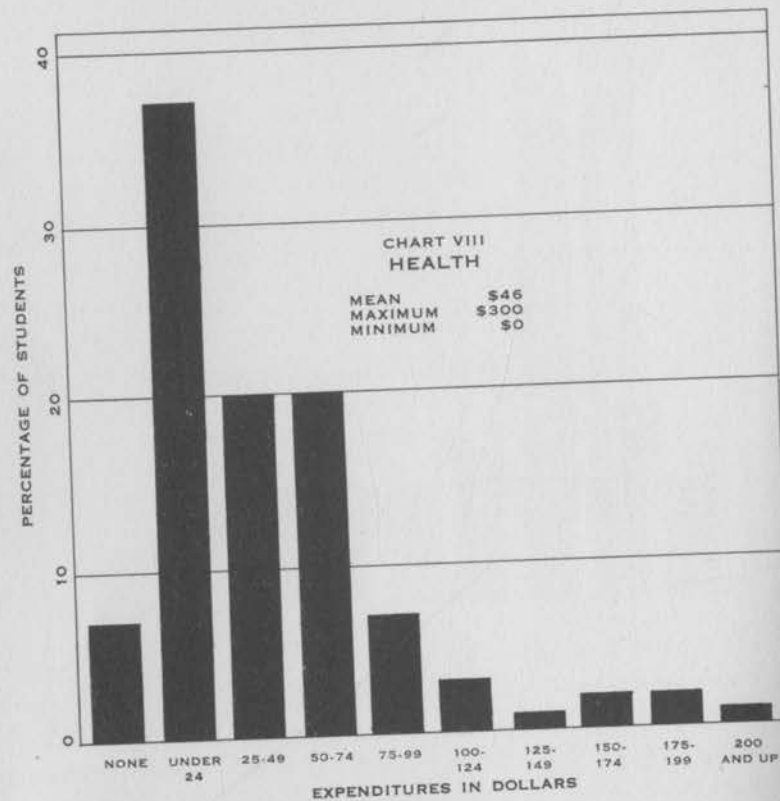


College. As revealed by Chart VI the average car expense is \$112 with a maximum of \$280 and a minimum of \$13. The great variation in cost here is partly explained by the fact that in many cases other occupants of the car share the gas and oil expense, and also by the varying length of time during which students use autos at the College.

The expense for transportation other than by auto, but including the expense of sharing gas when traveling as paying passenger, averages \$51. The maximum is \$300 and the minimum is zero.

The question of whether owning and operating an automobile is an extra expense depends on the location of the home of the student and other factors. The ownership of autos by some students, with the custom of sharing its use for rides to the village and other short journeys as a supplement to the College bus, undoubtedly reduces transportation for students without autos. Automobile ownership in College is both a utility to others and a luxury as a personal expense.

Bennington College



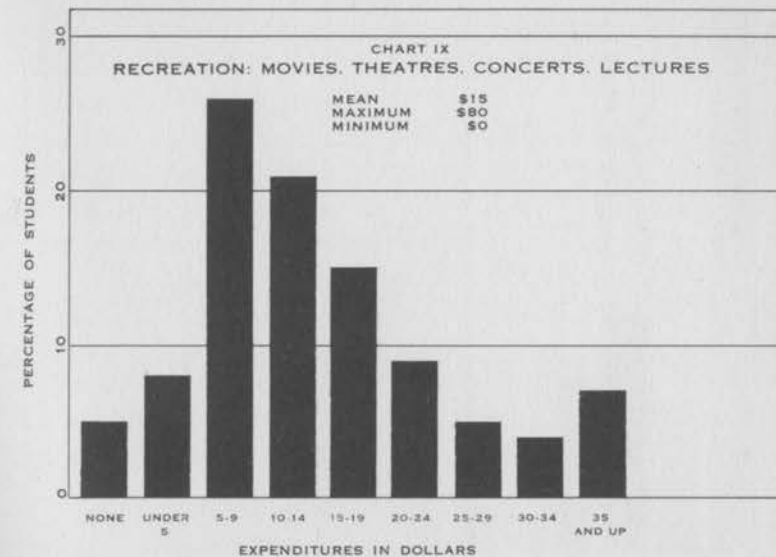
HEALTH (CHART VIII)

For doctors, dentists, oculists, medicines and extra days in the infirmary, the average expenditure is \$46. (This is in addition to the College health fee which provides for health examination, physician's and nurse's care, and dispensary and infirmary service. Two days each time a student becomes an infirmary patient are included in the fee. Beyond these two days there is an infirmary charge of \$2 a day.) Forty-four percent of the students spend less than \$25. The 10% who are obliged to spend more than \$100 range irregularly up to the maximum of \$300.

RECREATION, HOSPITALITY (CHARTS IX, X, XI, XII, XIII)

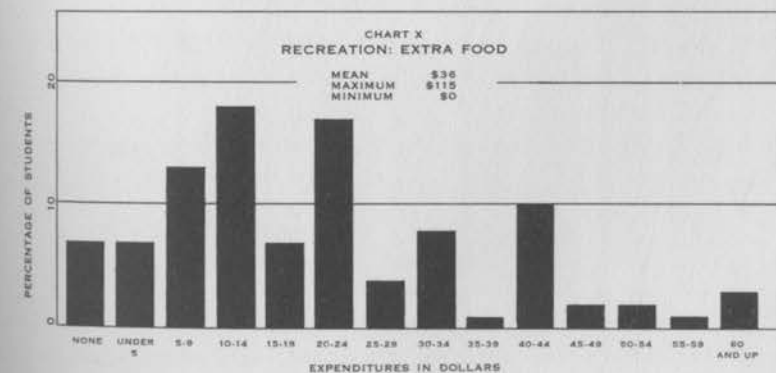
In the study recreational expense is divided into five sub-items. First is expenditure for movies, theatres, concerts and lectures.

Student Expenditures

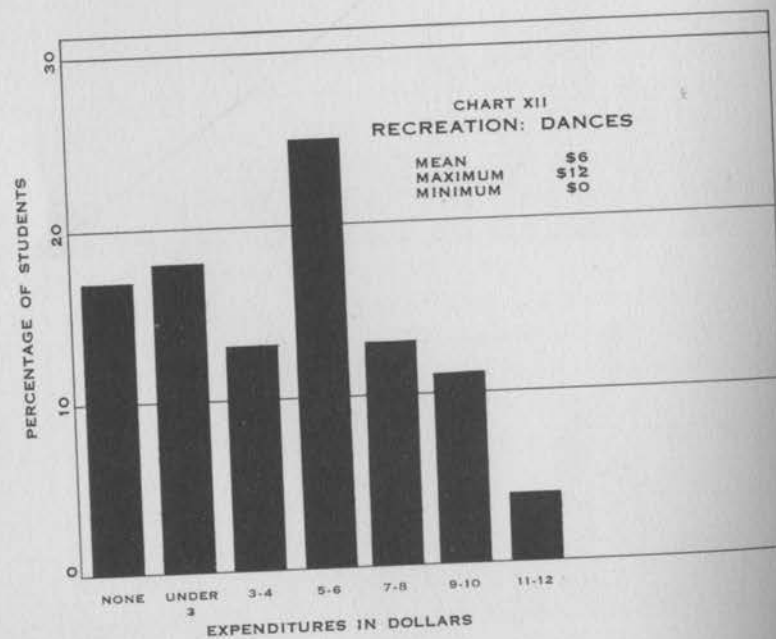
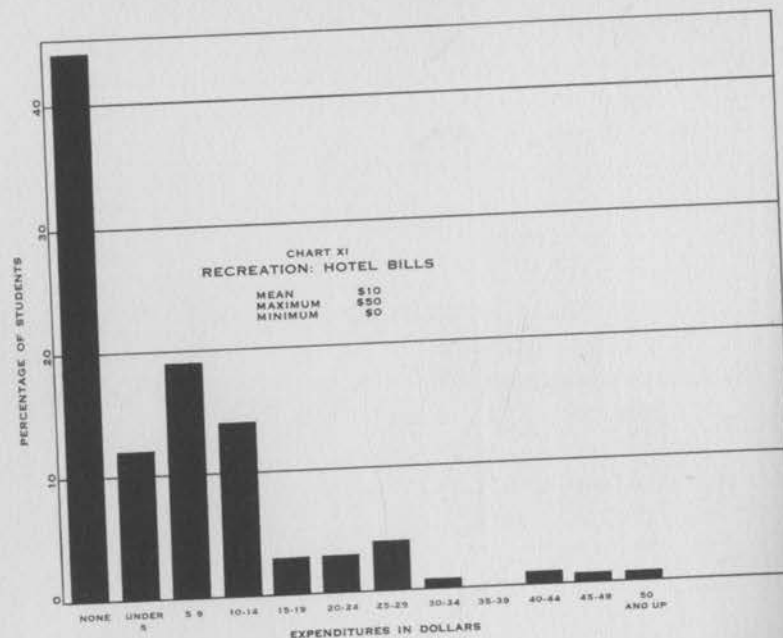


This is in addition to the rather extensive program of meetings and recitals offered without charge by the College. The average amount spent is \$15. An eighth of the students spend less than \$5 for this purpose; nearly two-thirds (62%) spend between \$5 and \$20; another tenth spend between \$20 and \$25. The remaining 14% range above \$25 irregularly up to \$80.

For extra food, meals away, meals for guests and cigarettes the average is \$36 with a minimum of zero and a maximum of



Bennington College

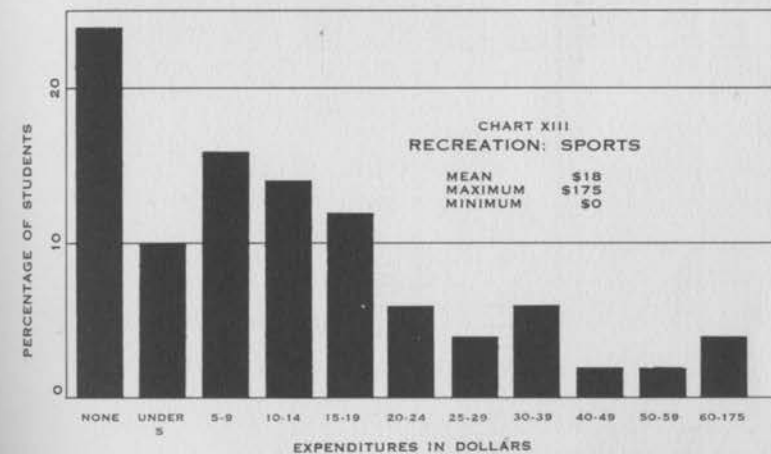


Student Expenditures

\$115. Forty-five percent of the students spend less than \$15 for this purpose. The Chart (X) reveals clearly that this is an item controlled by individual purse and taste rather than by any compelling necessity or group habit.

Hotel bills for guests at the College or for students while away from College show an equally wide variety in choice. The average, \$10, is not so significant as the fact that 44% of the students report no expense at all for the purpose and that 87% report less than \$15. The remaining 13% are distributed from \$15 up to the high point, \$50. The arrangements by which students may entertain guests for meals and lodging at the College for little or no cost undoubtedly accounts for the low totals in this item.

The average expenditure for dances is \$6 with 35% spending less than \$2 and a considerable number reporting no expendi-



ture. The maximum amount spent is \$12. This is an item where the expenses of men students would undoubtedly show higher totals.

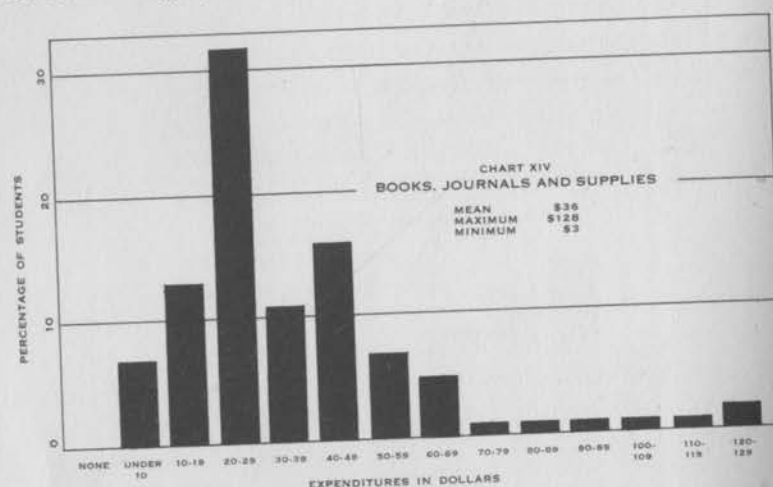
Sports and sports equipment, excluding sports clothing, but including horseback riding, for which the College does not have free facilities, skis, tennis racquets, golf clubs and balls, are represented in student expenses by variable amounts. Almost a fourth (24%) report no expenditures at all for these purposes and more than one-half (64%) spend less than \$15. From this point the sums increase gradually up to the rather high maximum of \$175.

Bennington College

Putting together these five subdivisions of recreational expense we have an average of \$59 with totals ranging from \$6 to \$287. The charts reveal that here is an item most easily controlled by taste, interest and limitation of income.

BOOKS, NEWSPAPERS, MAGAZINES, SUPPLIES (CHART XIV)

An average of \$36 is spent for this purpose. The minimum is \$3 and the maximum is \$128. Here again is wide variation. The average for magazine subscriptions and newspapers is \$5; for books, records and *objets d'art*, \$14; for art and music supplies, \$8; for stationery, pens, pencils, ink, \$6. Because of the methods

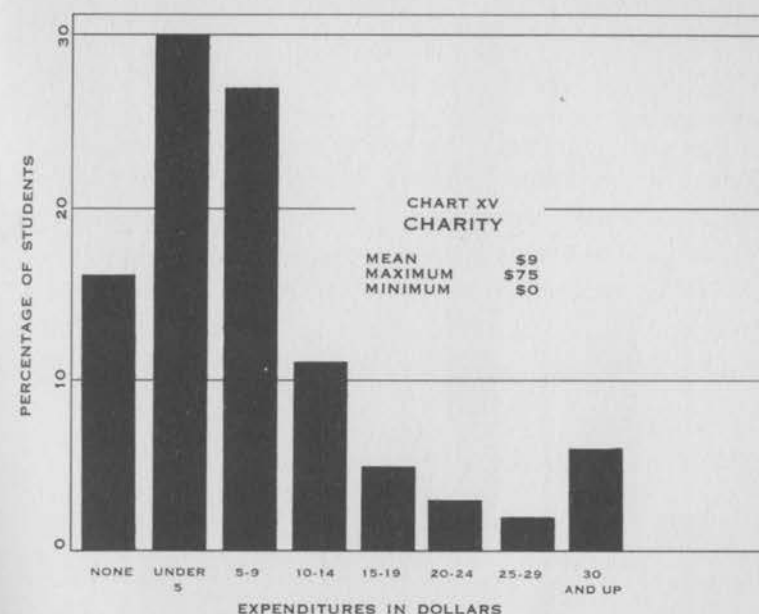


of instruction and the easy accessibility of library books, the number of textbooks required for simultaneous use is less than elsewhere. The purchase of books is, therefore, more a matter of choice and convenience than of necessity. Art and music supplies such as drawing paper, paints, brushes, sculpture tools, sheet music, on the other hand, cannot be used in common and represent, for students in these fields, items of necessary expense.

CONTRIBUTIONS AND GIFTS (CHARTS XV, XVI, XVII)

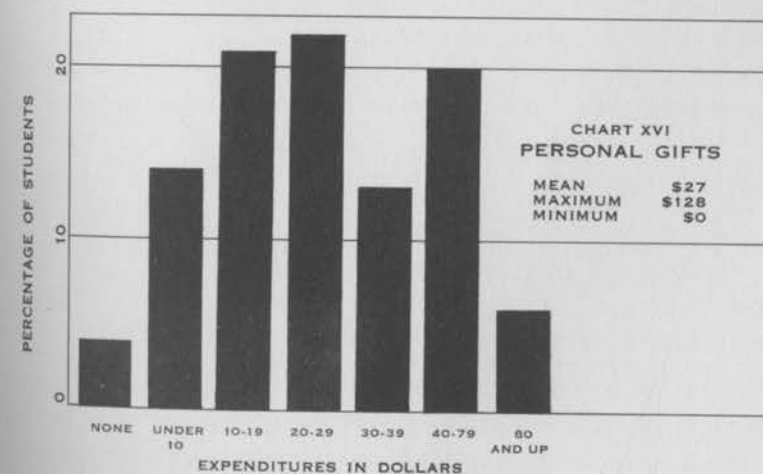
The general item of contributions and gifts is subdivided into (1) contributions to church and charitable purposes, (2) personal gifts, (3) dues. The average for church and charity is \$9 with a

Student Expenditures

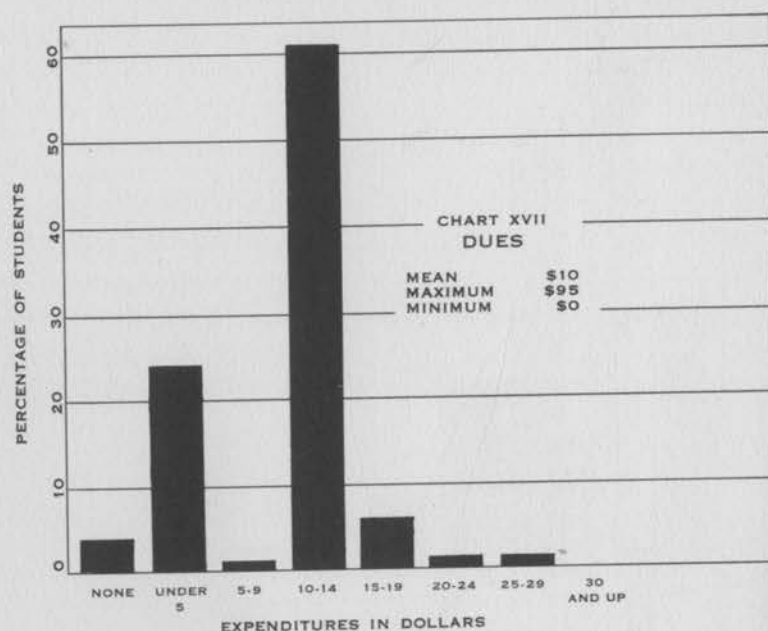


maximum of \$75. Nearly three-fourths (73%) spend less than \$10 for this purpose; approximately a half (46%), less than \$5 apiece; a sixth (16%) report no expenditure.

The average for personal gifts is \$27 with a maximum of \$128. Here the Chart (XVI) shows a wide range of total ex-



Bennington College



penditures without any important central tendency. Obviously there is no one customary or necessary amount which Bennington students assign to this purpose.

The almost universal student payment for memberships in the Cooperative Store and Theatre Guild accounts for the very great frequency of \$10-\$15 as the total for dues. Five-eighths (62%) of the whole group report amounts within these limits. The average is \$10 for the whole group.

For the three types of contributions and gifts the general average is \$48 with a maximum of \$286 and a minimum of zero.

INCIDENTALS (CHART XVIII)

A last general item is for incidentals, such as carfare, stamps, telegrams, telephone, Christmas cards. Here, as might be expected, there is again wide variation in totals. The range is from zero to \$90 with an average of \$17. The chart does not reveal any sum representing a customary expenditure by students.

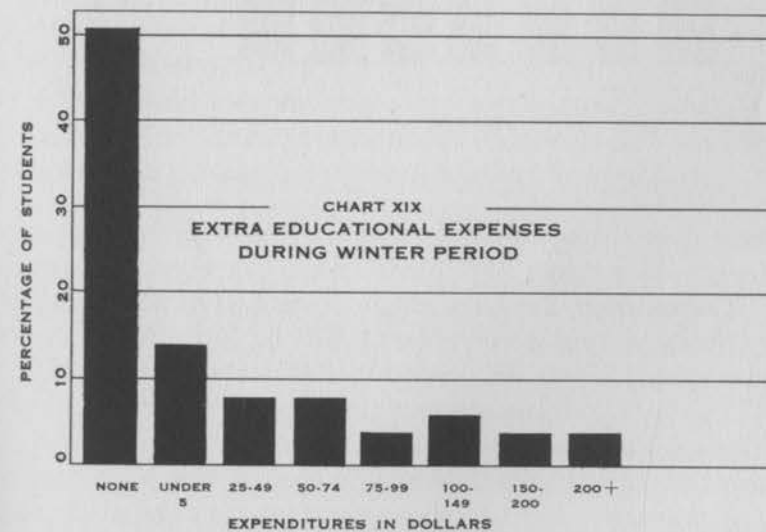
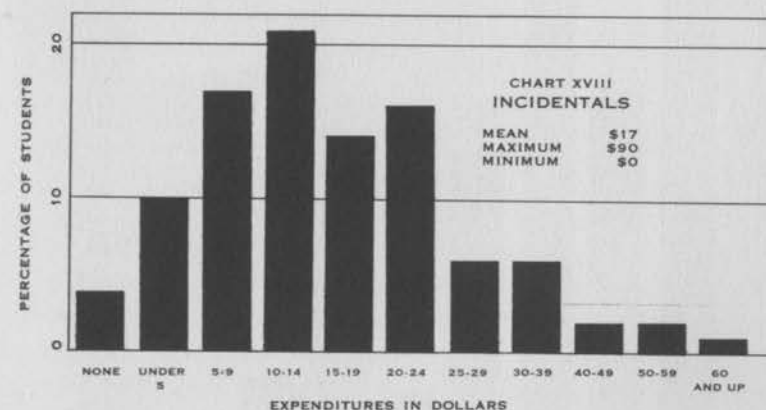
WINTER PERIOD EXPENSE (CHART XIX)

In all of the figures given above the period covered is that of the College year, excluding the two months' summer and winter

Student Expenditures

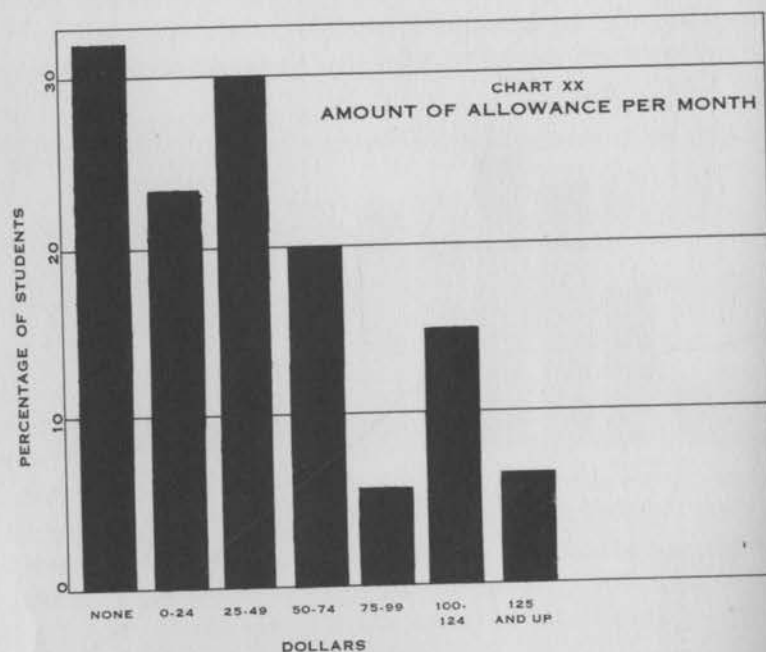
recesses. In the case of such items as clothing and medical expense, where it is impossible to separate College from vacation expenditure, the students were asked to report two-thirds of an ascertained year's total.

The question inevitably arises as to whether, during the Bennington winter recess—really a non-resident work period—students incur extra expense as a part of their educational activities. It is hard to make an accurate estimate of such extra cost. Winter travel, for instance, might be classed as vacation or education. The



Bennington College

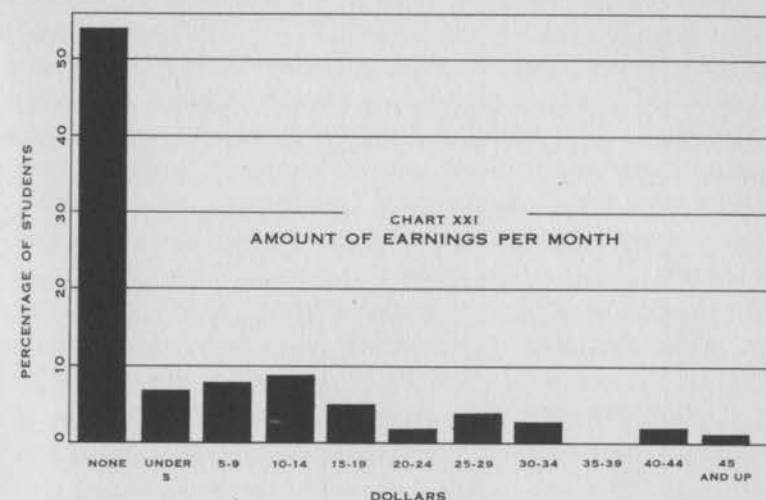
students were asked, however, to make an estimate of any winter period educational expense. One-half (51%) reported no such expenditure. Of the extra expense reported by the other half the average was \$50. The sums varied from a few extra dollars for lunches or carfare to several hundred dollars for travel away from home.



ALLOWANCES AND EARNINGS (CHARTS XX, XXI)

Where does the money come from which these students spend at College? More than two-thirds (68%) receive regular allowances. The monthly amounts range from \$10 to \$125 and more. Twenty-three percent receive from \$10 to \$25; 30%, the most numerous group, from \$25 to \$50; 20% from \$50 to \$75; 6% from \$75 to \$100. In most cases the allowances are presumed to cover all expenses aside from College bills and doctors' bills. The other third of the students presumably receive money on request at irregular intervals. In many cases earnings take the place, in part or in whole, of an allowance.

Student Expenditures



More than half of the students during this year earned money while at College. The amounts range from a dollar a month up to \$45 and more. Nearly 30% of the students earned more than \$10 a month. Waiting on table is by far the most frequent means of student earnings. There are more such jobs available at the College than any other. The special training for it can be easily and quickly acquired; the work comes at and near meal times and does not, therefore, interrupt study or other activities. There are other more skilled jobs such as secretarial, store, library, switch-board assistance, accompaniment for dancing, and photography which may fit a student's interest as well as financial need. There are each year more applicants for paid positions than there are opportunities available.

The students were asked to answer the question: "Do you feel handicapped by lack of money at college?" Only 8% answered that they did. Another question was: "For what purposes would you like to have more money at college?" To this query a large number replied. Forty-one would spend it for books; 12 for clothes; 10 for music, radios, records; 8 for recreation and sports; 8 for equipment; 8 for supplies; 6 for week-ends; 6 for a car; 5 for extras; 4 for theatre; 4 for travel and 12 for miscellaneous purposes.

Bennington College

COMPARISON WITH OTHER COLLEGES

How do the Bennington student expenditures compare with those at other colleges? Only a fragmentary answer can be given to this question. Those undertaking the study would feel greatly rewarded if other institutions would carry on similar investigations with forms which might yield comparable data. There is a report of a study carried on at Vassar during the year 1933-34. The blanks used in the two studies are practically identical in respect to the various items of expenditure. The Vassar sample, however, was much smaller, including only students in economics, a fraction of the whole student body. There is no way of determining whether the sample is representative of the whole student body in the matter of expenditure. The comparable figures are as follows:

Object of Expenditure	Average Expenditure for College Year	
	BENNINGTON	VASSAR
Clothing and Repairs	\$ 245	\$ 318
Laundry and Cleaning	17	28
Toilet Articles and Beauty Parlor	20	35
Transportation	72	119
Health (other than College fee)	46	35
Recreation, Hospitality	59	83
Books and Supplies (including subscriptions)	36	50
Contributions and Gifts	48	46
Incidentals (carfare, stamps, telegrams, telephones, etc.)	17	34
Room Furnishings	*	27
Total	\$ 560	\$ 775

* Included in "Incidentals."

METHOD AND RELIABILITY

Each of the 217 students, comprising the total Bennington enrolment in 1934-35, was given a blank to be filled out each day for the month beginning April 15th, also a blank providing for a yearly estimate. The daily records and annual estimates were voluntarily kept and completed by 135 students, 62% of the total group. There was no pressure used. There was a high degree

Student Expenditures

of interest and cooperation throughout the study. The records were anonymous with a serial number kept by each girl to identify her own sheets. The girls were urged to consult their parents in order to check on their annual estimates and a considerable number are known to have done so. A second set of daily records was kept by 57 students from May 15 to June 15, and these were checked with their earlier monthly records to verify the fact that April-May was a typical period for recording College expenditures.

Several checks were made to determine whether the 62% of the students who cooperated in the study was a representative sample of the whole student body. It was, of course, numerically a very large sample. The blanks indicated clearly the amount of tuition reduction, if any, each student received. The Comptroller has a record of the amounts granted to the whole student body. The two were compared. The sample did not vary from the whole student body with respect to tuition paid by more than 3% in any category, and these differences did not significantly affect the results of the study. It should be said that the full-tuition-paying students were slightly less inclined to participate than the more budget-conscious group.

A second check was made by comparing the sample and the whole student body with regard to the four fields of work or Divisions: Art, Literature, Social Studies, Science. In this respect the sample proved to be almost exactly representative of the whole group for which it spoke. The differences existing were, for the purposes of the study, negligible.

The results of the investigation would seem to indicate, therefore, that the students in the sample recorded with a high degree of reliability the expenditures of the whole student body.

Samples of the sheets used by each individual in recording her daily, monthly and annual expenditures follow.

Bennington College

BENNINGTON COLLEGE

Class 1 2 3 4

STUDENT EXPENDITURE STUDY

Division _____ (e. g. science, music, etc.)

MONTH _____

Beginning _____

Ending _____

(Please fill out the following budget for the college year of eight months. Actual expenditures for the sample month may be used as a guide for estimating the yearly cost. Exclude all expenditures during months away from College, except clothing and equipment purchased for college use. If more convenient and accurate, take two-thirds of the total yearly cost of such items. It is recognized that your estimate of expenditures under the different heads will not be absolutely accurate, but please give your best estimate. It is recommended that after you have made your own best estimate, you submit a copy to your mother, father or other person whose judgment might be valuable in correcting the estimate. *Do not sign your name* on any of the blanks. We are interested only in the distribution of expenditures in the College as a whole and not in the affairs of any individual student.)

- | 1 College charges—(See catalogue, or in case of doubt about scholarships, inquire at comptroller's office) | | \$..... | |
|--|--|---------|---------|
| a | Room and board | \$..... | |
| b | Tuition | \$..... | |
| c | Health fee | \$..... | |
| | Total 1 | | \$..... |
| 2 Clothing | | | |
| a | Dresses, shoes, stockings, hats, gloves, coats, sweaters, underwear, jewelry, ski suits, ski boots, knitting wool except for gifts | \$..... | |
| b | Sewing, repairing, remodeling (including shoe repairing and shoe shining) | \$..... | |
| | Total 2 | | \$..... |
| 3 Laundry and cleaning (if you send laundry home, note only postage, both ways.) | | | |
| 4 Toiletries and services (e. g. soap, toothbrushes, shampoos, manicuring, powder, rouge, permanent waves, etc.) | | | |
| 5 Transportation | | | |
| a | Auto expenses (own car) | \$..... | |
| b | Other (railroad, taxi, bus, tips, sharing gas) | \$..... | |
| | Total 5 | | \$..... |
| 6 Health (doctor, dentist, oculist, extra infirmary, medicine, etc.)
(Take two-thirds of annual expense.) | | | |
| 7 Recreation, extra food and rooms | | | |
| a | Movies, theatres, concerts, lectures | \$..... | |
| b | Sport and sport equipment (other than clothes)
(e. g. horses, skis, tennis rackets, etc.) | \$..... | |
| c | Extra food, meals for guests, cigarettes, etc. | \$..... | |
| d | Hotel bills for self and guests | \$..... | |
| e | Dances | \$..... | |
| | Total 7 | | \$..... |
| 8 Subscriptions to newspapers and magazines | | | |
| 9 Books and Supplies | | | |
| a | Books, records, objets d'art | \$..... | |
| b | Art and music supplies | \$..... | |
| c | Other supplies (stationery, pens, pencils, ink) | \$..... | |
| | Total 9 | | \$..... |
| 10 Contributions and gifts | | | |
| a | Charity, including church, Red Cross, etc. | \$..... | |
| b | Personal gifts, including Christmas, engagement and wedding presents, etc. | \$..... | |
| c | Dues, while in college (Theatre Guild, B. U. F., store membership, etc.) | \$..... | |
| | Total 10 | | \$..... |
| 11 Incidentals, (car fare, stamps, telegrams, telephone, Christmas cards, etc.—exclude postage on laundry) | | | |
| 12 Specify any other large item, such as acquisition of radio, car, victrola, etc. | | | |
| | Total | | \$..... |

Student Expenditures

- 13 Do you have a regular allowance?
- 14 If so, how much? \$.....
- 15 What expenditures is it supposed to cover?
- 16 Do you earn (money, room, board, etc.) during the college year? Yes..... No..... Approximate Amount \$.....
- 17 If so, at what type of work?
- 18 Did you have an extra expense during the last winter period on account of your educational work during that period? Yes..... No.....
- 19 If so, how much? \$..... For what? (e. g. travel, tuition, extra study, board and room away from home, etc.)
- 20 Do you feel handicapped by lack of money at College? Yes..... No.....
- 21 If so, how?
- 22 For what purposes would you like to have more money at College?

NOTE: Week-end expenditures are to be put into appropriate categories as traveling, clothes, food, etc.

Class 1 2 3 4 BENNINGTON COLLEGE MONTH
 STUDENT EXPENDITURE STUDY* Division _____ Beginning _____
 (e. g. science, music, etc.) Ending _____

[illegible]

*For interpretation of the different items see yearly sheet.

BENNINGTON COLLEGE
BULLETIN

The Bennington School of the Dance
at
Bennington College
Summer 1936

BENNINGTON COLLEGE BULLETIN

ISSUED QUARTERLY AT
BENNINGTON, VERMONT

Volume Four :: February 1936 :: Number Three

BENNINGTON COLLEGE
LIBRARY

The Bennington School of the Dance
at
Bennington College

SESSION 1936

JULY 3 THROUGH AUGUST 15

THE BENNINGTON COLLEGE BULLETIN IS ISSUED QUARTERLY BY
BENNINGTON COLLEGE, BENNINGTON, VERMONT. ENTERED AS
SECOND-CLASS MATTER SEPTEMBER 12, 1932, AT THE POSTOFFICE
AT BENNINGTON, VERMONT, UNDER THE ACT OF AUGUST 24, 1912.
VOLUME FOUR · FEBRUARY 1936 · NUMBER THREE

The Bennington School of the Dance

The third session of the Bennington School of the Dance at Bennington College, Bennington, Vermont, will be held from July 3 through August 15, 1936.

The School undertakes to unify within a single enterprise the most significant aspects of the modern dance as it exists in America today, and thus to make available to students of the art a comprehensive and properly related view of its whole structure. The work is conducted by the leaders who have been responsible for the rise of the modern dance in this country and who are most instrumental in shaping its contemporary development. During its first two sessions the School has drawn its students from all parts of the country, representing a cross-section of the abilities and interests of persons active in the art.

In the session of 1936 the School will be organized into four separate programs of work, two of them newly inaugurated, corresponding to four main types of interest in the field.

The *General Program*, with which the School began and which remains its basic program, represents a thorough survey of the modern dance. It presents a study of important contrasting techniques and methods of composition, the historical and critical background of modernism in the dance, and the related aspects of music and stagecraft. It is designed as a foundation for the dancer, the teacher or the person preparing to teach, and the layman.

The *Workshop Program*, initiated in the summer of 1935, provides for the experienced dancer or teacher a period of intensive study as a member of a concert dance group. The workshop is a laboratory in which a directing artist composes and produces a finished work for public production at the close of the session. The workshop group consists of the professional company of the directing artist, in residence at the School for the session, and a selected group of advanced students. The first workshop production, "Panorama," with Martha Graham as choreographer and solo dancer with her professional company of twelve and the twenty-four students of the workshop, was presented on August 14 and 15, 1935. During the session of 1936, Doris Humphrey and Charles Weidman will each direct a workshop, Miss Humphrey for women students, Mr. Weidman for men. As solo dancers with the members of their professional companies and the students of their workshop groups, Miss Humphrey and Mr. Weidman will present concerts during the week of August 10. The last in the present series of four workshops will be directed in 1937 by Hanya Holm.

The *Program in Choreography*, offered for the first time in 1936, is designed to meet the growing need for special study of composition and staging of solo and group dances. The dancer or teacher with a technical foundation in the modern dance requires the opportunity to do sustained work in this field and to submit such work to expert criticism. In this program the bulk of the student's time is given to independently planned and conducted work in any of the many areas of dance composition, with periodical presentation of completed dances to a committee for auditions drawn from the faculty of the School. This work is supplemented by work in suitable courses chosen according to the student's individual needs.

The *Program in Music Composition for the Dance*, also inaugurated in 1936 under the direction of Louis Horst, presents a study of the typical problems of the musician working in collaboration with the dancer or teacher. The program comprises a practical study of class accompaniment, including improvisation, and of the composition of music for many types of dance forms. The technique and dance composition classes of the School provide opportunity for analysis of methods of accompaniment and of music composed for the leading contemporary dancers who teach in the School.

Both men and women students may enroll in all programs of work with the exception of the workshops specifically for men or women. The *General Program* admits a large number of students of all degrees of previous experience in the dance. Admission to the other three programs is limited to smaller groups and requires certain prerequisite experience. Admission requirements may be found under *The Programs of Work*.

A festival series of concerts for the School and the public takes place during the session. The series for 1936 (dates being subject to change) is: July 10 and 11, Martha Graham and Group; July 25, Lecture by John Martin; August 7 and 8, Hanya Holm and Group; August 12 and 14, Doris Humphrey and the Workshop Group; August 13 and 15, Charles Weidman and the Workshop Group.

The School uses the plant of Bennington College which is situated between mountains in the southwestern section of Vermont, occupying one hundred forty acres of a large estate on a plateau between the villages of Bennington and North Bennington. It is readily accessible by main lines of transportation through New York City, Boston, and Albany. A moderate climate and beautiful surrounding country give the summer session the advantages of a vacation. Tennis, golf, riding, and swimming are available. Facilities for work include studios, a fully equipped theatre, the College library of books and music, practice rooms, pianos and phonographs, conference rooms and offices.

THE FACULTY AND STAFF

MARTHA HILL, Director

Miss Hill is teaching dance at Bennington College and at New York University.

MARY JOSEPHINE SHELLY, Administrative Director

Miss Shelly is Chairman of the Department of Physical Education for Women at the University of Chicago.

DORIS HUMPHREY, Director of the Workshop, Session of 1936

Miss Humphrey is a leading American dancer, choreographer, and teacher of the modern dance.

CHARLES WEIDMAN, Director of the Workshop, Session of 1936

Mr. Weidman is a leading American dancer, choreographer, and teacher of the modern dance.

MARTHA GRAHAM

Miss Graham is a leading American dancer, choreographer, and teacher of the modern dance.

HANYA HOLM

Miss Holm is the director of the New York Wigman School of the Dance and a leading American dancer, choreographer, and teacher of the modern dance.

LOUIS HORST

Mr. Horst is a musician, critic, and composer of music for the modern dance. He is a member of the faculty of the Neighborhood Playhouse Studios, and an editor of *The Dance Observer*.

NORMAN LLOYD

Mr. Lloyd is a musician, and composer of music for the modern dance.

NANCY MCKNIGHT

Miss McKnight is a member of the professional group of the New York Wigman School of the Dance.

JOHN MARTIN

Mr. Martin is the dance critic of *The New York Times* and author of *The Modern Dance*. He is a lecturer on the modern dance and an authority in the field of dance history.

LOUISE MARTIN

Mrs. Martin has worked in the theatre with Richard Boleslawsky, Maria Ouspenskaya, Maurice Browne, and David Belasco. She has taught drama, acted, and written for the theatre.

BESSIE SCHÖNBERG

Miss Schönberg is teaching dance at Briarcliff Junior College, Briarcliff Manor, and in New York City and Philadelphia.

DINI DE REMER, Accompanist for Miss Graham and Mr. Horst
Miss de Remer is accompanist at the studio of Martha Graham in New York City.

MILDRED GLASSBERG, Assistant to Miss Hill
Miss Glassberg is a graduate of New York University.

PAULINE LAWRENCE, Accompanist for Miss Humphrey
Miss Lawrence is musician and costume designer for the Humphrey-Weidman Concert Group in New York City.

JOAN LEVY, KATHERINE MANNING, SYBIL SHEARER, Assistants to Miss HUMPHREY
Miss Levy, Miss Manning, and Miss Shearer are members of the Humphrey-Weidman Concert Group in New York City.

JOSÉ LIMON, Assistant to Mr. Weidman
Mr. Limon is a member of the Humphrey-Weidman Concert Group in New York City.

RUTH LLOYD, Accompanist
Mrs. Lloyd is an accompanist for the dance at New York University, Barnard College, and Sarah Lawrence College.

MAY O'DONNELL, Assistant to Mr. Horst
Miss O'Donnell is a member of Martha Graham's Concert Group in New York City.

HARVEY POLLINS, Accompanist for Miss Holm
Mr. Pollins is accompanist and composer for the New York Wigman School of the Dance and a faculty member of the Dalcroze School of Music.

Assistant to MISS GRAHAM

Accompanist for Mr. WEIDMAN

MARTHA H. BIEHLE, Executive Secretary
Miss Biehle is financial secretary of Bennington College.

ISADORE G. CUTLER, Secretary
Miss Cutler is secretary in the New York Office of Bennington College.

IDA MAE HAIT, Director of Dining Rooms and Student Houses, Bennington College

MYRA H. JONES, Comptroller, Bennington College

GLADYS Y. LESLIE, Librarian, Bennington College

GLADYS L. STEVEN, Manager of Cooperative Store, Bennington College

FRANK H. TSCHORN, Superintendent of Buildings and Grounds, Bennington College

ASSISTANT IN THE LIBRARY

NURSE

THE TRUSTEE COMMITTEE OF BENNINGTON COLLEGE FOR THE BENNINGTON SCHOOL OF THE DANCE

The School is organized and conducted as an educational and financial unit under the Bennington College Corporation. The College is represented in the organization of the School by the following Committee appointed by the Trustees of the Corporation:

ROBERT D. LEIGH
President of Bennington College.

JOHN J. COSS
Professor of Philosophy, Columbia University; Director of the Columbia University Summer Session.

FRANCES COLEMAN HOLDEN (MRS. ARTHUR J.)

EDNA MORSE JACKSON (MRS. PERCY)

THE ADVISORY BOARD

The Advisory Board of the Bennington School of the Dance, acting in co-operation with Bennington College and the executive officers of the School, is:

ROBERT D. LEIGH	LOUIS HORST
MARTHA GRAHAM	DORIS HUMPHREY
HANYA HOLM	JOHN MARTIN
CHARLES WEIDMAN	

THE PROGRAMS OF WORK

Each of the following four programs of work is a plan for study along the line of a particular type of interest in the modern dance. The programs allow for individual choices in both amount and kind of work. Each student will make his final choices at a conference during the registration period, July 3 to 5. The detailed daily schedule will be issued to students after admission and preceding arrival at the School. All students are expected to attend the full six weeks session from July 3 through August 15, and to live in residence at the School.

GENERAL PROGRAM

The general program is open to approximately one hundred students of all degrees of previous experience in the dance. Courses will be sectioned according to ability. From among the courses listed, students will be advised in the selection of work best adapted to their individual interests.

Modern Dance

Martha Graham, Hanya Holm, Doris Humphrey, and Charles Weidman will present their individual approaches to the technique and choreography of the modern dance. Open to all students, grouped in sections.

Techniques of Dance Movement

Miss Hill and Miss Schönberg will present a fundamental analysis of movement for the dance based upon a study of the factors present in all movement of the human body and the application of this material to the content and form of the modern dance. Open to all students, grouped in sections.

Composition in Dance Form

Mr. Horst will present problems in dance composition based upon musical forms. Each problem will be analyzed in terms of its authentic historical background and characteristic structure, and dances based upon each problem will be presented for criticism.

Pre-Classic Forms—Open only to students with a technical foundation in the modern dance.

Modern Forms—Open only to students who have completed Pre-Classic Forms or the equivalent.

Dance Composition

Miss Hill and Miss Schönberg will present a study of dance composition through an analysis of the elements of form and content and the principles of dance structure. Sketches and dances will be presented

for criticism. Open to all students—Introductory, Intermediate, and Advanced Sections.

Basis of Dramatic Movement

Mrs. Martin will present a study of dramatic movement through a series of exercises designed to enable the student to discover his resources in personal experience and to develop a technique for utilizing this material in dance or dramatic form. Open to all students—Introductory and Advanced Sections.

Elements of Music

Mr. Lloyd will present a study of music notation and terminology, rhythmic analysis, and musical form as these relate to the dance. Open to all students—Introductory and Intermediate Sections.

Percussion Accompaniment for the Dance

Miss McKnight will present the principles and technique of percussion accompaniment for the dance. Open to all students—Introductory, Intermediate, and Advanced Sections.

Stagecraft for Dancers

Groups wishing laboratory experience in staging, lighting, and makeup for the dance will do work in connection with the festival series of concerts.

Dance History and Criticism

Mr. Martin will present lectures and lead discussions in the history of the dance and in the critical interpretation of the modern style. Open to all students.

Seminar in Dance Criticism

Mr. Martin will conduct a seminar in dance criticism for a limited number of students with background in dance history and a knowledge of the contemporary forms of dance.

The Dance in Education

The place of the dance in education will be considered in a series of lectures and round table discussions scheduled as a part of the evening meetings of the School.

Practice

Directed practice for *Modern Dance*, *Techniques of Dance Movement*, *Composition in Dance Form*, and *Dance Composition* will be regularly scheduled.

WORKSHOP PROGRAM

The workshop for women students under the direction of Doris Humphrey and the workshop for men students under the direction of Charles Weidman will be conducted separately but according to a common plan. In addition to Miss Humphrey's and Mr. Weidman's professional companies of men and women dancers, a limited number of students of advanced ability, not otherwise members of the School during the current session, will be admitted to each workshop. In each workshop, study will comprise technical preparation for concert production and the rehearsal and presentation of a new major work by the directing artist.

Candidates for admission to a workshop need not have worked previously with the directing artist, but must have a sound technical foundation in the modern dance and an interest in participating as dancers in a concert group. Applications for admission to a workshop should be received not later than May 15, 1936. At this time the members of the workshops will be chosen from those applying by a committee consisting of the Directors of the Workshops and the Directors of the School.

Technique and Choreography

The major portion of the student's program will consist of daily work in the artist's technique and intensive study of the artist's choreographical method.

Supplementary Study

Students in the workshops will engage in such additional study within the workshops or in courses selected from other programs of the School as the Directors of the Workshops may advise.

PROGRAM IN CHOREOGRAPHY

The program in choreography is designed for a limited number of advanced students, either dancers or teachers, who wish to complete a substantial amount of original work in dance composition under critical direction. The program will be individually planned for each student. Certain students will be advised to enter all or part of the courses in dance composition listed under *General Program* and to do a limited amount of independent work outside of courses, whereas other students will be prepared to do the bulk of their work independently. Completed work done outside of courses will be presented at regular intervals to a committee for auditions which will criticize the form, content, execution, accompaniment, and staging of the dances. While the other courses of the *General Program* are open to students in this program, the courses most recommended are: *Dance History and Criticism* or *Seminar in Dance Criticism*, and the three composition courses—*Composition in Dance Form*, *Dance Composition*, and *Basis of Dramatic Movement*.

Candidates for admission to this program should have a sound technical foundation in the modern dance and in dance composition in the modern style, and an interest in sustained, independent work in composition.

PROGRAM IN MUSIC COMPOSITION FOR THE DANCE

The program in music composition for the dance is divided between the two closely related fields of composition and accompaniment. The accompanist-composer will work with Mr. Horst, director of the program, in the principles of form and style in composition by carrying out, and receiving detailed criticism of, a large number of problems in the writing of music. The assignments will be made in connection with class work being done in dance composition. Mr. Lloyd will work with students in the theory and practice of keyboard improvisation and the selection and reading of music for class accompaniment. Miss McKnight will teach a special section in percussion accompaniment. The literature of music for the dance will be studied with emphasis upon the pre-classic and the modern composers. All work will be primarily of a laboratory rather than of a theoretical character. In addition to this special work, students will be advised to select certain courses from the *General Program*.

Musicians applying for admission to this program should have a background in harmony, a knowledge of music form and analysis, and some experience in collaborating as accompanist or composer with a modern dancer or teacher of the modern dance.

CONCERTS, DEMONSTRATIONS,
EVENING MEETINGS

The School as a whole participates in the following events which are designed to complete the student's view of the modern dance.

Concerts

Members of the School are guests at one performance of each concert of the festival series and at Mr. Martin's lecture. The schedule of these concerts is given on page 4.

Demonstrations

The students of the School other than the workshop groups will give no public productions, but demonstrations of finished work from the classes in dance composition and the work of the program in choreography will be given for members of the School and invited guests.

Evening Meetings

Members of the faculty and guest lecturers will lead a series of regularly scheduled evening meetings in which topics growing out of the work of the School and those current in contemporary dance and allied fields, such as the theatre and music, will be presented.

LIVING ARRANGEMENTS

The ten student houses of the College, occupied by the students of the School, provide single rooms and a few double rooms, eighteen in each house, furnished in a reproduction of American Colonial style, baths for every four or six persons, and a living room in each house. Each house has kitchenette and laundry facilities. Linen is supplied and laundered. Students are advised to bring with them one extra double blanket. The furnishings of student rooms do not include curtains and rugs, and students are at liberty to provide these. Rooms are thoroughly cleaned each week. The School uses the College dining rooms in the Commons Building. A trained nurse will be at the School for dispensary service during certain hours.

COSTUME

A uniform work costume, to be ordered upon admission, will be worn by all members of the School. The Service Fee, listed under *Expenses*, covers the purchase and daily laundering of the costume. The most useful personal wardrobe is informal dress including outdoor summer sports clothing. The Vermont climate makes it advisable to bring also some warm clothing.

TRANSPORTATION

Students traveling by train should inquire at their local railroad offices for Summer Session rates to North Bennington. Round trip fares at one and one-third, or certificate fares (full rate one way and one-third fare return) will be available on most railroads in 1936.

From New York City, Albany, the West and South, the railroad station is North Bennington on the Rutland Railroad, the direct route between New York City and Montreal. From Boston, the destination point is Hoosick Falls, New York.

The College is one and one-half hours by train or motor from Albany where railroad connections to all parts of the country can be made. The state highway running between Bennington and North Bennington skirts the College property on the south. Entrance to the College grounds is marked on this highway.

EXPENSES

The Bennington School of the Dance is not a profit-making organization. Fees are based on actual costs and are identical for all students in the School, regardless of the program of work elected. The Service Fee covers cost of regulation costume, daily laundering of costume, and dispensary services. After payment, fees are not returnable.

Registration	\$ 10.00
Tuition	100.00
Room and Board.....	90.00
Service Fee	10.00
	<hr/>
	\$210.00

Fees are payable as follows:

Upon admission, registration fee.....	\$ 10.00
On or before June 1.....	50.00
On or before July 3, the balance.....	150.00

FURTHER INFORMATION

An illustrated bulletin of Bennington College showing its material equipment and surroundings, and further detailed information about the School are available upon request.

Address: Miss Martha H. Biehle, Executive Secretary
The Bennington School of the Dance
2 West 45th Street
New York, New York

After June 1, address Miss Biehle at the Bennington School of the Dance, Bennington, Vermont.

STUDENTS, SUMMER 1935

GENERAL PROGRAM

Hazel Aagard
Joyce Abbot
Ellen Adair
Ruth Alexander
Fannie Aronson
May Atherton
C. Elisabeth Ayres
Gertrude M. Baker
Annis Baldwin
Marie Baldwin
Stella J. Becker
Emily S. Belding
Charlotte Bergstrom
Marion E. Bigelow
Louise Boillin
Lillian Bruce
Elizabeth Burtner
Kathleen Callahan
Helen Conkling
Bonnie Cotteral
Donnie Cotteral
Caryl E. Cuddeback
Eleanor R. Daley
Alice E. Davis
Lois L. Decker
Dorothy Dengler
Elizabeth A. Dever
Natalie E. Disston
C. Madeleine Dixon
Helen Edwards Domonkos
Margaret Easton
Helen Ellis
Helen G. Errett
Bessie Evans
Bessie L. Fisher
Louise R. Fitzpatrick
Elizabeth C. Forbes
Jean M. Forster
Jane Fox
Fay Friedman
Virginia H. Gallagher
Harriette E. Gardner
Margaret Goodwin
Elizabeth Halpern
Jane Harting
Elizabeth Hartshorn
Ruth Anne Heisey
Eloise McMahan Heyl
Elizabeth W. Hixon
Marion I. Hobday
Josephine Hughes
Helen M. Hull
Adelaide Husserl
Geneva Jacobs
Betty Joiner

Teacher, Private Classes, Fountain Green, Utah
Student, Bennington College, Bennington, Vt.
Teacher, Friends School, Wilmington, Del.
Teacher, Ohio University, Athens, Ohio
Teacher, Public Schools, Detroit, Mich.
Teacher, State Normal School, Willimantic, Conn.
Teacher, Y. W. C. A., Plainfield, N. J.
Teacher, University of Minnesota, Minneapolis, Minn.
Teacher, University of Vermont, Burlington, Vt.
Teacher, Public Schools, New York, N. Y.
Teacher, Private Classes, Columbus, Ohio
Teacher, Public Schools, Albany, N. Y.
Teacher, College of St. Catherine, St. Paul, Minn.
Teacher, State College, Fresno, Calif.
Teacher, Marygrove College, Detroit, Mich.
Teacher, Public Schools, New Rochelle, N. Y.
Teacher, Hood College, Frederick, Md.
Teacher, Radcliffe College, Cambridge, Mass.
Teacher, Public Schools, Philadelphia, Pa.
Teacher, Texas State College for Women, Denton, Texas
Teacher, North Texas State Teachers College, Denton, Texas
Teacher, University High School, Oakland, Calif.
Teacher, Academy of Holy Names, Albany, N. Y.
Student, University of Chicago, Chicago, Ill.
Teacher, State Teachers College, Bridgewater, Mass.
Student, Richmond Hill, Long Island, N. Y.
Teacher, Heller School, Cheltenham, Pa.
Secretary, Philadelphia Art Alliance, Philadelphia, Pa.
Teacher, Carson College, Flouertown, Pa.
Teacher, Oberlin College, Oberlin, Ohio
Teacher, Maumee Valley Country Day School, Toledo, Ohio
Teacher, Purdue University, Lafayette, Ind.
Teacher, Pennsylvania College for Women, Pittsburgh, Pa.
Teacher, Peabody Conservatory, Baltimore, Md.
Teacher, High School of Commerce, Springfield, Mass.
Teacher, State Teachers College, Farmville, Va.
Teacher, Colorado State College, Fort Collins, Colo.
Teacher, University of Toronto, Toronto, Ontario, Can.
Teacher, Indiana University, Bloomington, Ind.
Dancer, Teacher, Private Classes, Chicago, Ill.
Teacher, Wheaton College, Norton, Mass.
Rochester, N. Y.
Student, Bennington College, Bennington, Vt.
Student, Radcliffe College, Cambridge, Mass.
Teacher, Goucher College, Baltimore, Md.
Teacher, Connecticut College, New London, Conn.
Student, University of Chicago, Chicago, Ill.
Teacher, Private Classes, Dunkirk, N. Y.
Student, University of New Hampshire, Durham, N. H.
Teacher, Margaret Eaton School, Toronto, Ontario, Can.
Student, Ohio Wesleyan University, Delaware, Ohio
Teacher, Public Schools, Dallas, Ore.
Student, New York, N. Y.
Teacher, Ohio State University, Columbus, Ohio
Student, Ohio University, Athens, Ohio

Anne Kelly
Frances E. Kinsky
Helen B. Knight
Faye F. Knox
Elfriede Kreutzberg
Welland Lathrop
Helen M. Levy
Hildegard Lewis
Betty Lindeman
Mabel Locher
Beatrice B. Lovejoy
Lucille Lowry
Sally McPherson
Tosia Mundstock-Martin
Eleanor J. Mindling
Gertrude X. Mooney
Eloise Moore
Maude E. Moore
Peggy Oppenheimer
Pirkko Paasikivi
Beatrice Paipert
Jessie Parrott
Ruth Radir
Annabelle Ranslem
Beulah Rich
Katharine V. Riley
Mildred D. Romansky
Madelon Royce
Elizabeth Ruskay
Hermine Sauthoff
Elaine E. Scanlan
Katherine Scherman
Margery Schneider
Dorothy H. Schwartz
Alice Sherbon
Elizabeth Sherbon
Helen Sloan
Mary Standing
Cornelia Stein
Gladys M. Taggart
Mary Tracht
Elizabeth van Barneveld
Martha Voice
Thelma C. Wagner
Florence Warwick
James B. Welch
Helen Whetstone
Emily V. White
Winifred Widener
Julianne Wilson
Galyn Winter
Grace Yates
Mildred Zook

Student, Trinity College, Washington, D. C.
Teacher, Pine Manor, Wellesley, Mass.
Teacher, Public Schools, Cicero, Ill.
Teacher, University of Oregon, Eugene, Ore.
Teacher, Miss Yates School, New York, N. Y.
Teacher, Cornish School, Seattle, Wash.
Teacher, Private Classes, Elkins Park, Pa.
Teacher, Private Classes, Newton, Kan.
Student, Bennington College, Bennington, Vt.
Teacher, Public Schools, Indianapolis, Ind.
Student, University of Michigan, Ann Arbor, Mich.
Teacher, College of William and Mary, Williamsburg, Va.
Teacher, Albany Academy for Girls, Albany, N. Y.
Teacher, Private Classes, Detroit, Mich.
Student, Bennington College, Bennington, Vt.
Teacher, University of Minnesota, Minneapolis, Minn.
Dancer, Teacher, Chicago, Ill.
Teacher, Iowa State Teachers College, Cedar Falls, Iowa
Student, Cheltenham Senior High School, Elkins Park, Pa.
Teacher, Y. W. C. A., New Haven, Conn.
Dancer, Boston, Mass.
Teacher, Teachers Training School, Cedar Falls, Iowa
Teacher, Stanford University, Stanford, Calif.
Teacher, State Normal School, Fredonia, N. Y.
Secretary, New York, N. Y.
Teacher, Shady Hill School, Chestnut Hill, Pa.
Teacher, Public Schools, Hartford, Conn.
Teacher, Private Classes, Burlington, Vt.
Student, New College, Columbia University, New York, N. Y.
Teacher, Ohio State University, Columbus, Ohio
Teacher, Trinity College, Washington, D. C.
Student, Swarthmore College, Swarthmore, Pa.
Teacher, Oberlin Conservatory, Oberlin, Ohio
Teacher, Skidmore College, Saratoga Springs, N. Y.
Teacher, University of Iowa, Iowa City, Iowa
Teacher, Public Schools, Ames, Iowa
Teacher, Private Classes, Hartford, Conn.
Teacher, Stephens College, Columbia, Mo.
Student, New York, N. Y.
Teacher, University of Wichita, Wichita, Kan.
Clerk, Child Welfare Board, New York, N. Y.
Teacher, Community School, St. Louis, Mo.
Student, University of Wisconsin, Madison, Wis.
Teacher, Ohio Wesleyan University, Delaware, Ohio
Student, Spelman College, Atlanta, Ga.
Clerk, State Office Building, Albany, N. Y.
Teacher, Shipley School, Bryn Mawr, Pa.
Teacher, University of Michigan, Ann Arbor, Mich.
Teacher, Y. W. C. A., New York, N. Y.
Student, University of Michigan, Ann Arbor, Mich.
Student, Bennington College, Bennington, Vt.
Teacher, Chapin School, New York, N. Y.
Dancer, Teacher, Avery Coonley School, Downers' Grove, Ill.

WORKSHOP PROGRAM

Miriam Blecher	Dancer, Teacher, Private Classes, New York, N. Y.
Prudence Bredt	Student, Bennington College, Bennington, Vt.
Nadia Chilkovsky	Dancer, Teacher, New York, N. Y.
Evelyn Davis	Teacher, Private Classes, Washington, D. C.
Jane Dudley	Dancer, New Dance Group, New York, N. Y.
Nancy Funston	Dancer, Teacher, New York, N. Y.
Alice A. Gates	Teacher, Hood College, Frederick, Md.
Mildred Glassberg	Student, New York University, New York, N. Y.
Mary Anne Goldwater	Student, Connecticut College, New London, Conn.
Marie Heghinian	Teacher, Mt. Holyoke College, South Hadley, Mass.
Merle Hirsh	Dancer, Teacher, Private Classes, Philadelphia, Pa.
Gussie Kirshner	Dancer, Teacher, New York, N. Y.
Edith Langbert	Teacher, Christodora House, New York, N. Y.
Naomi Lubell	Teacher, Russell Sage College, Troy, N. Y.
Mary Moore	Student, New York, N. Y.
Helen Priest	Student, New College, Columbia University, New York, N. Y.
Pearl Satlien	Teacher, Public Schools, New York, N. Y.
Alice Kathleen Slagle	Student, New York, N. Y.
Muriel Stuart	Teacher, The School of American Ballet, New York, N. Y.
Maxine Trevor	Student, New York, N. Y.
Marian Van Tuyl	Dancer, Teacher, University of Chicago, Chicago, Ill.
Florence Verdon	Teacher, Private Classes, New York, N. Y.
Theodora Wiesner	Teacher, University of Pennsylvania, Philadelphia, Pa.
Collin Margaret Wilsey	Student, University of Michigan, Ann Arbor, Mich.

WORKSHOP PROGRAM

Members of Martha Graham's Concert Group

Anita Alvarez	Sophie Maslow
Bonnie Bird	Lily Mehlman
Dorothy Bird	May O'Donnell
Ethel Butler	Florence Schneider
Lil Liandre	Gertrude Shurr
Marie Marchowsky	Anna Sokolow

BENNINGTON COLLEGE
BULLETIN

Information for Entering Students

Bennington College Bulletin

Issued Quarterly at Bennington, Vermont

Volume Four • May 1936 • Number Four

BENNINGTON COLLEGE
LIBRARY

CALENDAR

The College year consists of two terms each approximately four months in length. The dates of opening and closing are as follows:

Opening of First Semester The Wednesday after Labor Day,
9:00 a.m.

(Student houses will be opened at 9:00 a.m.; luncheon is the first meal served; the first steps of registration may be taken during the day; all students are expected to be at the College by 7:30 p.m. for the first community meeting.)

Thanksgiving Recess The Wednesday before Thanks-
giving Day, 1:00 p.m., through
the Sunday following Thanks-
giving

Beginning of Winter Field and
Reading Period The Friday before Christmas
Day, 1:00 p.m.
(except when Christmas occurs on
Saturday, in which case the
Period begins on Thursday)

Opening of Second Semester The day after Washington's
Birthday, 9:00 a.m.
(unless February 22d is on Friday
or Saturday, in which case the
semester begins on the Monday
following)

(Student houses will be opened at 9:00 a.m.; luncheon is the first meal served; all students are expected to be at the College by 7:30 p.m. for the first community meeting.)

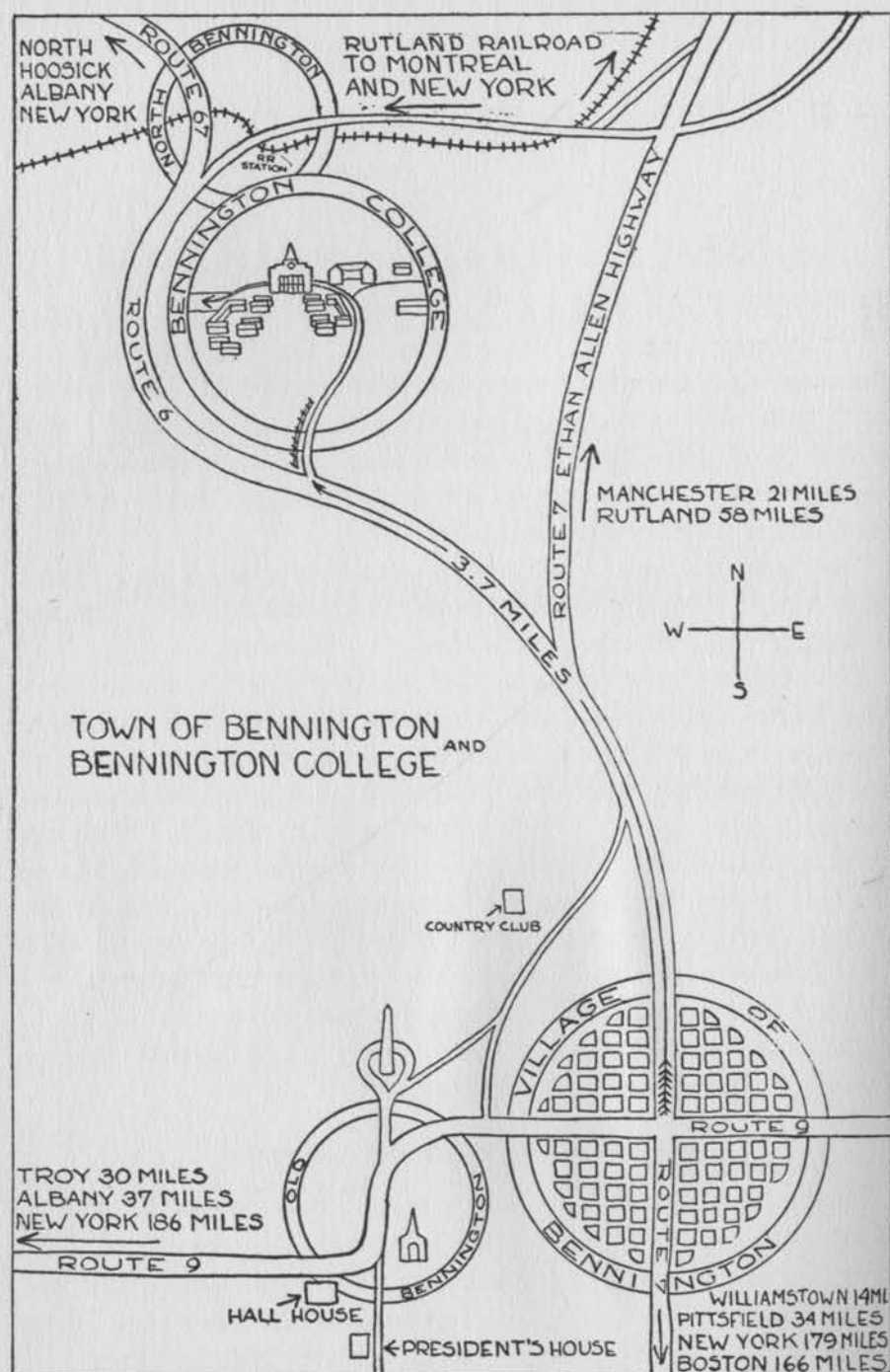
Beginning of Summer Vacation Fourth Thursday in June,
1:00 p.m.

Please keep this booklet for future reference.

BENNINGTON COLLEGE BULLETIN

Information for Entering Students

THE BENNINGTON COLLEGE BULLETIN IS ISSUED QUARTERLY BY
BENNINGTON COLLEGE, BENNINGTON, VERMONT. ENTERED AS
SECOND-CLASS MATTER SEPTEMBER 12, 1932, AT THE POST OFFICE
AT BENNINGTON, VERMONT, UNDER THE ACT OF AUGUST 24, 1912
VOLUME FOUR · MAY 1936 · NUMBER FOUR



BENNINGTON COLLEGE

LOCATION

BENNINGTON COLLEGE occupies 140 acres on a plateau flanked by the Green Mountains and the Taconic Range, in Bennington in the southwest corner of Vermont. It is seventeen miles from Williamstown, Massachusetts, four hours and a half by train from New York City and Boston, one hour and a half by train or motor from Albany where railroad connections to all parts of the country can be made.

The state highway running between Bennington and North Bennington skirts the College property on the south. Entrance to the College grounds is marked on this highway.

The station of the Rutland Railroad, the direct route between New York City, Albany, and Montreal, is in North Bennington. Students coming from the south and west should buy tickets to North Bennington, where the College bus will meet the trains and transport passengers to the campus, a mile distant. Students arriving from Boston should buy tickets on the Boston & Maine Railroad to North Adams or Williamstown, Massachusetts. When College opens in September, the College bus will be sent to Williamstown to meet students who have notified the Comptroller's Office of the time of arrival. At other times the regular bus may be taken at North Adams for Bennington. Trunks and baggage should be sent to North Bennington.

COLLEGE BUILDINGS AND EQUIPMENT

The buildings which have been erected consist of twelve student houses and a large Commons with a general lounge, store, post office, telephone exchange, infirmary, physician's office, and five dining rooms. On the third or top floor of the Commons is the theater surrounded by studios for the fine arts and the dance.

Information for Entering Students

The "Barn," remodelled stables of the original estate, contains the library, administrative offices, science laboratories, and conference rooms. Other remodelled buildings are Cricket Hill, a farmhouse which now provides rooms for the nursery school on the ground floor, and living quarters for faculty on the second floor; the Chicken Coop containing the music studios; and two small buildings devoted to sculpture and ceramics.

THE STORE

The Store attempts to supply as many needed articles as possible. Books, stationery, art and music supplies are kept in stock. Simple toilet articles, food and special athletic equipment are sold. In addition, such furnishings as chairs, small tables, lamps and rugs may be purchased or ordered.

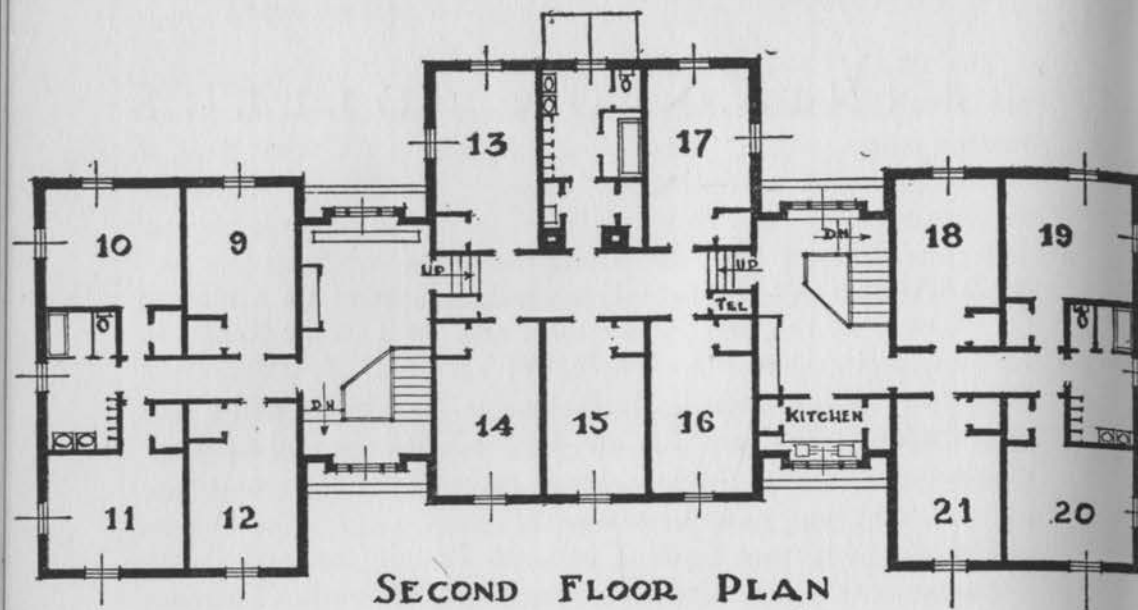
The Store is organized on a cooperative basis. Upon payment of \$10 each member of the College community may join. This entitles a student throughout her stay at College to one vote in all meetings of the Cooperative Store and to a share in the surplus earnings, which is paid in proportion to the purchases she has made. All sales are made on a cash basis. Upon permanent retirement from the College a student may withdraw her membership and the \$10 will be refunded.

SPORTS

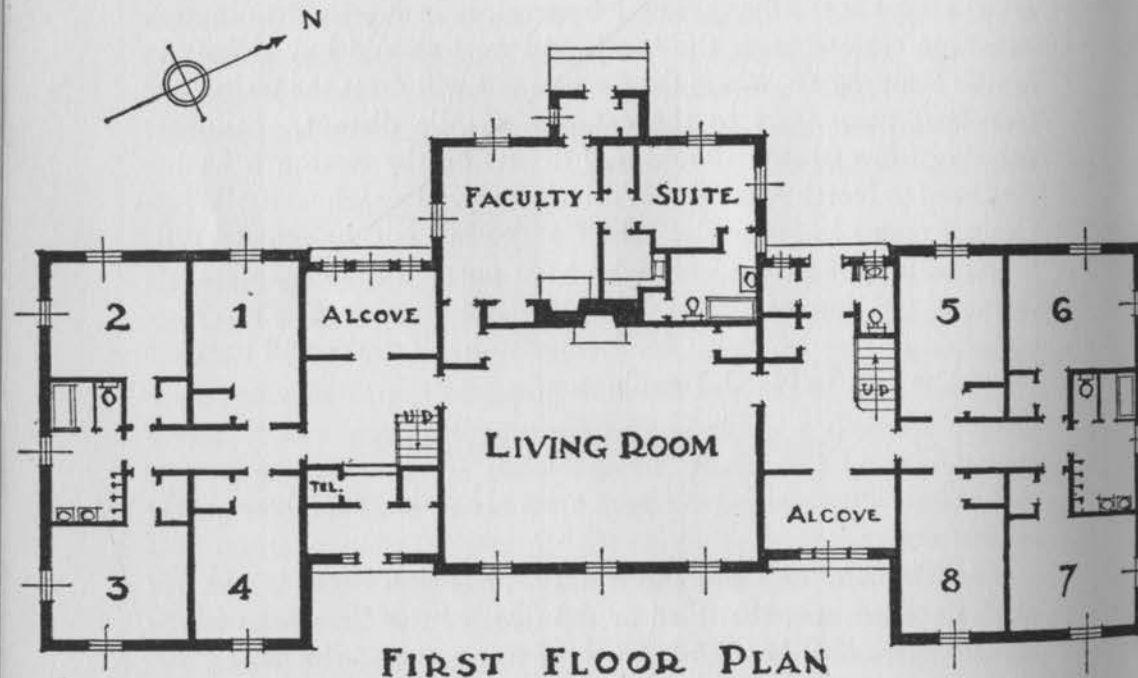
There is an athletic field for hockey, tennis, and other sports on the campus, and indoor equipment for volleyball, deck tennis, and badminton.

Lake Paran just east of North Bennington is available for swimming. There is a stable in Old Bennington where saddle horses may be rented and where riding lessons are given. The hills in the vicinity afford an opportunity for a varied and extensive winter sports program.

The Mt. Anthony Country Club is available without cost for all of the students of the College. The facilities of the Club include an excellent nine-hole golf course and outdoor swimming pool.



SECOND FLOOR PLAN



FIRST FLOOR PLAN

SCALE IN FEET ~ 0 5 10

FLOOR PLAN OF BOOTH, KILPATRICK, DEWEY AND CANFIELD HOUSES

Information for Entering Students

Instruction is given in season in the following sports: golf, hockey, winter sports, and tennis.

SOCIAL LIFE

The student houses are the centers of the social life of the College. They are informal in size and arrangement, facilitating neighborly contacts between faculty members and students. A certain number of faculty members are associated with each house and share in its intellectual and social activities.

HEALTH

Every student is given a thorough health examination each September after entrance to the College. No one will be permitted to remain in College who is found to be suffering from a serious chronic ailment which requires continuous medical attention, or any physical condition which necessitates permanent special arrangements for diet or living quarters.

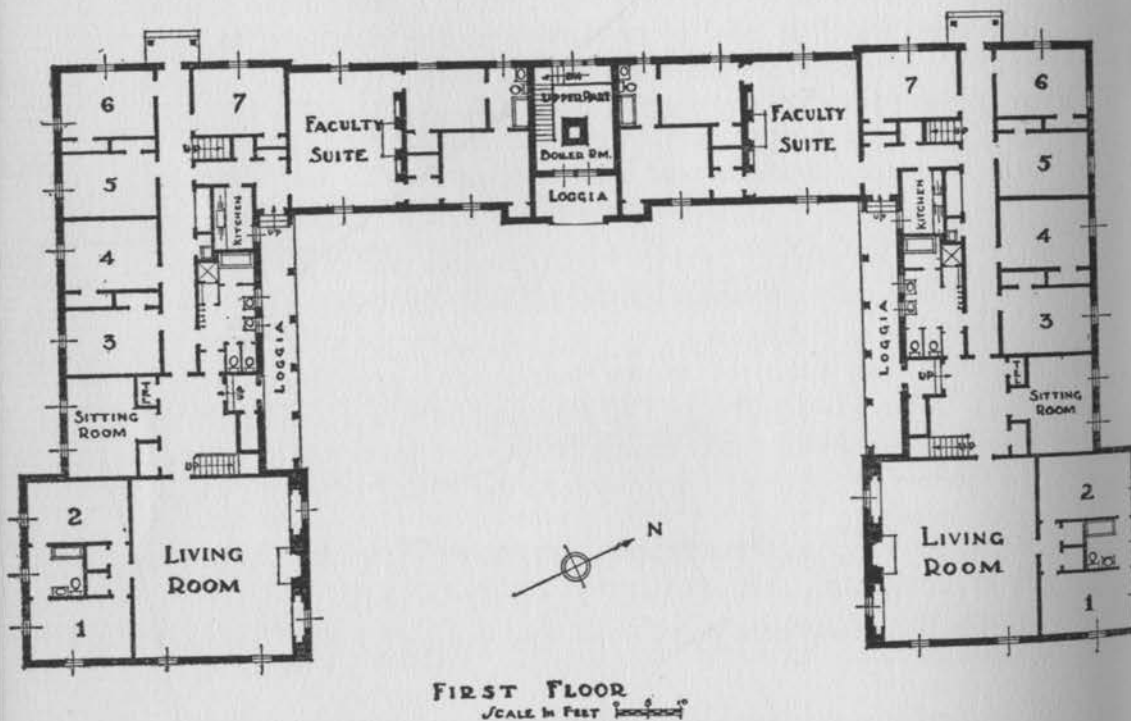
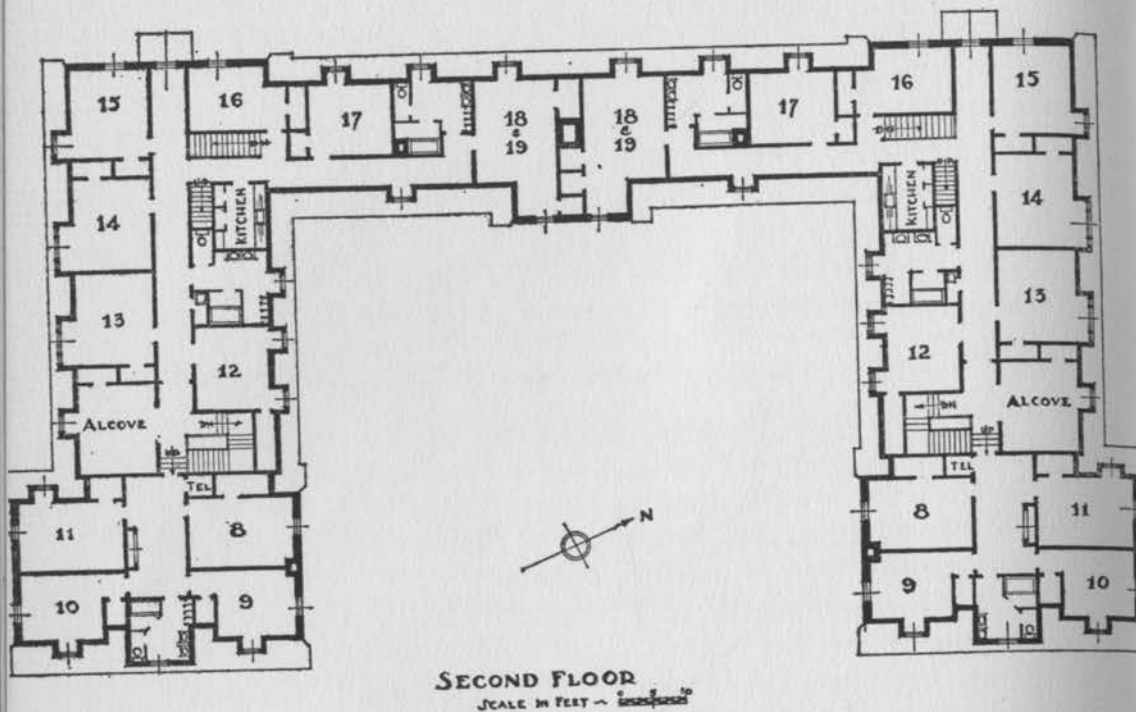
It is advisable for each student before entering College to have her eyes and teeth examined.

Vaccination for smallpox is compulsory. Any student who does not show a vaccination mark should present to the College physician a signed statement from her physician that she has been vaccinated on a date within the past year. If such a statement is not presented nor vaccination mark shown, the College will assume responsibility for the vaccination of the student.

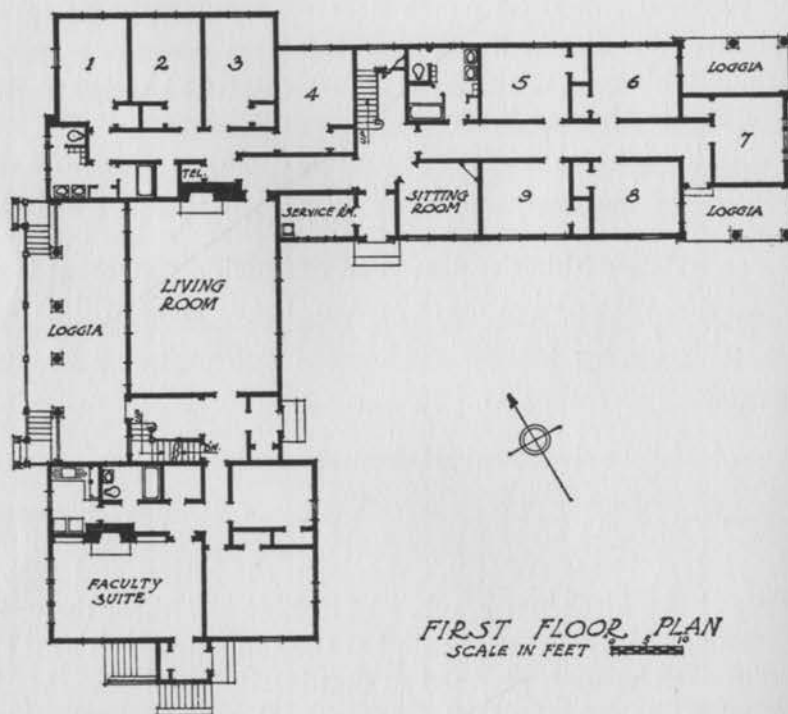
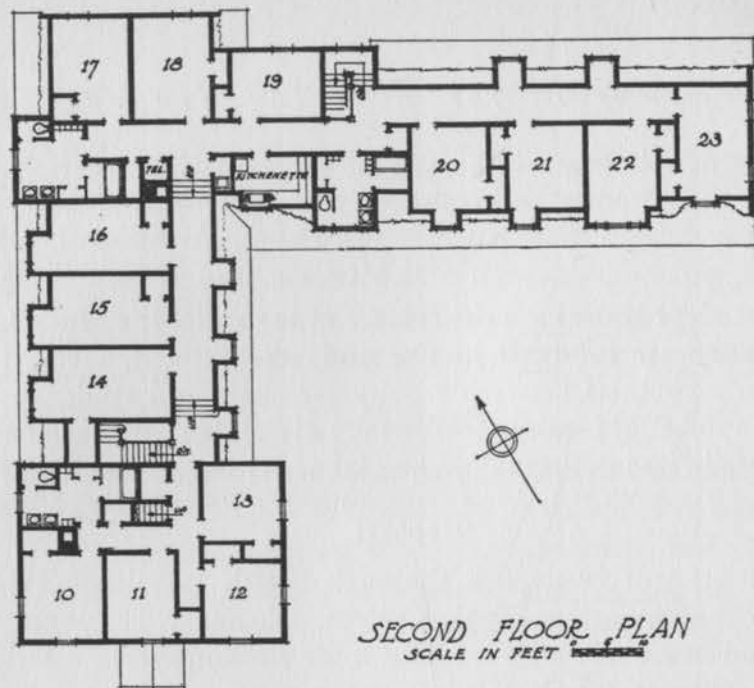
STUDENT HOUSES

Each of the twelve student houses contains approximately twenty rooms and a faculty apartment.

Examples of room arrangements are shown on the accompanying diagrams. There are trunk rooms in the attics, and each of the houses has a kitchenette, tub, and ironing board for the use of the students. All rooms are rented at the same price. The membership of each house is planned so that it will be a representative cross-section of the entire College group. Rooms are assigned by



FLOOR PLAN OF JENNINGS, McCULLOUGH, SWAN AND WOOLLEY HOUSES



FLOOR PLAN OF BINGHAM AND STOKES-SANFORD HOUSES

Information for Entering Students

the Director of Records. During August students will receive notification of room assignments with additional information about the color of walls, number and size of the windows.

Each student is expected to care for her own room, making the bed and keeping the room in order, except for a thorough cleaning which will be given by the maid once a week.

FURNISHINGS

The furniture of all the student houses is a reproduction of the American Colonial style, and the finish is Early American maple. Each student room will contain the following pieces:

- | | |
|-----------------------------|---------------------------------|
| 1 day-bed, 81" x 38"—height | 1 table-desk, with book shelves |
| 22½" (from top of mattress | 1 straight chair |
| to floor) | 1 pair blankets |
| 1 four-drawer chest | 1 pillow |
| 1 mirror | 1 window shades |

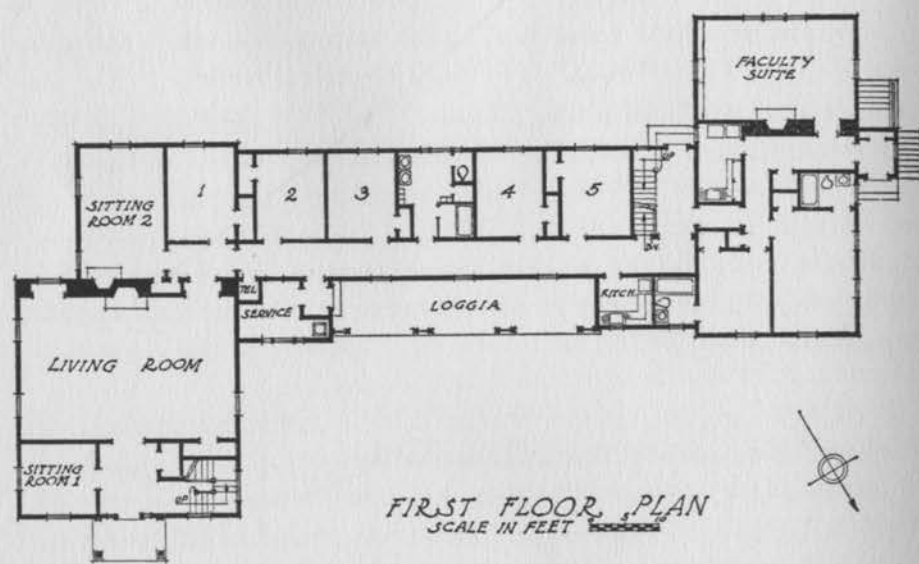
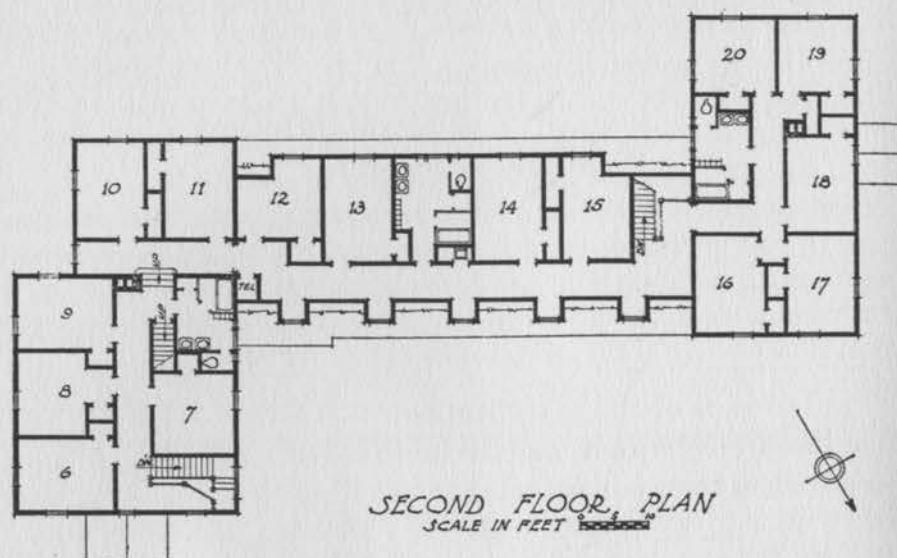
Students are expected to bring bed linen, towels, a day-bed cover, and any light furnishings such as pictures, lamps, window curtains, and small rugs. The only electrical outlets in the student rooms are floor plugs. Students provide their own desk or floor lamps. Lamp cords should be not more than 15 feet in length.

LAUNDRY

Students should make their own arrangements for having laundry done. Laundry may be sent home or sent to the local laundry companies.

AUTOMOBILES

A student may make application for a College Automobile License which, if granted, entitles her to use a car at College. The student must have been granted this license before she is permitted to have a car at College. The application form may be obtained from the office of the Director of Records. When filled in it should be presented to the chairman of the Community Council.



FLOOR PLAN OF FRANKLIN AND WELLING HOUSES

Information for Entering Students

There are no garage accommodations for student cars on the College campus.

STUDENT SELF-HELP

There are a few positions on the campus open to students. They are given to those who qualify for the work to be done and who need financial help on College expenses. Any student who has need of such work should write to the Director of Records for a Self-help Application Form.

EXPENSES

The fees for the year are payable as follows:

On or before July 1.....	\$ 100.00		
On or before opening of College:			
Tuition	\$ 567.00		
Room and board.....	433.00		
Health fee	25.00	1,025.00	
On or before second semester:			
Tuition	\$ 333.00		
Room and board	217.00	550.00	\$1,675.00

A booklet entitled *Student Expenditures*, containing a basis for estimating incidental and other expenses, will be sent upon request.

The advance fee of \$100.00 must be paid by all students on or before July 1, and is not refundable. A student who has been granted a reduction in tuition may subtract two-thirds of her reduction from the tuition due at the opening of the second semester. A statement of payments due will be sent to the parent or guardian prior to the scheduled date of payment.

No refund of the tuition charge can be made on account of absence, illness, dismissal, or for any other reason. No reduction or refund of the charge for room rent can be made. In case of absence from the College for a continuous period of six weeks or more, a reduction in the charge for board is accorded, provided that written notice be given to the Comptroller at the time of withdrawal.

REF LD 374 .A5 B8 v.4
Bennington College.
Bennington College
Bulletin

~~FOR REFERENCE~~

~~NOT TO BE TAKEN FROM THIS ROOM~~

CAT. NO. 1935

LIBRARY BUREAU

BENNINGTON COLLEGE CROSSETT LIBRARY



2 100 129 212