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BENNINGTON COLLEGE

Announcement for the First Year

1932-1933



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BENNINGTON COLLEGE PUBLICATIONS, PUBLISHED QUARTERLY
BY BENNINGTON COLLEGE, BENNINGTON, VERMONT. VOLUME
ONE (SERIES NUMBER NINE), AUGUST, 1932, NUMBER ONE.
APPLICATION FOR ENTRY AS SECOND-CLASS MATTER IS PENDING

Library
Office

THE *Bennington College Publications*, issued periodically throughout each year, include bulletins or pamphlets as follows: (1) a general statement of the educational aims and plan; (2) announcement each year of faculty, students, and program of work; (3) information for applicants for admission; (4) information for entering students; (5) description of plant and equipment. The College does not issue an inclusive catalog. Those interested may receive the publications regularly by having their names placed on the mailing list. They may also obtain any single pamphlet by addressing a written request to Bennington College, Bennington, Vermont.

Requests for additional information or correspondence regarding particular aspects of the College should be addressed to the following:

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

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

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

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ROOM ASSIGNMENTS—MRS. MARY W. GARRETT, *Director of Records*

DINING ROOMS AND STUDENT HOUSES—MISS GLADYS R. STEPHENS, *Director of Dining Rooms*

PUBLICATIONS—MISS HELEN F. VAUGHAN, *Secretary, Committee on Publications*

BENNINGTON COLLEGE

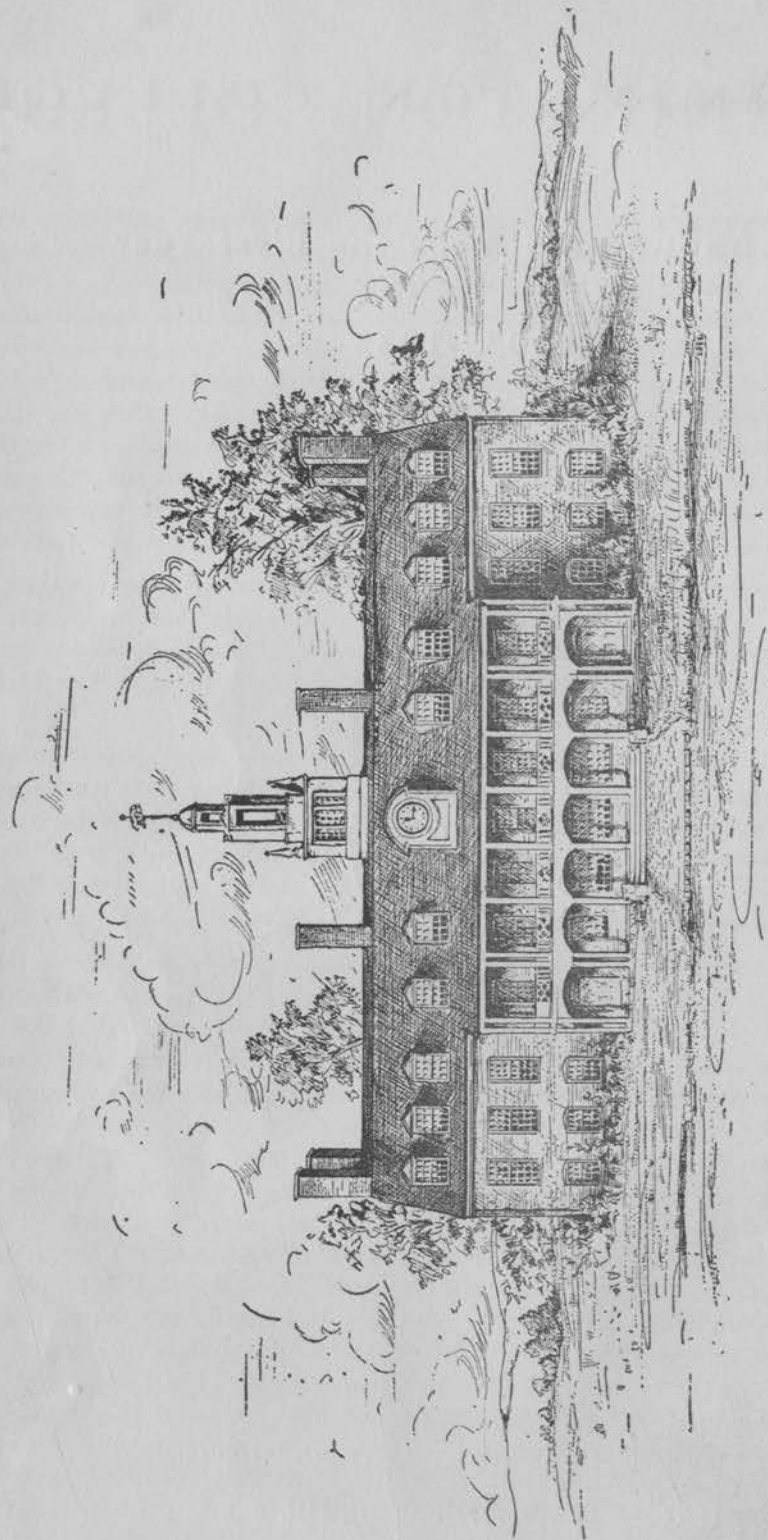
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20237



THE COMMONS BUILDING

(Dining rooms, common rooms, infirmary, art, drama, and recreation center)

BENNINGTON COLLEGE

THE movement for Bennington College, initiated nine years ago, 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 afforded 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. As stated in the resolutions of the earliest conference called for the purpose, "the new college will maintain a four-year course leading to the A.B. degree with standards at least 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. During the intervening years gifts from two hundred thirty-four people have increased the assets to a million and a quarter dollars, a sum considered sufficient for making an actual beginning.

The College site occupies one hundred forty acres 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.

Four student houses, each of which is designed to accommodate twenty students, will provide living quarters for the eighty young women admitted as Freshmen and forming the student body for the first year (1932-1933). There is a faculty apartment in each student house. Eight additional student houses, similar in character to the four already built, will be completed by 1935. The full complement of twelve houses will accommodate two hundred forty students, the contemplated four-year enrolment. A Commons building consisting of dining and recreation rooms, art studios and a little 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 classrooms, science laboratories, offices of administration, and the library. Another building on the site has been remodeled for use as music practice and instruction studios. Cricket Hill, an early American dwelling, will serve as guest house. The College athletic field with provisions for hockey, tennis, and other sports is located immediately west of the student houses.

Aims

THE underlying ideas determining the choice and survival of the specific teaching devices and activities of the new College may be summarized as follows:

(1) that education is a process continuing through life and persists most effectively throughout the important years of adulthood when one has acquired the habit of educating oneself;

(2) that a principal aim of the College should be to 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 likely to take place most surely where the student has attained expertness, or a sense of mastery in some few fields of enduring interest or use, rather than acquired smatterings in a great many fields;

(5) that external disciplines such as compulsory class attendance, competitive and publicly-awarded grades and prizes, periodic written examination 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 cooperation with book learning and the acquisition of knowledge are valuable means for developing permanent interests pursued without the necessity of external compulsion;

(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 as far as possible be connected immediately or in the process of learning with the ends or uses for which they are instruments rather than acquired wholesale as separate disciplines related but vaguely to a possible distant use;

(8) that there is wide variation between persons and in the same person at different times as to the subjects or problems which, having meaning, will consequently engage the person in active learning which leads to understanding; that, therefore, programs of college work should at all points allow for individual variation;

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

(10) that the College, jointly with other educational agencies, should accept responsibility for cultivating in its students by all available means attitudes of social responsibility, social participation and cooperation 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 understanding of the past; an attitude of suspended judgment towards the strange and the new, and tolerance towards persons and customs alien to the student's own experience.

Program for the Work of the First Year

WITH two or three exceptions the student body during the first year (1932-1933) will consist entirely of Freshmen. The program and the faculty members announced below are for the first-year group of students only. The college program as a whole is outlined in the booklet entitled *The Educational Plan for Bennington College*.

Registration

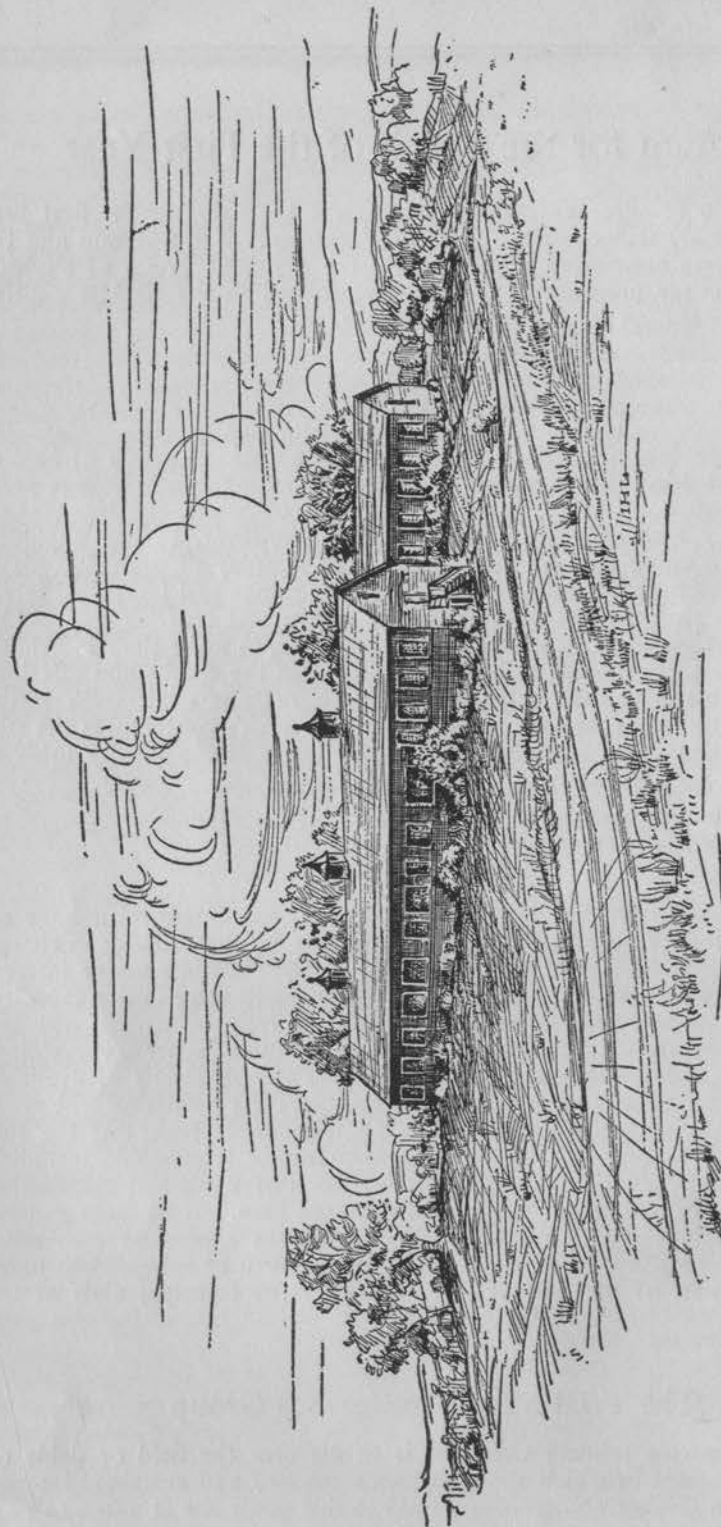
The College does not require of all students a uniform group of studies or any single subject of study either for entrance, for the first college year, or for graduation. Each Freshman's program of work, therefore, must be individually arranged. It will not be left, however, to her unguided choice. The opening days of the college year (Tuesday through Saturday) will be occupied mainly with a series of group meetings and individual interviews between students and members of the faculty and staff. These will be designed to review the school record and experience, to make clear individual needs, aptitudes, purposes, and interests, to explain the curriculum offerings of the first year with their relation to later college and adult work in the fields of the student's choices. At the end of the week's conferences the student's program will be agreed upon between her and the faculty member designated as her counselor.

The Counselor

Each student, from the beginning of her college career, will have an individual counselor or advisor. In each case the faculty member in charge of the work selected tentatively as the field of the student's major interest (the trial major conference group described below) will serve in that capacity. Thus the student will necessarily be in regular and frequent contact with her counselor. Reports of accomplishment and difficulties in her other college work will be made directly to the counselor. Through means of available records and conferences with other staff members the counselor will accumulate the knowledge necessary for intelligent guidance regarding the student's problems as they arise. The student-counselor relationship including in its range the student's entire program, methods of work and distribution of time, 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 will be one of the principal aims of the relationship.

The Trial Major Conference Group

The Freshman's primary objective is to discover the field or fields of human achievement in which she possesses a marked and sustained interest combined with distinct ability. As an aid in this quest she is asked as part



THE BARN
(Library, offices, conference rooms, classrooms and lecture hall, science laboratories)

of registration to choose the field (arts, music, literature, social studies, science) where she wishes to try out her interest and to have her ability tested. The choice will automatically enroll her in what is called a trial major conference group.

This is not so much enrolment for a course as an enlistment of one-fifth or more of her time for work, under guidance, in the field of her tentative choice. For purposes of convenience a trial major group is attached to each of the general introductory courses described below. In some cases it will consist of additional or special work in connection with the introductory course. In others it may be conducted quite independently of the introductory course. Methods will include group work and individual conferences. In every case, however, the work will be intensive in character, the content will be designed for those who plan to go on to advanced work in the field, and a principal aim will be to accustom students as rapidly as possible to individual, informal instruction with less and less supervision.

Each of the introductory and other courses of the first year is designed roughly to represent one-fifth of the student's working time. An introductory course together with the trial major conference will approximate two-fifths of the student's working time. When, however, a student at entrance has a serious specialized interest and a desire to concentrate immediately the trial major conference group may be enlarged in scope and character so as to include two-fifths, three-fifths, or even 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.

For many Freshmen the major conference will be, as the title implies, a trial rather than a settled choice. If during the year experience dictates a change the student may apply to the Committee on Student Personnel for transfer to the appropriate trial major conference group.

General Introductory Courses

Some of the entering students will know perfectly well what they want to do in college and will have valid reasons for so doing. Others will have temporary enthusiasms, preferences, and aversions based upon inadequate school experience. Still others, although of good intellectual ability, will have as yet no well-defined intellectual or æsthetic purposes or interests. In addition to trial of a tentatively chosen major interest, therefore, there is need to explore the possibilities in some or all of the fields in which the College gives instruction.

For this purpose introductory courses in the various fields will be offered. This does not imply a requirement that a student take four courses, one in each field, in her first, second, or four years of college. The secondary school or out-of-school experience may, in one or more fields, have given adequate opportunity for exploration.

Each introductory course will be organized so as to be adapted to the student's exploratory object. Its content, rather than being an encyclopedic survey or logical set of first principles, will be a sampling of what is most significant, vital and representative in the field. The method, in every case, will be designed to reveal the special technique or way of working in the subject. In line with this principle the courses as projected put emphasis

upon student activity and investigation, work in the laboratory, studio, and theatre along with reading and group discussion.

In so far as they are organized round definite historical periods the introductory courses during the first year will concern themselves with modern western civilization: *i.e.*, the culture resulting, especially in America, from scientific discovery and the industrial revolution. The variety of student programs and specialized pursuits will be 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 departments and fields of knowledge, the increased meanings arising from study of relationships between the art, 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 running across divisional lines and be related directly to the subject of common study. To supplement and illuminate the work done in various courses there will be evening meetings conducted by members of the staff and by persons outside dealing directly with the critical problems and significant aspects of contemporary culture.

The choice of content from the modern world is a secondary rather than a primary principle of organizing the year's work. Courses and trial major conference groups will in many cases use material from all periods of history. Some groups will not be organized round historical periods at all.

Workshop Groups

Special techniques or "tools" of thought, investigation, and expression will be learned as essential parts of the work of the introductory courses and trial major conference groups. In a number of cases, however, special groups will be organized for training in techniques with the content directly connected with college work for which the tools are needed. Such workshop groups, as they are called, will be organized in mathematics, English writing and English speech; also in French, German, and other languages as needed. They will usually occupy about one-fifth of the student's working time.

In no cases will these "tool" courses be required of all students; they will be prescribed only in relation to visible need and use. Work in foreign literatures, English writing, and mathematics, aside from their use as tools, will also be offered.

Group Meetings

Below are listed the various group meetings for the first year including trial major groups, introductory courses, and workshop groups. Trial major conference groups have the letter C after the number or title; workshop groups the letter W after the number. Those with numbers only are general introductory courses. Courses marked A are not open to Freshmen.

Arts and Music Division

MISS HILL, MISS LOWELL, MR. DEGRAY, MR. JESTER, MR. PARK,
MR. SCHINDLER

Art 1. Introduction to Art

Theoretical work in the understanding of art and knowledge about art will be combined with practical activity in the art studios. Technical instruction will be given in painting, sculpture and other arts. There will be especial insistence upon significant ideas and interpretation of life in addition to technical skill, as the basis for worthwhile artistic creation.

Art 1 C. Trial Major Conference Group in Art

Intensive and special instruction for those contemplating major work in art.

Music 1. Introduction to Music

This will combine theoretical work in the understanding of music and knowledge about music with practical instruction in one or more of the following: piano, violin, viola, group singing, solfeggio (or fundamental ear training).

Music 1 C. Trial Major Conference Group in Music

Advanced musical instruction for qualified students including work in harmony, counterpoint and composition.

Dance 1. Introduction to the Modern Dance

Theoretical work and technical instruction in bodily development and artistic creation through means of the dance.

Literature Division

MISS OGBORN, MISS ROSSMANN, MISS TAGGARD, MR. FINEMAN, M. GUITON

The general introductory work in English literature will be carried on by three or more groups each combining creative work with reading and criticism. One group will deal with poetry, a second group with fiction and other prose forms, a third group with the drama including play production and the study of dramatic literature.

Literature 1. Introduction to Modern Poetry*

Literature 2. Introduction to Modern Prose Literature*

Literature 3. Introduction to the Modern Drama

Literature 4 W. Writing Workshop

Guidance and criticism of writing done in connection with the students' regular college work; designed for those who need special training in order to acquire greater facility, clarity, and power in written expression.

Literature 5 W. Speech Workshop

Guidance and criticism in oral expression carried on in a rehearsal period when actual work will be done on scenes from plays; also through story-telling to children and through other situations where oral expression is related to a real purpose; technical exercises will be used in special instances and individual conferences will be held when desirable.

**Note: Artist-tutor conferences.* When a student produces a piece of writing which is considered unusually good it will be made the basis of one or more conferences with a person professionally engaged in creative writing. These conferences will be infrequent; they will be arranged so as not to interfere with the major literary activities of the tutor. Mrs. Dorothy Canfield Fisher will serve as tutor for the first year. Arrangements may be made later for similar tutorial conferences with other persons professionally engaged in the arts, social studies, or science.

Literature 6. Introduction to Modern French Literature and Civilization
Students who have successfully completed three or four years of secondary school French will be admitted to this group.

Literature 7 W. French Workshop
Instruction in beginning French for those who wish to use the language as a tool in connection with their other college work, including students who desire to continue with advanced study of French literature and culture.

Literature 8. Introduction to Modern German Literature and Civilization
Students will be admitted to this group who have completed two or three years of secondary school German.

Literature 9 W. German Workshop
Instruction in beginning German for those who wish to use the language as a tool in connection with their other college work including those who wish to continue with advanced study of German literature and culture.

Workshop groups in Spanish, Russian, and ancient languages will be organized as need appears.

Students will be encouraged to continue to the point of mastery and enjoyment foreign languages already studied rather than to begin additional languages except where there is specific need for their use as tools.

Literature C. Trial Major Conference Group in Literature
In some cases work will be done in French and German literature as well as in the various types of English literature.

Social Studies Division

MRS. JONES, MR. JONES, MR. LEIGH

Social Studies 1. Introduction to the Social Studies

The general introduction to the social studies will be through the study of current problems which are part of the student's actual experience. It will include intensive work on some problem in which the student is especially interested along with reading, investigation, and general discussion dealing with broader aspects of contemporary social, economic, and political institutions. Emphasis will be upon individual conferences rather than upon lectures and formal class work. Special trips of investigation will be made from time to time.

Study groups will be organized, after registration, dealing with some or all of the following problems: (a) international relations, starting with the present world crisis, (b) economic organization, starting with the present depression, (c) social organization, starting with the place of women in the modern world, (d) social ethics, starting with the present-day moral and religious situation, (e) political institutions, starting with the operations of American democracy.

Social Studies 1 C. Trial Major Conference Group in the Social Studies
Intensive work in social studies, especially in economics, political science, sociology, anthropology and ethics.

Social Studies A. Seminar in Modern Political and Social Life
This seminar is for advanced students only. A special study will be made of the relation of education to the change and survival of political and social institutions.

Science Division

DR. OSBORNE, MISS STEGER, MR. GARRETT, MR. KING

Science 1. Introduction to Modern Science

An introduction to the fundamental conceptions of the natural world. Effort will be made to have students gain an understanding of scientific method of thought and investigation. The content will include significant samples from physics, chemistry, biology and physiology—also some introduction to astronomy and geology.

There will be selected laboratory experiments as well as readings, investigations, and discussions.

Science 1 C. Trial Major Conference Group in Science

Separate groups will be organized for the special study of physics, chemistry, biology and other sciences.

Mathematics 1. An Introduction to Higher Mathematics

Mathematics 2 W. Mathematics Workshop

Intensive instruction in mathematics for those needing greater facility in its use as a tool in connection with their other college studies.

Health

A full-time, resident physician serving as Director of Health will give 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 will be carried on. The method will be that of individual conferences rather than of class instruction. The emphasis is upon preventive measures and positive promotion of health. Mental and physical health will be considered as a unit. The student's program of curricular work, other activities, physical recreation and rest as well as corrective programs for those who need them will be included in the work of the Health Division.

The College maintains an infirmary with a graduate nurse in charge. The Putnam Memorial Hospital in Bennington is available for acute cases.

Recreation Program

The Director of Sports will interview each student during the registration period in order to arrange for the type of physical recreation suited to individual needs and interests. The sports emphasized will be 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 will be available for regular participation in the following sports suitable to the season of the year: golf (\$16.50 fee), riding (usual fees), tennis, hockey, skating, skiing, tobogganing, minor indoor and outdoor sports. Dancing will form an important place in the indoor program. Field excursions in biology and geology, as well as camping trips, will offer opportunities for outings which combine physical recreation with other educational objectives.

Activities

The group of activities, elsewhere called extra-curricular, under the Bennington program will become in most cases essential parts of the curriculum. This is especially true of musical, dramatic, and literary enterprises which will represent the "activity" element in curricular work. The organized life of the College, especially of the student houses, will serve inevitably as a laboratory for education in small group cooperation, social control and individual liberty, fruitful group deliberation, choice and support of group leaders.

Recreation, physical and social, will form a normal part of the unorganized leisure life of the community.

Schedule

Each Freshman's program is likely to differ in some respects from that of every other. Every student will be enrolled in a trial major conference group; probably all will be taking one or more general introductory courses in one or more of the four divisions; some will be enrolled in one or more workshop groups.

The regular group meetings will be held in the mornings, usually for two hours, some, as in the case of laboratory and studio work, for a whole morning from nine to one. The workshop groups in languages will meet regularly each weekday for luncheon and an after-luncheon period.

The afternoons will be free for sports, for the large number of individual conferences involved in the college program, and for the individual work of students.

The evenings during the week and on Sunday will be kept free for meetings involving all, or a large portion of, the College body. The hour after dinner will often be used for a general college meeting or outside lecture. Play readings and little theatre productions, recitals, house meetings, entertainments and parties will occupy all or parts of other evenings. Students will share with the faculty in the management of the evening meetings.

Winter Field and Reading Period

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

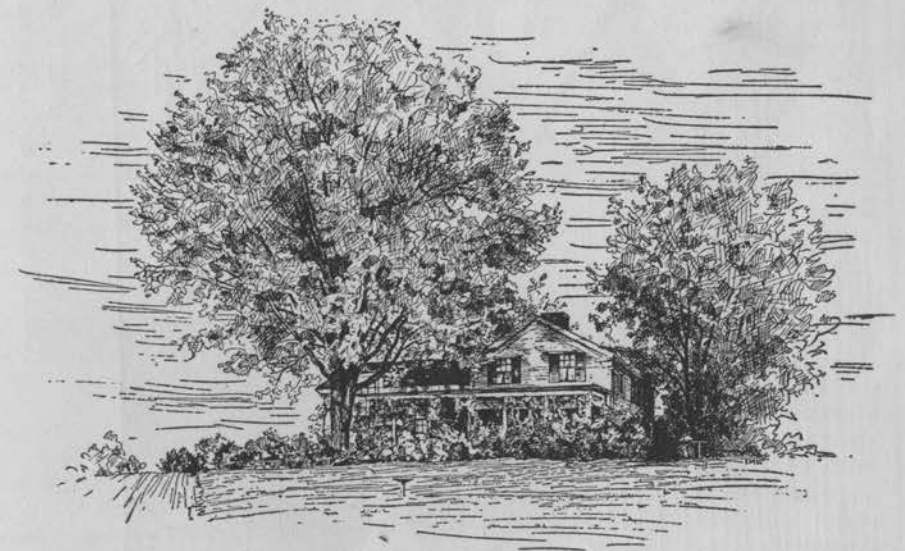
It is planned to have the student and her counselor each year work out an effective use of the winter recess in line with her college objectives. It may consist of a reading or writing program, a try-out at an occupation, a program of observation, investigation, or of travel; it may be spent at home, at the College or at some strategic metropolitan centre depending on the student's situation and the opportunity presented.

The Junior Division

The program outlined above is for the first college year. For most students, however, the work of the second year will be very much like that of the first. The Junior Division normally but not necessarily will require two years of student time. For the occasional Freshman who enters College with adequate orientation, mature interests, and demonstrated ability the trial major conference group will begin the work of the Senior Division. More frequently a year's work will suffice to gain entrance to the Senior Division. On the other hand, there may be students who because of a false start or for other reasons will need a third year in order to prove their capabilities and to make certain of their interest in a major field. No objection will be made to this arrangement if the two-year record indicates likelihood of success in the third year. It will not diminish the requirement of advanced work in the Senior Division before the award of the degree.

The test for passage from the Junior Division to the Senior Division is simple and definite. It depends solely upon giving clear evidence of distinct ability in one of the four major fields. It will not depend upon accumulation of grades or addition of course credits. Failure in one or more introductory courses outside what proves to be the student's major choice will not disqualify or delay her. The exploratory object of the course in such case is attained as truly by failure as by success.

At the end of the college year the student will receive a report stating whether she has succeeded or failed to accomplish the work in the various groups or courses in which she has been enrolled. No detailed, competitive grades will be announced. Each counselor will receive periodically confidential, descriptive estimates of his or her student's work. Together with other instructors in the Division the counselor in charge of the trial major conference group will assess her qualifications for entrance to the Senior Division. This judgment will depend in most cases upon different types of student achievement such as pieces of creative work, reports, investigations, projects, discussions, as well as upon more formal written tests when necessary. There will be no regular final examination period or any general requirement of written examinations as a basis for estimating ability, skill, and accomplishment.



CRICKET HILL
(The guest house)



A STUDENT HOUSE

(One of four houses, each having rooms for twenty girls and a faculty suite)

The Board of Trustees

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NICHOLAS KELLEY	70 Broadway, New York City (term expires 1939)
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HALL PARK McCULLOUGH	North Bennington, Vermont (term expires 1934)
MARIAN TALLMAN WARNER	1109 Broome Street, Wilmington, Delaware (term expires 1936)

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Note: Officers of the Trustees are elected each year. Members of the Board are elected for a seven-year period. August 19th 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 already been firmly established. Former members of the Board and other non-members may serve on Trustee committees.

Teaching and Administrative Staff

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

MABEL BARBEE-LEE.....*Director of Admissions*
A.B., 1906, Litt.D., 1929, Colorado College. Studied at University of Mexico, New York School of Social Work, New School for Social Research. Dean of Women at Colorado College, 1921-1929. Advisor to Women at Harvard Summer School, 1925-1929. Assistant Dean at 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.

POLLY BULLARD.....*Secretary to the President*
A.B., Smith College, 1928. Certificate from Katharine Gibbs Secretarial School, 1930. Secretary to the President, Bennington College, since 1930.

JULIAN H. DEGRAY.....(Part-time).....*Piano*
A.B., Columbia College, 1925. Awarded Cutting Travelling Fellowship for study abroad. Studied with Dr. J. Fred Wolfe, Lazare Levy and Jean Hure (Paris), Tobias Matthay (London). Awarded Chappell Gold Medal, 1928. Taught at Matthay School and University of Miami.

IRVING FINEMAN.....*Literature*
B.S., Massachusetts Institute of Technology and Harvard, 1917. Practised 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; *Be Not Ashamed*, published serially, 1932. Contributed stories, verse, book reviews, and technical articles to magazines. With Metro-Goldwyn-Mayer, summer 1932.

MARY WALKUP 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. Since 1930 has managed the Cooperative Test Service office at Columbia University under the auspices of the American Council on Education.

PAUL H. GARRETT.....*Physics and Mathematics*
A.B., Wabash College, 1923; graduate work Columbia University and research for Ph.D., 1925-1932. Taught at Columbia University, Wabash College, Hunter College (physics and mathematics).

GRETCHEN J. GARRISON.....*Assistant Librarian*
A.B., University of California, 1931; B.S., Columbia University School of Library Service, 1932. Assistant, University of California Library, 1928-1931.

JEAN WILLIAM GUITON.....*French*
Lycée Pasteur, Paris, 1919-1924; Lycée Condorcet, Paris, 1924-1925; University of Paris, Sorbonne, 1925-1929, Licence-ès-Lettres; University of Paris, 1930-1931, Diplôme d'Etudes Supérieures (classics). Studied at University of Caen, 1929-1930. Taught at College of Domfront (Orne), 1929-1930; College of Nogent-Le-Rotrou-Eure-et-Loire, 1930-1931; Middlebury College French School, 1931-1932; Middlebury French Summer School, 1932.

MARTHA HILL.....(Part-time Visiting Instructor).....*The Dance*
B.S., Teachers College, Columbia University, 1929. Dalcroze Eurhythmics with Nelly Reuschel and Elsa Findlay. Ballet with Vestoff-Serova, Kobeleff, and Portia Mansfield School of Dance and the Related Arts. Modern Dance with Anna Duncan and Martha Graham. Member of Martha Graham's Concert Dance Group, 1929-1931. Former Instructor University of Oregon and Lincoln School of Teachers College. At present, Instructor, New York University.

RALPH JESTER.....*Sculpture*
Studied at Yale University, 1920-1924. Studied in Vienna and Paris; at the Académie Américaine, Fontainebleau, 1925; in the studio of Henri Bouchard, Paris, 1926-1928; at Columbia University, 1932. Exhibited in Salon d'Automne, Paris, 1930; in Architectural League Show, New York, 1931.

BARBARA SLATTER 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: *The Fundamentals of Good Medical Care* with Roger I. Lee and Lewis Webster Jones, University of Chicago Press, to be issued in October, 1932.

LEWIS WEBSTER JONES.....*Social Studies*
A.B., Reed College, 1922; Ph.D., Brookings, 1927. Graduate student Columbia University, 1923-1924; awarded University Fellowship, Columbia University, 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, 1920-1932. Author: *The United States and the War Debts*, A Memorandum, Foreign Policy Association, 1926; reports and monographs on international economic subjects. Contributor to *Encyclopædia of the Social Sciences*.

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

FREDERIC H. KENT.....*Treasurer*
A.B., Harvard University, 1894; A.M., Harvard, 1899. Lecturer on International Relations. Editor, *Service with Fighting Men*, published by the Y. M. C. A. Vice-President, The Fiscal Service Corporation. Treasurer, Bennington College, since 1930.

GRACE KING.....*Sports*
A.B., Pembroke College in Brown University, 1930; M.S., Department of Hygiene and Physical Education, Wellesley College, 1932. Water Sports Director and Physical Education Director in summer camps, 1926-1932.

JOHN FITCH KING.....(Part-time).....*Chemistry*
A.B., Oberlin College, 1917; M.A., Harvard University, 1919; Ph.D., Johns Hopkins University, 1920. Fellow in Chemistry at the University of Munich, Germany, 1927-1928. Taught at Oberlin, Johns Hopkins. Contributed various articles to chemical journals. Associate Professor of Chemistry, Williams College. Visiting, part-time tutor in chemistry, Bennington College, 1932-1933.

ROBERT D. LEIGH.....*President*
A.B., Bowdoin College, 1914; A.M., Columbia University, 1915; Ph.D., Columbia, 1927. Studied also 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 of the 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.

GLADYS Y. 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 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.

MARIANA LOWELL.....(Part-time).....*Violin*
Graduate of Milton Academy, 1922. Studied with Edith Jewell, Gertrude Marshall Witt, Boston, Capet and Léon 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 Solfége at the Louguy School of Music.

JANE OGBORN.....*Dramatics*
A.B., Butler University, 1928; M.F.A., Department of Drama, Yale University, 1932. Executive Secretary of the Civic Theater of Indianapolis, 1928-1929.

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 Advisor to Women and Assistant Medical Director of University of Oregon, 1925-1930. Internship, New York State Psychiatric Institute and Hospital Medical Center, New York City, 1930-1931. Fellow of Commonwealth Fund, Yale University, 1931-1932.

EDWIN AVERY PARK.....*Director of 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 to *Encyclopædia of Social Sciences*. Illustrator of *A Guide to Princeton* and *A Book of Princeton Sketches*. Painter in water colors, Professional Architect, State of New Jersey.

URSULA ROSSMANN.....(Part-time).....*German*
Ph.D., University of Freiburg, Germany, 1931. Born in Russia of Baltic German family. Studied in Russia, Esthonia, Latvia, Germany, Oxford University. Exchange student to the University of Wisconsin, 1931-1932.

KURT SCHINDLER.....*Director of Music*
Born in Germany. Studied at University of Berlin, University of Munich. Assistant Conductor of Berlin Royal Opera under Richard Strauss. Assistant Coach and Drill Master of Metropolitan Opera Company. Reader for *Schirmer* for fifteen years. Founded Schola Cantorum, 1909. Directed Schola Cantorum until 1927. Editor, *A Century of Russian Song*. Research in Europe in folk songs.

ANNE LOUISE STEGER.....*Biology*
Ph.B., University of Chicago, 1927; M.S., Cornell University, 1929; Ph.D., Cornell, 1931.

GLADYS R. STEPHENS.....*Director of Dining Rooms and Student Houses*
Studied in Denmark. Managed tea-rooms in North Adams, Boston and Brookline, Massachusetts. Hostess at the Bryn Mawr Club in New York City, 1929-1932.

GENEVIEVE TAGGARD.....*Literature*
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); editor: *The Measure*, *A Journal of Verse*, *May Days* (anthology of verse), *Continent's End* (anthology of contemporary California poets); contributor: *Century*, *Bookman*, *New Republic*, *Saturday Review of Literature*, etc.

EDWIN W. THOMPSON.....*Superintendent of Buildings and Grounds*
Formerly superintendent of Springfield, Massachusetts, Y. M. C. A. buildings.

HELEN F. VAUGHAN
Secretary to the Director of Admissions and Office Manager
B.S., Skidmore College, 1924. Graduate of Lucy Wheelock Kindergarten School, 1918. Employed on secretarial staff at Dartmouth College, 1924-1926, and at Colorado College, 1928-1931. With Bennington College, since 1931.

Administrative Assistants

ADOLF BALMER.....*Buildings and Grounds*
MARJORIE BEEBE.....*Secretary*
WILBUR CARROLL.....*Buildings and Grounds*
ETHAN CRAWFORD.....*Laboratory Assistant*
HELEN EATON.....*Secretary*
ELIZABETH HALL.....*Store Manager*
FLORA C. HENRY.....*Housekeeper*
MARTHA JENNINGS.....*Assistant to Director of Dining Rooms*
KATHERINE KOSTER.....*Secretary*
ROSE LAWRENCE.....*Assistant to Comptroller*
HARRY OAKES.....*Buildings and Grounds*
GLADYS OGDEN.....*Faculty Stenographer*
HENRY RIPLEY.....*Buildings and Grounds*
N. A. SOLOVEY.....*Buildings and Grounds*
MAY I. WRIGHT.....*Telephone Operator*

College Calendar

1932-1933

1932

September 6	Tuesday, 9 A.M.	Opening of First Semester
November 23-27	Wednesday, 3 P.M. through Sunday	Thanksgiving Recess
December 23	Friday, 3 P.M.	Beginning of Winter Field and Reading Period

1933

February 23	Thursday, 9 A.M.	Opening of Second Semester
June 28	Wednesday, 3 P.M.	Beginning of Summer Vacation

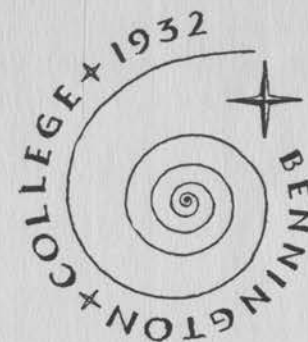


VIEW OF THE COLLEGE SITE

The drawings for this booklet were made by Miss Isabella Lee,
a member of the first class of the College.

BENNINGTON COLLEGE

Information for Applicants



BENNINGTON COLLEGE
LIBRARY

Bennington College Publications

Issued Quarterly

Volume One — November, 1932 — Number Two

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

GIFTS TO THE COLLEGE—FREDERIC H. KENT, *Treasurer*

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

ROOM ASSIGNMENTS—MRS. MARY W. GARRETT, *Director of Records*

DINING ROOMS AND STUDENT HOUSES—MISS GLADYS R. STEPHENS, *Director of Dining Rooms*

PUBLICATIONS—MISS HELEN F. VAUGHAN, *Secretary, Committee on Publications*

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The Admissions System

THE object of the Bennington College admissions system is to discover and to select girls from all types of schools, in various parts of the country, who have shown serious interest and real promise in at least one of the fields of human achievement such as literature, the fine arts, music, the natural sciences and the social studies.

The admissions procedure differs in important respects from the customary requirements. The student planning to enter Bennington 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 passed examinations. No one will be refused admission simply because she has failed in a single subject: *e.g.*, mathematics.

The content and methods of work in the schools are left to the schools themselves. It is presumed that the school heads will work out the best educational arrangements for their own students. By this means the College hopes to open the way for admission equally to graduates of private preparatory schools, public high schools and the newer or experimental schools throughout the country.

Creditable completion of a secondary school course is the required minimum. In unusual cases persons of maturity, sincere purpose and especial excellence who can offer satisfactory substitutes for formal or regular schooling will be considered for admission. Selection for the freshman class will be made after obtaining all the evidence available, both subjective and 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 at least one field in which the College offers instruction.

Permanent transfer to and from other undergraduate institutions will be 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. Students wishing to effect transfer to the upper division at Bennington College may meet with equal difficulty in adjusting to the individual arrangement of studies and the freer elections offered in the various major fields of instruction.

The following criteria will be used:

1. Grades and school records
2. Responsible recommendation of the principal regarding the applicant's fitness for successful college work
3. General records, observations and personal history, including out of school as well as school performance, which reveal indications of purpose, range of interests, traits of character and personality

This information will be secured from school officials, parents, and from the candidate herself through interviews and written statements.

4. Score on a scholastic aptitude test given by the school. When this test is not a part of the school routine or is not acceptable to the College, a test selected by the College will be required

The American Council Psychological Examination will be used in such cases.

5. In individual cases and only when the school's standard of grading or reliability of recommendation is unknown, a newer type of achievement test in one of the subjects in which the student has done her best work

These tests differ from the usual written examination in that they require no previous specific preparation.

With this system of individual selection, the College Director of Admissions can, in the majority of cases, make a decision regarding a student's application at any time during the year before completion of her secondary school course. When this is done the College will reserve the right to cancel the preliminary promise of admission if the student in her last school year reveals weaknesses previously not apparent.

Expenses

Tuition Fee

THE Bennington College financial plan differs from that usually found in colleges in that its charge for tuition is determined by the actual cost of instruction (faculty salaries, maintenance of educational and recreational buildings and equipment). The tuition fee is computed by dividing the total annual instruction expenses by 240, the number of students constituting the contemplated full enrollment. 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.

Reduced Tuition Fee

UNDER this plan students who can afford to do so will pay the full cost of instruction. A necessary part of such a system, however, is the provision of funds to reduce the tuition charge to those students who cannot afford to pay the full cost. Such funds have been given for a portion of the student body. They will be used for reduction of tuition charge (or scholarships) in varying amounts dependent upon 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.

Decisions regarding fitness for admission and reduction of tuition fee are to be considered separately and by different College officers. Reduced tuition allotments will be made after the student has been accepted but before the opening of the college year. Ordinarily an

allotment before entrance implies its renewal, if necessary, each year of the student's college course.

The College desires especially not to limit its students to any one economic group. No student, otherwise qualified, should hesitate to apply for admission on account of inability to pay the full tuition fee. Anyone desiring a reduction should write to the Comptroller of the College for an application blank for reduced tuition fee.

Room and Board

AS in the case of tuition, the charge for room and board will be 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 too high or too low.

Health Service Fee

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

Summary of Expenses

<i>Application fee</i>	\$ 10.00
<i>Tuition fee</i>	975.00
<i>Room and board</i>	675.00
<i>Health service fee</i>	25.00
	<hr/>
	\$1,685.00

Payment of Fees

On or before July 15 (not refundable)	\$ 100.00
On or before opening of College:	
<i>Tuition</i>	\$550.00
<i>Room and board</i>	450.00
<i>Health fee</i>	25.00
	<hr/>
	1,025.00

On or before second semester:

<i>Tuition</i>	\$325.00	
<i>Room and board</i>	225.00	550.00
	<hr/>	<hr/>
		\$1,675.00

To retain a place in the entering class, the fee of \$100.00 must be paid by all students by July 15. 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 College, and the remaining one-third from the amount 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.

Calendar

September: The first semester of the College year opens at 6:30 p.m. on the Wednesday after Labor Day.

November: There will be a Thanksgiving recess from noon on the day before Thanksgiving through the following Sunday evening.

December: The winter field and reading period will begin the Saturday before Christmas Day except when Christmas falls on Saturday or Sunday when the period will begin at 3:00 p.m., December 23.

February: The second semester of the College year will begin at 9:00 a.m., February 23, except when Washington's Birthday occurs on Saturday, in which case the second semester will begin on February 24.

June: The summer vacation will begin eighteen weeks after February 23 at 3:00 p.m. In most years this will be June 28, 29, or 30.

Method of Procedure

to be followed in applying for admission to the freshman class
OF BENNINGTON COLLEGE

BENNINGTON COLLEGE can accept only a limited number of students in any one year. In order to make procedure clear to applicants, the following plan has been adopted for the current College year:

1. The first step for a prospective student is to fill in and return an application card provided by the College. This should be accompanied by a fee of \$10.00 to cover the cost of securing various preliminary records. The fee is not returnable.
2. Upon receipt of the application card and fee, the following blank forms will be mailed to the applicant: Form A-2; Form A-3. Space is provided on Form A-2 for an unmounted photograph, preferably a snapshot, which must be included with the completed record.
3. *The completed forms should be returned by the applicant within two weeks after they have been received.*
4. A blank (Form A-4) will be sent to the school head. In addition to the applicant's school record, it will ask for her score on a scholastic aptitude test. If this test has not been taken, the applicant will be required to take it at a place and time arranged by Bennington College. Such tests are intended to appraise general aptitude in scholastic work; they do not require specific preparation. The nominal cost of tests will be paid by the student.
5. Whenever distance does not make it prohibitive, the applicants for admission will be interviewed some time during the year by a representative of the College.
6. Applicants may qualify for admission and be accepted at any time during the year preceding entrance. One-half of the class limit of eighty students will be selected by February 1, on condition in each case that the final record of of the senior year of preparatory school is approved by the College. The list will be completed by June 1 and all admissions reported not later than July 1.
7. A student applying after June 1 will be placed on a reserve list to be considered in case vacancies occur. The blanks noted above will be sent to her upon receipt of the application card, and arrangements will be made, if necessary, for her to take a scholastic aptitude test. Notification in regard to admission will be sent immediately to those candidates on the reserve list whose credentials have been completed and approved.

Bennington College Bulletin

Information

for

Entering Students

BENNINGTON COLLEGE
LIBRARY

Bennington College Publications

Issued Quarterly

Volume One—February, 1933—Number Three

THE *Bennington College Publications*, issued quarterly throughout each year, include bulletins or pamphlets as follows: (1) a general statement of the educational aims and plan; (2) announcement each year of faculty, students, and program of work; (3) information for applicants for admission; (4) description of plant and equipment. The College does not issue an inclusive catalog. Those interested may receive the publications regularly by having their names placed on the mailing list. They may also obtain any single pamphlet by addressing a written request to Bennington College, Bennington, Vermont.

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BENNINGTON COLLEGE · BENNINGTON VERMONT

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 17 miles from Williams-town, 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 a taxi will meet the trains and transport passengers to the campus, a mile distant. Students arriving from Boston should buy tickets to North Adams, Massachusetts. Buses run at regular intervals from here to Bennington and make connections with all through trains stopping at North Adams.

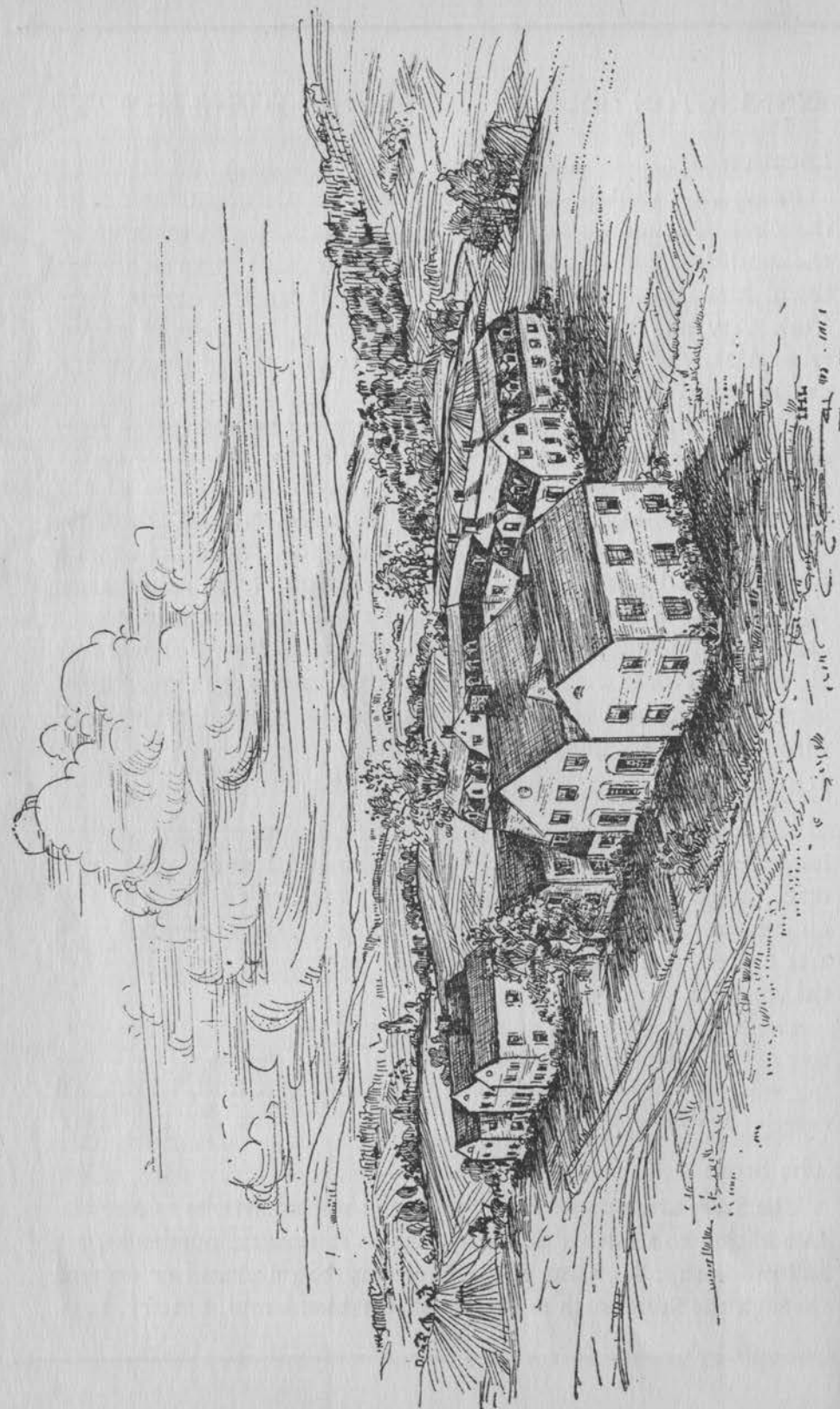
College Buildings and Equipment

The buildings which have been erected consist of eight 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 an arts center with stage and auditorium surrounded by studios for the fine arts, dancing and music.

The "Barn" with its two wings contains the library, administrative offices, science laboratories, and conference rooms. This building was the stables on the estate; although remodelled, its original exterior has been retained.

The Store

The Store attempts to supply as many needed articles as possible. In addition to students' supplies, such as stationery, notebooks, art and music supplies, some furnishings may be purchased or ordered through the Store, such as chairs, small tables, lamps, pottery, rugs.



STUDENT HOUSES

Sports

There is an athletic field with provisions 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 near the campus where riding horses may be rented and lessons in riding are given. For golf the Mt. Anthony Country Club is available with a membership fee for students of \$16.50 for the college year or \$8.80 for the spring or fall season. There are also facilities at the club for tennis and swimming.

Groups for the various sports are arranged by the sports director.

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.

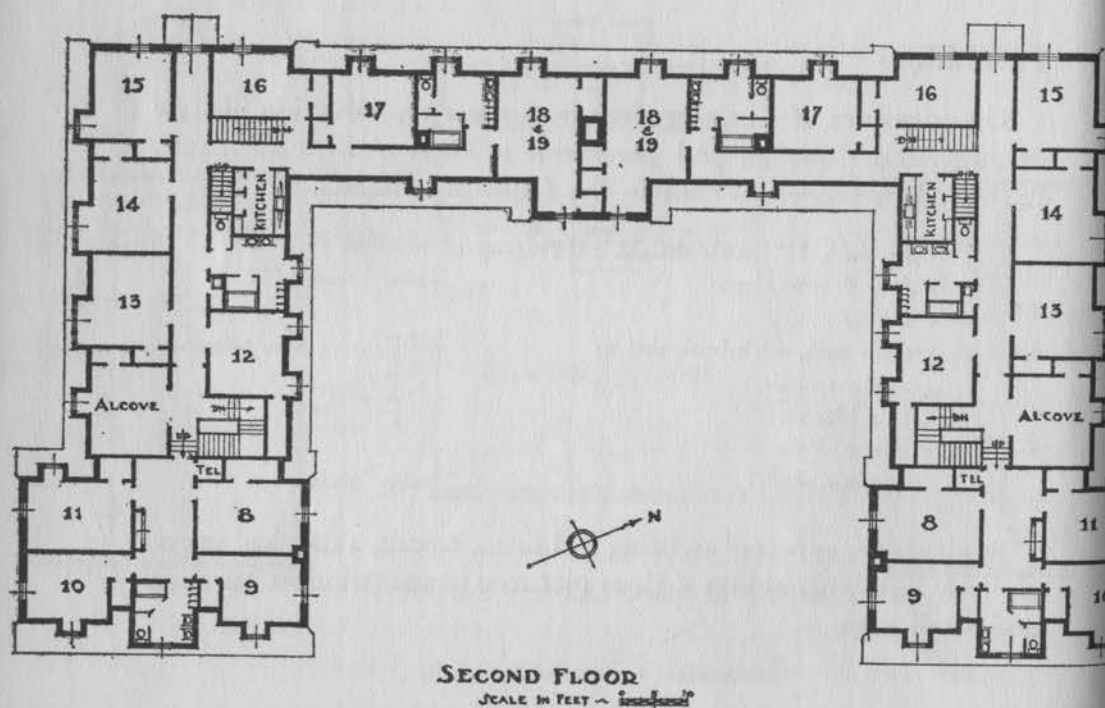
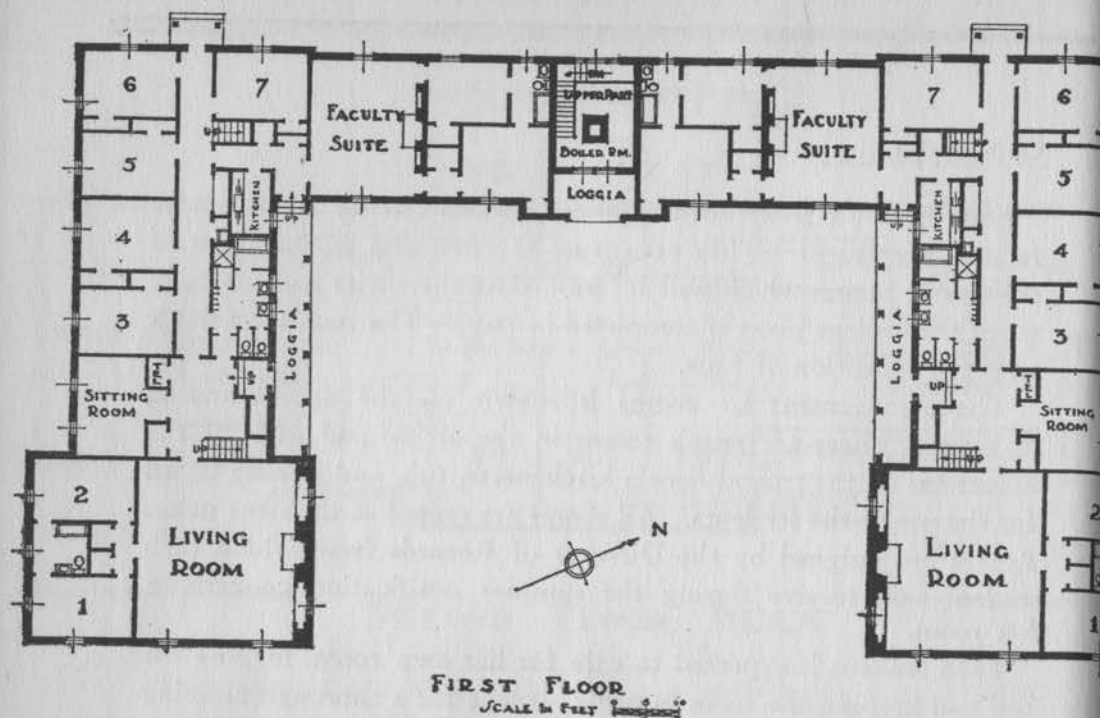
The Community Council, consisting of elected student members and faculty members, decides upon standards and rules which are carried out in the community social life.

Health

Each student will be given a thorough health examination during the first week after entrance to Bennington 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 all students entering Bennington College to have a recent examination of eyes for glasses; and to consult a dentist to have teeth put in good condition before starting College.

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.



FLOOR PLANS OF McCULLOUGH HOUSE, JENNINGS HOUSE, HOUSE NO. 7, AND HOUSE NO. 8

Expenses

The fees for the year are payable as follows:

On or before July 15				\$ 100.00
On or before opening of College:				
Tuition			\$ 550.00	
Room and board			450.00	
Health fee			25.00	1,025.00

On or before second semester:				
Tuition			\$ 325.00	
Room and board			225.00	550.00

\$1,675.00

The advance fee of \$100.00 must be paid by all students by July 15, 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 College, and the remaining one-third from the amount 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 for any reason whatsoever. In case of absence from the College for a continuous period of six weeks or more, a reduction in the charge for board may be made, provided that written notice be given to the controller at the time of withdrawal, or in case of illness at home, as soon as possible after illness is proved.

Student Self-Help

There are a few positions on the campus open to students. They are given to those students who qualify for the work to be done and who need help on college expense. Any student who has need of such work, should write to the Director of Records.

College Calendar

1933

September 6 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 29 to Wednesday, 1:00 p.m. Thanksgiving Recess
December 3 through Sunday

December 22 Friday, 1:00 p.m. Beginning of Winter Field and
Reading Period

1934

February 23 Friday, 9:00 a.m. Opening of Second Semester

(Student houses will be opened at 1:00 p.m. on Thursday, the 22nd; luncheon on the 22nd is the first meal served.)

June 28 Thursday, 1:00 p.m. Beginning of Summer Vacation

Students are requested to keep this booklet for future reference

BENNINGTON COLLEGE
BULLETIN

Announcement for the Second Year

1933-1934

BENNINGTON COLLEGE BULLETINS

ISSUED QUARTERLY AT
BENNINGTON, VERMONT

Volume One - May 1933 - Number Four

BENNINGTON COLLEGE
LIBRARY

BENNINGTON COLLEGE BULLETINS for 1932-33 were as follows:

- VOL. I, No. 1, Announcement for the First Year
(A description of the fields of study and educational program)
- VOL. I, No. 2, Information for Applicants
(An explanation of the admission system and procedure, and list of expenses)
- VOL. I, No. 3, Information for Entering Students
- VOL. I, No. 4, Announcement for the Second Year
(A description of the fields of study and educational program)

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- DINING ROOMS AND STUDENT HOUSES—MISS IDA M. HAIT, *Director of Dining Rooms*
- PUBLICATIONS—MISS HELEN F. VAUGHAN, *Secretary, Committee on Publications*

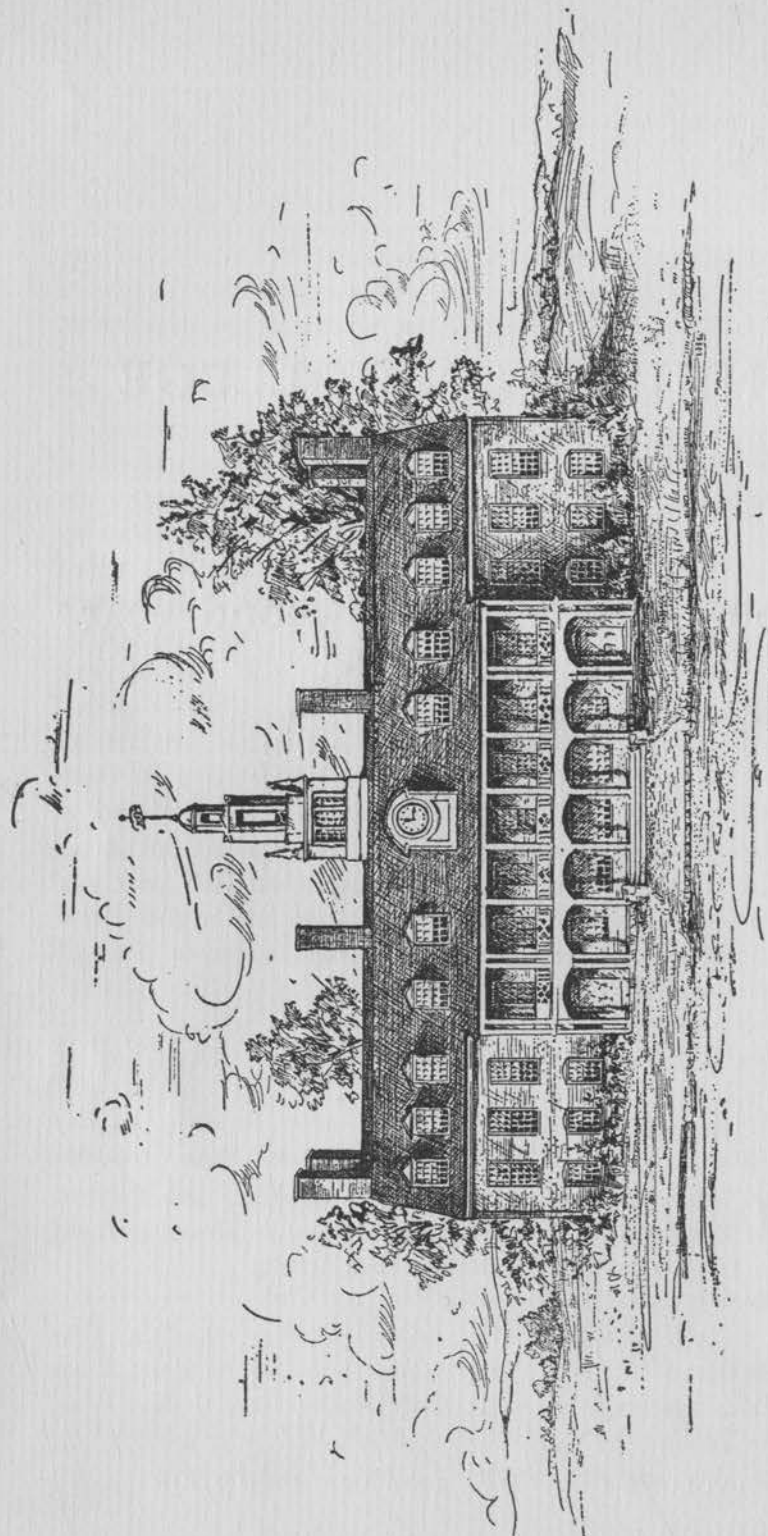
BENNINGTON COLLEGE BULLETIN

Announcement for the Second Year

1933-1934

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THE COMMONS BUILDING

(Dining rooms, common rooms, infirmary, art, drama, and recreation center)

The drawings for this booklet were made by Miss Isabella Lee, a Bennington College student

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 ten 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. Adhering to the resolutions of the earliest conference 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 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 students and with a faculty of nineteen. The College is now entering upon its second year.

The College occupies one hundred 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.

Eight student houses, each of which accommodates twenty students in single rooms, provide living quarters for the present student body and those who will enter College this fall. Each student house contains a faculty apartment. Four additional student houses, similar in size and character to those already built, will be completed by August, 1935. The full complement of twelve houses will accom-

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moderate two hundred forty 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 classrooms, science laboratories, offices of administration, and library. Cricket Hill, an early American dwelling, is used for a small nursery school and faculty suites. Two other buildings on the estate have been remodeled for use as music practice and instruction studios, and for arts and crafts workshops, respectively. The College athletic field with provision for hockey, tennis, basketball and other sports is situated immediately west of the student houses.

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 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;

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(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, therefore, will 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 college 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.

More briefly: Bennington College says to girls in all types of schools, "Have you serious interest and real promise 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 the interest or 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 widely and as deeply and as far as possible. No formal require-

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ments 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."

ADMISSION

The object of the Bennington College admissions system is to discover and to select girls from all types of schools, in various parts of the country and from different economic groups, who have shown serious interest and real promise in at least one of the fields of human achievement such as literature, the fine arts, music, the natural sciences and the social studies.

The admissions procedure differs in important respects from the customary requirements. The student who plans to enter Bennington 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 passed examinations. No one will be refused admission simply because she has failed in a single subject: *e.g.*, mathematics.

The content and methods of the student's work in the schools are left to the schools themselves. It is believed that the school heads should themselves decide upon the educational arrangements for their own students. By this means the College hopes to open the way for admission equally to graduates of private preparatory schools, public high schools and the newer or experimental schools throughout the country.

Creditable completion of a secondary school course is the required minimum for entrance. In unusual cases persons of maturity, sincere purpose and special excellence, who can offer satisfactory substitutes for formal or regular schooling, will be considered for admission. Selection for the entering class will be made after obtaining all the evidence available, both subjective and objective, regarding each candidate's accomplishment and promise. The quality of the school work will receive the greatest weight. Attention will be

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given to the worthwhile enterprises in which the applicant has engaged outside of the curriculum; value will be attached to her capacity for initiative and for independent work. A girl who combines unusual capability in one field with temporary or permanent lack of aptitude in another, will be encouraged to seek admission. Poor performance, however, in a part of the school work must be compensated for by excellence in at least one field in which the College offers instruction. On the other hand students with uniformly good records will be welcomed at Bennington and will form a large part of each entering class.

Permanent transfer to and from other undergraduate institutions will be a matter for special consideration. Such transfer in general 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. Students wishing to effect transfer to the upper division at Bennington College may meet with equal difficulty in adjusting to the individual arrangements of studies and the freer elections offered in the various major fields of instruction.

The College has assigned to a full-time Director of Admissions the task of selecting the entrants to its first-year class upon the basis of the following criteria: (1) grades and school records; (2) responsible recommendation of the school head regarding the applicant's fitness for doing successful college work; (3) general records, observations and personal history, including out-of-school as well as school performance, which reveal indications of purpose, range of interests, traits of character and personality (this information to be secured from school officials, parents and from the candidate herself through one or more oral interviews and through written statements); (4) score on a scholastic aptitude test given by the school; when this test is not a part of the school routine or is not acceptable to the College, a test selected by the College will be required (the American Council Psychological Examination will be used in such cases); (5) in individual cases and only when the school's standard of grading or reliability of recommendation is unknown, a newer type of achievement test in one or more of the subjects in which the student has done her best work (these tests differ from the usual

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written examination in that they require no previous specific preparation).

With this system of individual selection, the College Director of Admissions can, in the majority of cases, make a decision regarding a student's application at any time during the year before completion of her secondary school course. When this is done the College will reserve the right to cancel the preliminary promise of admission if the student in her last school year reveals weaknesses previously not apparent.

TUITION SYSTEM

If one were told that most colleges give all students—rich and poor, promising and unpromising—a scholarship amounting to one-half or more of the actual cost of instruction it would seem a strange practice. Yet this is the precise effect of the prevailing system under which tuition charges cover one-half or less of the current instruction cost.

Under the Bennington College financial plan the charge for tuition—at present \$975—is determined by the actual cost of instruction. Tuition is computed by dividing the total annual instruction expenses (faculty salaries, maintenance of educational buildings and equipment) by 240, the number of students constituting the contemplated full enrolment. If the expenses for instruction prove to be less than estimated the tuition fee, in subsequent years, will be reduced; if they are greater, it will be increased.

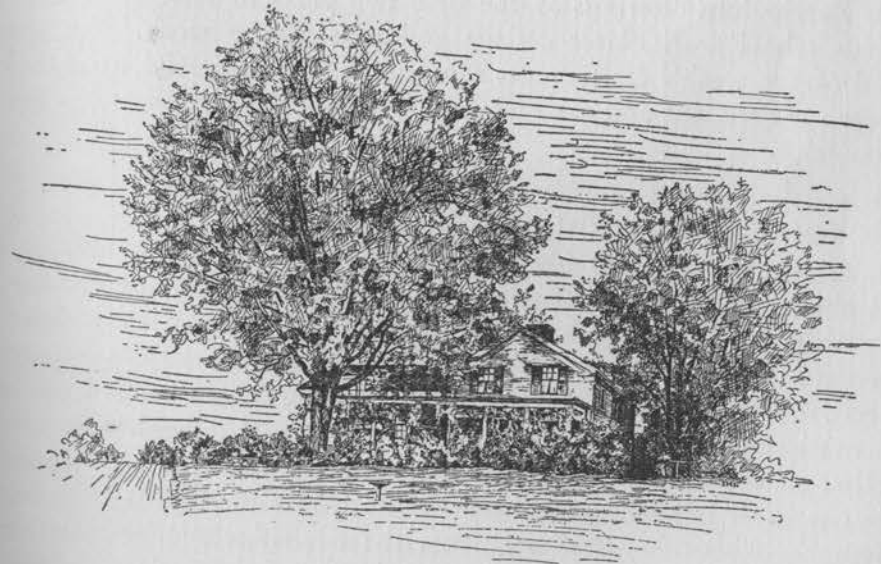
Students who can afford to do so will pay the full tuition fee. A necessary part of such a system, however, is the provision of funds to reduce the tuition charge for those students who cannot afford to pay the full cost. The College scholarship and other funds are used for reduction of tuition charges (in effect, scholarships) in varying amounts dependent upon the financial means of applicants as shown by a confidential statement furnished by parent or guardian on a blank provided for the purpose. During the first year reductions equal to free tuition for a fourth of the student body were given in varying amounts to nearly one-half the student body. A similar ratio will be maintained this year.

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There are no publicly announced scholarship students. The reduction of tuition is a private arrangement between the student's parents and a single College officer. The admissions procedure is completed and the applicant accepted before the matter of reduction in tuition fee is taken up. The decisions regarding fitness for admission and reduction of tuition fee are considered separately and by different College officers. Ordinarily an allotment before entrance implies its renewal, if necessary, each year of the student's college course.

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

As in the case of tuition, the charge for room and board—at present \$675—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 too high or too low.



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Program for the Junior Division

The undergraduate body during the present year (1933-34) will consist entirely of first-year and second-year students. The program and the faculty members described below are, therefore, for the first two years only.

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 will not be left to her unguided choice. The opening week of the College year will be occupied chiefly with a series of group meetings and individual interviews between students and members of the faculty and staff. Each entering student will interview a member of the faculty from each of the four divisions 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 two years in relation to previous school work, later college and post-college work. At the end of the week's conferences a program will be 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. In every case the faculty member in charge of the work selected tentatively as the field of the student's major interest (the trial major conference described below) serves in that capacity. The student is thus necessarily in regular and frequent contact with her counselor (normally once a week as a minimum). Reports of accomplishment and difficulties in her other college work are made directly to the counselor. He is directly in charge of her schedule of work. By means of records and conferences with other staff members the counselor accumulates the knowledge necessary for intelligent guidance of the student as problems arise. The student-counselor relationship, including in its

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range the student's entire program, control of changes in program, methods of work and distribution of time, 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 TRIAL MAJOR CONFERENCE

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. As an aid in this quest she is asked as part of registration to choose the field (art, music, literature, social studies, science) 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 conference.

The trial major conference is not so much enrolment in a course as an enlistment of one-fifth or more of the student's time for work, under guidance, in the field of her tentative choice. The work will be conducted by means of individual or group conferences or both. In every case, however, the work will be intensive in character, the content will be 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.

Each of the introductory groups of the first year is designed to represent roughly one-fifth of the student's working time. An introductory group combined with the trial major conference will approximate two-fifths 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. Normally no student should divide her time between more than four different subjects or fields. When a student at entrance has a serious specialized interest and a desire to concentrate immediately, the trial major conference may be enlarged in scope and character so as to include two-fifths, three-fifths, or even more of her time and effort. It

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should be noted that the arrangements for the later College years provide for exploration outside the major field as need or interest appears.

For first-year and even for second-year students the trial major conference will be, as the title implies, a trial rather than a settled choice. If, during either year or at the end of the first year, 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 conference. Unless exception is made such transfer includes transfer to another counselor. When desirable a student may apply for change of counselor without changing her trial major.

INTRODUCTORY GROUPS

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. In addition to trial of a tentatively chosen major interest, therefore, there is need to explore the possibilities in some or all of the other fields in which the College gives instruction. Either during the school or college years such exploration is a necessary basis for the intelligent choice of a field of major work.

For this purpose introductory groups in the various fields are organized. 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.

Each introductory group 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.

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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 art, 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 and trial major work will in many cases use material from all periods of history. Some groups will not be organized around historical periods at all.

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.

In no cases are these "tool" courses required of all students; they are prescribed only in relation to visible need and use. Work in foreign literatures, English writing and mathematics, aside from their use as tools, is also offered.

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Fields of Study

Work in the fields of study listed below continues ordinarily for the two years of the Junior Division. The first and second years of work are usually carried on in separate groups, and the work of the second year in a given field is a continuation from that of the first year.

ARTS AND MUSIC DIVISION

MR. DEGRAY, MISS, HILL, MRS. LAUTERER, MR. LAUTERER, MISS LOWELL,
MR. MOSELSIO, MISS NEEBSON, MISS OGBORN, MR. PARK,
MR. PITTAWAY, MR. SCHINDLER, MISS SCHÖNBERG, MR. TUCKER

Introduction to Art

An approach to the understanding of art through actual experiment with a variety of materials revealing the potentialities for expression of form, color, space, sound, movement, texture, weight, etc., and the enlargement of sensory and emotional experience. Work will be given in painting, sculpture, architecture, etching, wood carving, ceramics, weaving and other arts and crafts. Drama and dance students are included in this group.

Trial Major Conference in Art

Intensive and special work for those contemplating major work in art.

Dance Studio

An introduction to the modern dance; experience in discovering and using movement as the medium of the dance; understanding of music in relation to the dance; making of dance forms.

In addition to dance in the modern style, there will be opportunity for groups to experiment in dance in the style of a period, in the classic ballet style, or in the folk dance. Such experimentation will continue as a development of the second year's work.

Trial Major Conference in Dance

Intensive and special work for those contemplating major work in the dance.

Drama Studio

Group and individual study of modern drama including work in production, design, costume, lighting and technical problems of the theatre. Members of this group will do practical work in Bennington Theatre Guild productions.

Trial Major Conference in Drama

Intensive and special work for those contemplating major work in drama.

Speech Workshop

Guidance and criticism in oral expression with technical training in voice production and diction. Special attention will be given to speech correction problems.

Introduction to Music

- (1) Analysis and understanding of music
- (2) Individual instruction in piano, violin, viola, voice
- (3) Elementary theory and keyboard harmony

Students in the first and second year will carry on work in one or all of the three separate types of instruction noted above, depending on their needs, abilities and previous training. In practically all cases, however, students enrolling for (2) will also do the work of (3).

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In addition there will be participation in the chorus by all qualified members of the community whether or not they are engaged in work as indicated above. Ensemble instrumental and vocal groups will be organized, whenever possible, in connection with individual instruction.

Continuation of Work in Music

- (1) Ensemble group. Careful analytical discussion of musical masterpieces in the demonstration of which the students are to take part as performers.
- (2) Advanced harmony and elements of composition.

Trial Major Conference in Music

Intensive and special work for those contemplating major work in music.

LITERATURE DIVISION

MR. FINEMAN, MR. GRAY, M. GUTTON, MISS ROSSMANN, MISS TAGGARD

Introduction to Literature

The aim of the first year will be to introduce the student to problems involved in the creation, criticism and understanding of literature. The approach to this study will be made through modern American and English poetry and prose in relation to contemporary life. The work will be planned with reference to the interests of the individual students, and groups will be formed for discussion. Opportunity will be given to students to experiment with both prose and verse.

Students wishing to continue into the second year may pursue individual courses of study under supervision of one of the instructors or may form into groups for the study of selected authors or types or periods of literary history. For example, it is expected that in the present year groups will form for the study of expression in America since Colonial times, of prose in nineteenth century England, of English poetry of the Romantic period, of Shakespeare, and of English poetry of the Elizabethan period and the age of Milton. As in the first year, however, groups in other aspects of literature will be formed according to the desires and interests of the students.

Trial Major Conference in Literature

Students who expect to choose literature as their major field will pursue individual projects and courses of study under supervision of one of the instructors (or of the Division) with the aim of developing creative ability or more intensive knowledge of the subject. Increasing responsibility will be thrown upon the student for the choice of project and for working out her methods.

Writing Workshop

Students in all divisions of the College who are in need of special guidance and training in writing will be given individual instruction in the Workshop, the aim of which will be to develop facility, clarity and power in expression.

Introduction to French Literature and Civilization

Students who have successfully completed three years of secondary school French will be admitted to this group.

Trial Major Conference in French Literature and Civilization

Intensive and special work for those contemplating major work in the field.

French Workshop

Instruction in beginning French for those who wish to use the language as a tool in connection with their other college work, including students who desire to continue with advanced study of French literature and culture.

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Introduction to German Literature and Civilization

Students will be admitted to this group who have completed three years of secondary school German.

Trial Major Conference in German Literature and Civilization

Intensive and special work for those contemplating major work in the field.

German Workshop

Instruction in beginning German for those who wish to use the language as a tool in connection with their other college work, including those who wish to continue with advanced study of German literature and culture.

Spanish Workshop

Instruction in beginning Spanish for those who wish to use the language as a tool in connection with their other college work, including those who wish to continue with advanced study of Spanish literature and culture.

Russian Workshop

Instruction in beginning Russian for those who wish to use the language as a tool in connection with their other college work, including those who wish to continue with advanced study of Russian literature and culture.

Greek Literature

Students who have successfully completed three years of secondary school Greek will be admitted to this group.

Latin Literature

Students who have successfully completed three years of secondary school Latin will be admitted to this group.

SOCIAL STUDIES DIVISION

MR. BROCKWAY, MISS EMERY, MISS GILMORE, MRS. JONES, MR. JONES

Introduction to Social Studies

The approach to the social studies will be made through the study of current problems or situations, whether in the fields of public affairs or of closer human relationships, which are part of the student's actual experience. The introductory work will include intensive study of any significant problem in which the student is especially interested; and participation in a study group, the purpose of which will be to relate her individual work to the more general aspects of our contemporary civilization, as well as to acquaint her with the various approaches to social analysis and with the methods of investigation in the social sciences.

Introductory groups will be organized, after registration, in which discussion will center around such subjects as the following: international relations,* starting with the present world situation; economic organization, starting from the NRA program; political institutions, starting from current governmental trends; social organization, starting from the place of women and the family in the modern world; child psychology, including observation and participation in the work of the nursery school.

Any student who continues to work in the social studies will be assisted to plan a program of study for the second year which relates to the results of the introductory work and to her future purposes. For some students further work of an exploratory character will be necessary; others will devote most of the year to intensive work on background materials such as European history and government, American history and government, labor history,

* Hubert C. Herring, Director of the Seminars in Mexico and the Caribbean, and Director of the Committee on Cultural Relations with Latin America, will, during October, conduct this group in an intensive study of Latin American relations and culture.

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money and banking, or general cultural history, according to the needs of the particular student. Some students may take part in a comprehensive social investigation to be undertaken in cooperation with the local community, in connection with which training will be given in statistical and other methods of social research.

Trial Major Conference in the Social Studies

Students selecting the social studies as their trial major will take part in one or more of the study groups described above, and will in addition undertake work under tutorial instruction with a view to testing interest and aptitudes for further work in the field. Those students whose interests are already well-defined may be advised to equip themselves for more advanced work by acquiring the necessary techniques: for example, mathematics as a tool for subsequent statistical investigation. Students whose interests lie mainly in the field of human development may be advised to take special work in science and in the nursery school.

Special trips of observation will be made from the College; and the winter period will be used, wherever possible, for observation and practical work in connection with social agencies and institutions or for reference work in libraries.

SCIENCE DIVISION

MR. GARRETT, MR. HOUGHTON, DR. OSBORNE, MISS STEGER

Introduction to Science

Work of an introductory nature directed primarily to an understanding and interpretation of fundamental biological concepts, using the human body as a focal point of interest. The work will be conducted by the members of the Science Division; 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 child development.

Introductory work will also be organized in the specific fields of physics, chemistry, biology and astronomy.

This work is adapted to meet the requirements of the professional schools.

Trial Major Conference in Science

Special and intensive work for those who contemplate major work in the field.

Introduction to Higher Mathematics

Trial Major Conference in Mathematics

Special and intensive work for those who contemplate major work in the field.

Mathematics Workshop

Intensive instruction in mathematics for those needing greater facility in its use as a tool in connection with their other college work.

SCHEDULE

Each student's program differs in certain respects from that of every other student. Every student during the first year 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 need and interest develop. The regular meetings of trial major conferences and of introductory groups are held in

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the morning between the hours of nine and one. The meetings differ in length and frequency in the different divisions.

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 often used for a meeting of the Houses, of the College community, or a lecture discussion. Dramatic productions, play readings, musical and dance recitals occupy other evenings. Plans for the evening meetings are made jointly by students and members of the faculty.

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 will be carried on. 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 will be considered as a unit. The student's program of curricular work, other activities, physical recreation and rest as well as corrective programs for those who need them will be included in the work of the health unit.

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 or living quarters.

RECREATION PROGRAM

Each student during registration arranges for regular participation in the type of physical recreation suited to her individual needs and interests. The sports emphasized will be those in which the

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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 (\$16.50 fee for the year, or \$8.80 for the spring or fall season), riding (usual fees), tennis, hockey, swimming, skating, skiing, tobogganing, minor indoor and outdoor sports. Dancing will form an important place in the indoor program. Field excursions in biology and geology, as well as camping trips, will 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 program become in most cases essential parts of 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 the 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 and which govern the conduct of students and faculty alike as responsible community members.

The small size of the student body, the conference method of instruction, the necessarily frequent contacts between counselor



A STUDENT HOUSE
(One of eight houses, each having rooms for twenty girls and a faculty suite)

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and student, the community government and the living arrangements combine to give unusual facilities for mutual understanding between faculty and students. It almost guarantees that the faculty will deal with the students as persons, not merely on their intellectual side. It helps in gaining insight as to actual student tastes, manners, ideals and the educational influences which actually shape them before and during college years. It provides a continuous criticism of the College's own program and methods in the light of actual student needs and enables the educational process to be grounded firmly in reality.

WINTER FIELD AND READING PERIOD

The College year is divided into two residential terms each of four months' duration: September to Christmas; 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. 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. 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 JUNIOR DIVISION

The Junior Division usually but not necessarily occupies two years of a student's time. For the occasional undergraduate who enters college with adequate orientation, mature interest and demonstrated ability a year's work, or even less, will suffice to gain

Bennington College

entrance to the Senior Division. On the other hand, there may be students who will need a third year in order to prove their capabilities and to ascertain their interest in a major field. No objection will be made to this arrangement if the two-year record indicates likelihood of success in the third year. It will not diminish the requirements of advanced work in the Senior Division before the award of the degree.

The test for promotion from the Junior Division to the Senior Division is simple and definite. It does not depend upon accumulation of grades or addition of course credits. Failure in introductory work outside what proves to be the student's major choice will not necessarily disqualify or delay her. The exploratory object of the introductory groups in such cases is attained as truly by failure as by success.

At the end of each college year the student receives a report stating whether she has succeeded or failed in the work in which she has been enrolled. No detailed, competitive grades will be announced. Each counselor will periodically receive confidential, descriptive estimates of his or her student's work. The counselor in charge of the trial major, together with other instructors in the Division, will together assess her qualifications for entrance to the Senior Division. This judgment will be based upon different types of student achievement such as pieces of creative work, reports, investigations, projects, discussions, as well as upon more formal written tests when necessary. There will be no regular final examination period or any general requirement of written examinations as a basis for estimating ability, skill and accomplishment. The decision will be based upon the total student record which must give evidence of her ability to do advanced and independent work in the major field of her choice. In some cases lack of ability to do advanced work in any field as revealed during the first year by general failure to do creditable work or failure to meet the obligations of effort required by her instructors will lead to a student's being asked not to return for the second year.

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The Senior Division

For all students the work of the Senior Division will be similar in nature to the honors work now arranged for selected students in some of our better colleges. Every upperclasswoman will be enrolled directly under the supervision of the instructor or instructors in the major field of her choice. Although the precise arrangement will necessarily vary with the major chosen it will be characterized in almost all cases by individual enterprises or projects involving continuous periods in the laboratory, studio, library or field, checked by informal group conferences meeting once a week or less often. There will be a variety of individual and group arrangements impossible when such opportunities are strictly limited by highly organized machinery of required attendance at four or five courses. Freedom from formality and daily routine is believed to be the medium in which self-dependence and initiative in intellectual or artistic work can best be promoted—qualities fundamental in the aims of the College.

The objective is that of gaining a broad but thorough preparation in a field of important adult activity where there is a real and lasting enthusiasm and interest. Whether in the after-college future this field will be entered as a full-time occupation, whether it is to be combined as a part-time or full-time activity with marriage, or whether it is to be carried on as an avocation in connection with the vocation of parenthood is almost impossible for any young woman to forecast. Fortunately it is not always necessary. 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 depending upon individual preferences and the situation in which the young woman later finds herself. 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 "professional" character.

Where a vocation has as yet not developed academic preparation beyond the undergraduate years Bennington College will include training in the necessary minor techniques required for successful entrance to it. For example, stenography and typewriting may be

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pursued as incidental parts of undergraduate work in the case of the young woman who plans definitely to enter the secretarial field after graduation. The type of intellectual asceticism which fears that contact with practice or reality will destroy the field for culture will be avoided at Bennington. Breadth and thoroughness of work requiring sustained intellectual effort, whether directed toward a vocation or as preparation for leisure, will be the test of success rather than a program distinguished by its isolation from practical usefulness.

In every case the work of the Senior Division will be broadly in a major field rather than narrowly in a department or a single subject of study within a department, as is sometimes possible in the latter years of existing colleges. Furthermore, throughout her undergraduate life she will be in close contact with other students whose major interests differ from hers. If during her last years she wishes seriously to follow interests entirely outside of her major she will be encouraged to do so. But instead of taking regular courses for this purpose she may arrange to do individual reading or other informal work. In this way, not only in the field of the major choice but in other fields, the methods are designed to encourage the habit of effectual self-dependence. Rather than a two-year period of required distribution of work followed by severely concentrated effort in the last years it is the plan at Bennington to encourage a broadening of interests and outlook along with the pursuit of a specialty during the four years so that both liberal outlook and specialization will be continued after graduation as a matter of choice.

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 general supervision of the College. This plan will apply 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 literatures abroad or to gain access to the leading centers of art and music.

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For a majority of students the facilities and staff at Bennington will be such that they will continue in residence throughout the last two years. The utmost flexibility in making the best individual arrangements will be permitted. In all cases the Bennington faculty will retain supervision of the non-resident work leading to the Bennington degree. And in every instance the work will bear a direct relation to the student's general plan of study.

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 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 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 Bennington degree will be awarded as the result of examinations, theses or other objective tests designed to reveal objectively the accomplishment of the student in her field of major study. The degree of Bachelor of Arts only will be given. No graduate work is contemplated.

It should be pointed out that expertness as the test for awarding the degree does not represent the total objective of the Bennington educational program. The promotion of health, desirable social attitudes and habits, breadth of knowledge, emotional maturity, individual and social responsibility and stable character are fundamental objectives for which the College is devoting efforts and money throughout every year. They are developed as ends worth while in themselves; they cannot be measured by the award of a degree.



THE BARN

(Library, offices, conference rooms, classrooms and lecture hall, science laboratories)

Announcement for Second Year

Personnel

THE BOARD OF TRUSTEES

- WILLIAM H. KILPATRICK.....Columbia University, New York City, *Chairman*
(term expires 1938)
- ISABELLE BAKER WOOLLEY (MRS. CLARENCE M.)
Sunridge Farm, Greenwich, Connecticut, *Vice-Chairman*
(term expires 1934)
- FRANCES COLEMAN HOLDEN (MRS. A. J.)
Old Bennington, Vermont, *Secretary*
(term expires 1935)
- LINDSAY BRADFORD.....22 William Street, New York City
(term expires 1940)
- MABEL WARREN BRADLEY (MRS. J. GARDNER)
11 Arlington Street, Boston, Massachusetts
(term expires 1935)
- JOHN J. COSS.....Columbia University, New York City
(term expires 1937)
- JAMES S. DENNIS.....Old Bennington, Vermont
(term expires 1939)
- ELIZABETH JENNINGS FRANKLIN (MRS. GEORGE S.)
111 East 73rd Street, New York City
(term expires 1936)
- 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)
- NICHOLAS KELLEY.....70 Broadway, New York City
(term expires 1939)
- HALL PARK McCULLOUGH.....North Bennington, Vermont
(term expires 1934)
- 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)

Bennington College

TRUSTEE COMMITTEES

Budget Committee: Mr. Bradford, Mr. Coss, Mr. McCullough, Mr. Stewart, Mrs. Woolley.

Building Committee: Mrs. Franklin, *Chairman*, Mr. Coss, Mr. Dennis, Mr. McCullough, Mrs. Vernon Munroe, Mrs. Ernest Poole.

Educational Policies Committee: Mrs. Bradley, *Chairman*, Mr. Kilpatrick, Mrs. Joseph R. Swan, Mrs. Warner, Mrs. Woolley.

Executive Committee: Mr. Kilpatrick, *Chairman*, Mr. Bradford, Mrs. Franklin, Mrs. Holden, 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.

Ways and Means Committee: Mrs. Woolley, *Chairman*, Mrs. Keyes Winter, *Vice-Chairman*, Mrs. Richard Billings, Mrs. Franklin, Mrs. Benjamin Holt, Mrs. Jackson, Mrs. A. A. Marsters, Mrs. Hall Park McCullough.

Note: Officers of the Trustees are elected each year. Members of the Board are elected for a seven-year period. August 19th 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 already been firmly established. Former members of the Board and other non-members may serve on Trustee committees.

TEACHING AND ADMINISTRATIVE STAFF

MABEL BARBEE-LEE.....*Director of Admissions*

A.B., 1906, Litt.D., 1929, Colorado College. Studied at University of Mexico, New York School of Social Work, New School for Social Research. Dean of Women at Colorado College, 1921-1929. Advisor to Women at Harvard Summer School, 1925-1929. Assistant Dean at 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.

THOMAS PARMELEE BROCKWAY.....*Social Studies*

A.B., Reed College, 1921. Rhodes Scholar, Lincoln College, Oxford, 1922-1925. B. Litt., Oxford University, 1925. Taught modern European history 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 Wolfe, Lazare Levy and Jean Hure (Paris), Tobias Matthay (London). Awarded Chappell Gold Medal, 1928. Taught at Matthay School and University of Miami.

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ANDRÉE EMERY.....*Social Studies*

A.B., Marianum College, Kolozsvár, Hungary, 1923. Graduate scholarship at the University of Budapest, 1927-1930. Graduate foreign fellowship, Bryn Mawr College, 1930-1931. M.A., Bryn Mawr, 1931. Research Fellow, Brookings Institution, Washington, D. C., 1931-1932. Assistant to the Director of the first experimental year of the social service school of the city of Budapest, 1926-1927. Head of industrial research department Hungarian Red Cross, Budapest, 1927-1930. Assistant, Department of Economics, University of Budapest, 1929-1930. Taught Economics and Sociology at the Graduate School of Fordham University, 1932-1933.

IRVING FINEMAN.....*Literature*

B.S., Massachusetts Institute of Technology and Harvard, 1917. Practised 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, published serially, in part, as *Be Not Ashamed*, 1932. Contributed stories, verse, book reviews, and technical articles to magazines. With Metro-Goldwyn-Mayer, summer 1932.

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.

PAUL H. GARRETT.....*Physics and Mathematics*

A.B., Wabash College, 1923; Ph.D., Columbia University, 1932. Taught at Columbia University, Wabash College, Hunter College (physics and mathematics).

GERTRUDE GILMORE.....*Social Studies*

A.B., Swarthmore College, 1928; Merrill-Palmer School, 1929. Taught at the Rose Valley School, Moylan, Penn., 1929-1931. M. A., Teachers College, Columbia, 1932. Organized and conducted a play school for the East Harlem Nursing and Health Service, 1932-1933. Taught at summer school Colorado Agricultural College, Fort Collins, Colorado, 1929-1932.

CHARLES HAROLD GRAY.....*Literature*

A.B., University of Washington, 1913. Rhodes Scholar at Lincoln College, Oxford, 1914-1917. A. M., Columbia University, 1924; Ph.D., Columbia, 1931 (University Fellow in English, 1921-1922). Taught Reed College, Columbia University, Adelphi College, St. John's College, 1917-1925. Bowdoin College, 1925-1933, Pierce Professor of English, 1929-1933. Editor: *Essays* by William Hazlitt (Macmillan, Modern Reader's Series). Author: *Theatrical Criticism in London, to 1795*.

JEAN WILLIAM GUITON.....*French*

Lycée Pasteur, Paris, 1919-1924; Lycée Condorcet, Paris, 1924-1925; University of Paris, Sorbonne, 1925-1929, Licence-ès-Lettres; University of Paris, 1930-1931, Diplôme d'Etudes Supérieures (classics). Studied at University of Caen, 1929-1930. Taught at College of Domfront (Orne), 1929-1930; College of Nogent-Le-Rotrou-Eure-et-Loire, 1930-1931; Middlebury College French School, 1931-1932; Middlebury French Summer School, 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, the Dodge Hotel, Washington, D. C., 1923-1924; the International House, New York City, 1924-1925; and the Lake Placid Club, 1925-1933.

Bennington College

- MARTHA HILL**.....(Part-time Visiting Instructor).....*The Dance*
B.S., Teachers College, Columbia University, 1929. Dalcroze Eurhythmics with Nelly Reuschel and Elsa Findlay. Ballet with Vestoff-Serova, Kobeleff, and Portia Mansfield School of Dance and the Related Arts. Dance with Anna Duncan and Modern Dance with Martha Graham. Member of Martha Graham's Concert Dance Group, 1929-1931. Former Instructor, University of Oregon and Lincoln School of Teachers College. At present, Instructor, New York University.
- A. SHERRILL HOUGHTON**.....*Chemistry*
A.B., Amherst College, 1918. B.S., Massachusetts Institute of Technology, 1920. Ph.D., University of Colorado, 1932. Research Chemist with the Calco Chemical Co., 1920-1921. Research Fellow in France, 1921-1926. Instructor of Chemistry, University of Colorado, 1926-1929, and at the Massachusetts Institute of Technology, 1929-1932. Assistant, in charge of Advanced Organic Chemistry, Hamilton College, 1932-1933.
- 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: *The Fundamentals of Good Medical Care* with Roger I. Lee and Lewis Webster Jones, University of Chicago Press, 1932.
- LEWIS WEBSTER JONES**.....*Social Studies*
A.B., Reed College, 1922; Ph.D., Brookings, 1927. Graduate student Columbia University, 1923-1924; awarded University Fellowship, Columbia University, 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 *Encyclopaedia of the Social Sciences*.
- 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, Illinois; at Chicago University and University of Pittsburgh (economics and finance). Bureau of Mines, Washington, D. C., 1912-1925. Comptroller, Y. W. C. A. of Pittsburgh, 1925-1931. Comptroller, Bennington College, since 1931.
- FREDERIC H. KENT**.....*Treasurer*
A.B., Harvard College, 1894; A.M., Harvard, 1899. Lecturer on International Relations. Editor, *Service with Fighting Men* (Y. M. C. A. War Work History). Vice-President, The Fiscal Service Corporation. Treasurer, Bennington College, since 1930.
- ARCH LAUTERER**.....*Art and Dramatics*
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 of Chautauqua Repertory Players during the summers of 1931 and 1932. Exhibited: scene designs and model in Architectural League Show, 1933; oils in the Jury Show of Cleveland Artists, 1931.
- HELEN FORREST LAUTERER**.....(Part-time).....*Art and Dramatics*
Head of costume department, Carnegie Institute of Technology, Drama Department, 1919-1921. Acted under Belasco, Pemberton, Theatre Guild, etc., 1921-1924. Costume

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- Director, Goodman Theater of Chicago and member of the acting company, 1924-1927, and Costume Director of Cleveland Play House, 1927-1932. Has 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 Swedish weaver, Gunhild Tiberger, 1931-1932. Studied tapestry weaving with Hungarian weaver, Giza Foldes, 1933.
- ROBERT D. LEIGH**.....*President*
A.B., Bowdoin College, 1914; A.M., Columbia University, 1915; Ph.D., Columbia, 1927; 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 of the 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.
- GLADYS Y. 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 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.
- MARIANA LOWELL**.....(Part-time).....*Violin*
Graduate of Milton Academy, 1922. Studied with Edith Jewell, Gertrude Marshall Witt, Boston, Capet and Léon 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.
- 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 composition and portraiture. Instructor in life drawing and painting in the New York Evening School of Industrial Art, New York, 1927-1933.
- LYDA NEEBSON**.....(Part-time).....*Music and Voice*
Studied voice in New York with Mme. Marcella Sembrich, Kurt Schindler, and Paul Eisler, 1922-1925. Studied repertoire in Germany with Michael Raucheisen, Wilhelm Freund, and studied German with Fraulein Willke, 1925-1927. Studied voice in New York with Romano Romani, 1928-1930. Studied New York University, 1931-1932. Head of Voice Department, Mary Baldwin College, Staunton, Va., 1931-1933. Director of Choir of First Presbyterian Church, Staunton, Va., 1931-1933.
- JANE OGBORN**.....*Dramatics*
A.B., Butler University, 1928; M.F.A., Department of Drama, Yale University, 1932. Executive Secretary of the Civic Theater of Indianapolis, 1928-1929.
- 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 Advisor to Women and Assistant Medical Director of University of Oregon, 1925-1930. Internship, New York State Psychiatric Institute and Hospital Medical Center, New York City, 1930-1931. Fellow in Psychiatry, Commonwealth Fund, Yale University, 1931-1932.

Bennington College

- EDWIN AVERY PARK.....*Director of 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 to *Encyclopaedia of Social Sciences*. Illustrator of *A Guide to Princeton* and *A Book of Princeton Sketches*. Painter in water colors. Professional Architect, State of New Jersey.
- RUDOLPH A. PITTAWAY.....(Part-time Visiting Instructor).....*Piano*
Chorister of His Majesty's Chapel Royals, London, 1915-1919. Studied pianoforte under Tobias Matthay and Frank Mannheimer, and studied composition under Frederic Corder and Benjamin J. Dale, London, 1922-1929. Instructor at the Hotchkiss School, 1929-.
- URSULA ROSSMANN.....*German*
Ph.D., University of Freiburg, Germany, 1931. Studied in Russia, Esthonia, Latvia, Germany, Oxford University. Exchange student to the University of Wisconsin, 1931-1932.
- KURT SCHINDLER.....*Director of Music*
Studied at University of Berlin, University of Munich. Assistant Conductor of Berlin Royal Opera under Richard Strauss. Assistant Coach and Drill Master of Metropolitan Opera Company. Reader for Schirmer for fifteen years. Founded Schola Cantorum, 1909. Directed Schola Cantorum until 1927. Editor, *A Century of Russian Song*. Research in Europe in folk songs.
- BESSIE SCHÖNBERG.....(Part-time).....*Dance*
Attended the Jaques-Dalcroze School of Eurhythmics, Hellerau bei Dresden. Studied history of art and music at the Technische Hochschule in Dresden. Worked in art and crafts at the studio of Margarete Muhlhausen. Attended University of Oregon, 1925-1929, and studied at the Neighborhood Playhouse Studios, 1929-1931. Member of Martha Graham concert group, 1929, and danced in productions of Irene Lewisohn, 1930-1931. Taught at University of Oregon, summer of 1928; summer school of the Henry Street Settlement in New York City and at its camp in Westchester, 1930. Physical Director for Women at International House.
- ANNE LOUISE STEGER.....*Biology*
Ph.B., University of Chicago, 1927; M.S., Cornell University, 1929; Ph.D., Cornell, 1931.
- GENEVIEVE TAGGARD.....*Literature*
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); 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*, *Bookman*, *New Republic*, *Saturday Review of Literature*, etc.
- GREGORY TUCKER.....(Part-time).....*Piano*
Studied piano and composition under 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.

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ADMINISTRATIVE 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*
- MARTHA H. BIEHLE.....*Secretary to the Treasurer*
A.B., Wellesley College, 1928. Executive Secretary of the National Student Federation of America, 1928-1930. Secretary to the Headmistress of the Spence School, New York, 1930-1932.
- MARIE BRANNIGAN.....*Secretary*
- ETHAN CRAWFORD.....*Laboratory Assistant*
- HELEN EATON.....*Secretary*
A.B., Vassar College, 1928. Secretary with the Welles-Southall Company, Bennington, 1928-1932.
- GRETCHEN J. GARRISON.....*Assistant Librarian*
A.B., University of California, 1931. B.S., Columbia University School of Library Service, 1932. Assistant, University of California Library, 1928-1931.
- ELIZABETH HALL.....*Store Manager*
A.B., Wellesley College, 1930. Store manager since 1932.
- MARGARET HANKINS.....*Secretary to the President*
A.B., Smith College, 1931. Secretarial Assistant, Smith College Day School, 1932-1933.
- ROSE LAWRENCE.....*Assistant to the Comptroller*
- DOROTHY MORSE.....*Art Curator*
- KATHLEEN NELSON.....*Secretary to Director of Dining Rooms*
- GLADYS OGDEN.....*Faculty Stenographer*
- GRACE PHILLIPS.....*Stenographer to Comptroller*
- MARION SMALL.....(Part-time).....*Special Cataloguer*
B.S., Simmons College, 1914. Organizer, Massachusetts State Library Commission, summer of 1914. Assistant, Preparation Division, New York Public Library, 1914-1921; in charge Serial Section, Reference Department, New York Public Library, 1920-1930. Special lecturer, Simmons College Library School, 1926. Instructor in Reference Work, Training Class, New York Public Library, 1927-1930.
- HELEN F. VAUGHAN.....*Assistant to the Director of Admissions and Office Manager*
B.S., Skidmore College, 1924. Graduate of Lucy Wheelock Kindergarten School, 1918. Employed on secretarial staff at Dartmouth College, 1924-1926, and at Colorado College, 1928-1931. With Bennington College since 1931.
- MARY WHITE.....*Assistant to Director of Dining Rooms*
- MAY I. WRIGHT.....*Telephone Operator*

Bennington College

BUILDINGS AND GROUNDS STAFF

ADOLPH BALMER	Gardener
C. W. CARROLL	Engineer
HARRY OAKES	Night Watchman
HENRY RIPLEY	Chauffeur
W. H. RUDD	Assistant Engineer
E. W. THOMPSON	Superintendent

STAFF COMMITTEES

Executive Committee: (Consisting of the administrative officers *ad hoc* and chairmen of Divisions, *ex officio*) Mr. Leigh, *Chairman*, Mrs. Barbee-Lee, Miss Hait, Miss Jones, Mrs. Leslie, Miss Ogborn, Dr. Osborne, Mr. Garrett, Mr. Gray, Mrs. Jones, Mr. Park, Mr. Schindler.

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

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

Entertainment Committee: Mrs. Leigh, *Chairman*, Mrs. Garrett, Mrs. Gray, Miss Hankins, Mrs. Park.

Committee on Buildings and Grounds: Mr. J. Fitch King, Miss Hait, Miss Jones, Mr. Leigh.

Committee on Publications: Mrs. Jones, *Chairman*, Mrs. Barbee-Lee, Mr. Kent, Mr. Park, Miss Taggard, Miss Vaughan.

STUDENT COMMITTEES—1932-33

Student Council: (Also student members of the Community Council) Fall Term: Miss Gregory, *Chairman*, Miss Carr, *Secretary*, Miss McElwain, Miss Shurcliff, Miss Warner. Spring Term: Miss Shurcliff, *Chairman*, Miss Carr, *Secretary*, Miss McElwain, Miss Richardson, Miss Warner.

Educational Policies Committee: Miss Gregory, *Chairman*, Miss Hutchins, Miss Ingersoll, Miss Rabinoff, Miss Shurcliff, Miss Stone.

Committee on Economy: Miss Friedberg, Miss Lindin, Miss Stillman, Miss Van Buren.

Athletic Board: Miss Johnson, *Chairman*, Miss Glidden, Miss Goodwin, Miss Pierce.

College Store Commission: Miss Alexander, *Chairman*, Miss Kent, Miss Ladd, Miss Parker, Miss Westwood.

Commission on Religion: Miss Suter, *Chairman*, Miss Allen, Miss Hardman, Miss Hartt, Miss Hooker, Miss McKearin, Miss Van Buren, Miss Woodhouse.

Gardens Committee: Miss Lund, Miss McCrea, Miss Watkins, Miss Wile.

Announcement for Second Year

STUDENTS 1932-1933

Alexander, Eleanor Westfield, New Jersey	Goodwin, Margaret Hartford, Connecticut
Allen, Caroline Newton Highlands, Massachusetts	Greenidge, Alice Crestwood, New York
Alsop, Adele Milton, Massachusetts	Gregory, Helen Maplewood, New Jersey
Anderson, Alice Evanston, Illinois	Gregory, Mary Boston, Massachusetts
Babcock, Edwina Nyack, New York	Hardman, Yvette New York City
Bailey, Ruth Cambridge, Massachusetts	Hartt, Katrina Chestnut Hill, Massachusetts
Banks, Otilie Walpole, Massachusetts	Herring, Atossa Bronxville, New York
Bredt, Prudence West Orange, New Jersey	Higgins, Katharine Noroton Heights, Connecticut
Bunton, Caroline Cambridge, Massachusetts	Holden, Juliana Waban, Massachusetts
Carr, Louise Brookline, Massachusetts	Hooker, Mary Longmeadow, Massachusetts
Case, Dorothy Glen Ridge, New Jersey	Hutchins, Gretchen Newton Centre, Massachusetts
Child, Esther New York City	Ingersoll, Asho Brooklyn, New York
Coffin, Hannah Brookline, Massachusetts	Johnson, Elizabeth Staten Island, New York
Conner, Jean Chicago, Illinois	Jones, Ann Morristown, New Jersey
Crane, Rebecca New York City	Keene, Virginia North Bennington, Vermont
DeBard, Elizabeth West Newton, Massachusetts	Kellett, Mary Fieldston, New York City
Del Tatto, Susan Bennington, Vermont	Kent, Mary New York City
Doughty, Gertrude Williamstown, Massachusetts	Knapp, Ellen New York City
Eberbach, Charlotte Fort Wayne, Indiana	Ladd, Martha Portland, Oregon
Farrell, Ann Bronxville, New York	Lambert, Marion Pelham, New York
Friedberg, Louise Chicago, Illinois	Lee, Isabella Wellesley, Massachusetts
Glidden, Barbara West Newton, Massachusetts	Lindin, Karin Woodstock, New York
Goldman, Marjorie St. Louis, Missouri	Loeb, Berenice Hubbard Woods, Illinois

Bennington College

Lund, Lydia
Newton Centre, Massachusetts
McCrae, Agnes
New York City
McElwain, Frances
Boston, Massachusetts
McGrew, Evis
New York City
McKearin, Catherine
Springfield, Massachusetts
Moore, Jean
Grosse Pointe Park, Michigan
Myers, Margaret
West Hartford, Connecticut
Myers, Mary
Washington, D. C.
Noyes, Edith
Brooklyn, New York
Ogden, Gladys
Bennington, Vermont
Page, Mollie
New York City
Parker, Mary
Manchester, New Hampshire
Pfaelzer, Carolyn
Montclair, New Jersey
Pierce, Cornelia
Syracuse, New York
Potter, Alene
Newton Centre, Massachusetts
Rabinoff, Anna
New York City
Rice, Mary
Wilbraham, Massachusetts
Richardson, Louisa
Readville, Massachusetts
Scott, Barbara
Moylan, Pennsylvania
Shurcliff, Elizabeth
Boston, Massachusetts
Spencer, Margaret
West Newton, Massachusetts

Stanwood, Shirley
North Bennington, Vermont
Stewart, Corinne
Ridgewood, New Jersey
Stewart, Helen
New York City
Stillman, Jane
New York City
Stone, Anita
Syracuse, New York
Sturges, Anne
Fairfield, Connecticut
Sullivan, Grace
Boston, Massachusetts
Summers, Janet
Belmont, Massachusetts
Suter, Margaret
New York City
Taylor, Rosamond
Williamstown, Massachusetts
Trott, Frances
Denver, Colorado
Van Buren, Eldora
New Rochelle, New York
Voorhees, Elsa
New York City
Wardwell, Fletcher
Grosse Pointe, Michigan
Warner, Emalea
Wilmington, Delaware
Watkins, Helen
Poughquag, New York
Westwood, Virginia
Tecumseh, Nebraska
Wile, Mildred
New York City
Williams, Joan
Montclair, New Jersey
Woodhouse, Jane
Boston, Massachusetts

COLLEGE CALENDAR

1933
September 6 Wednesday, 9.00 a.m. Opening of First Semester

(Student houses will be opened at 9:00 a.m.; all students are expected to be at the College by 7:30 p.m.)

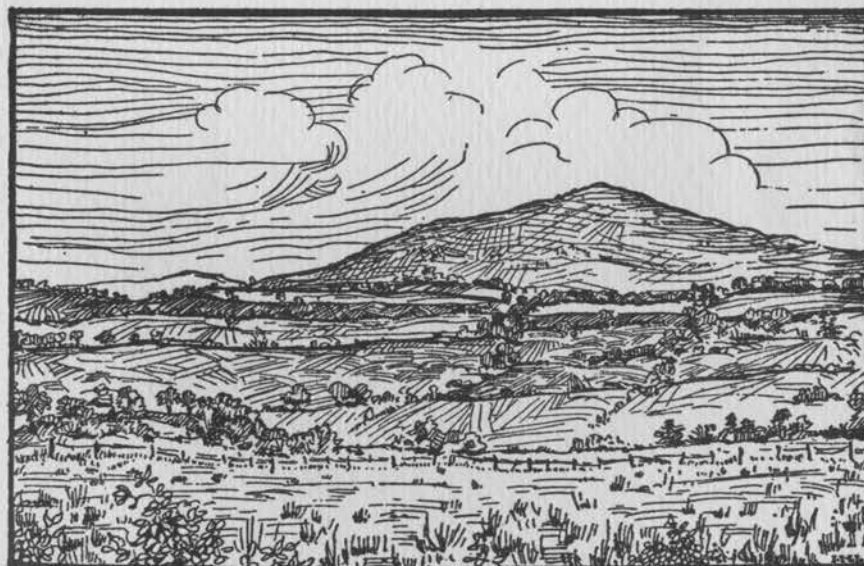
November 29 to Wednesday, 1.00 p.m., Thanksgiving Recess
December 3 through Sunday

December 22	Friday, 1.00 p.m.	Beginning of Winter Field and Reading Period
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1934		
February 23	Friday, 9.00 a.m.	Opening of Second Semester

(Student houses will be opened at 1:00 p.m. on Thursday, the 22nd; luncheon on the 22nd is the first meal served.)

June 28	Thursday, 1.00 p.m.	Beginning of Summer Vacation
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INFORMATION

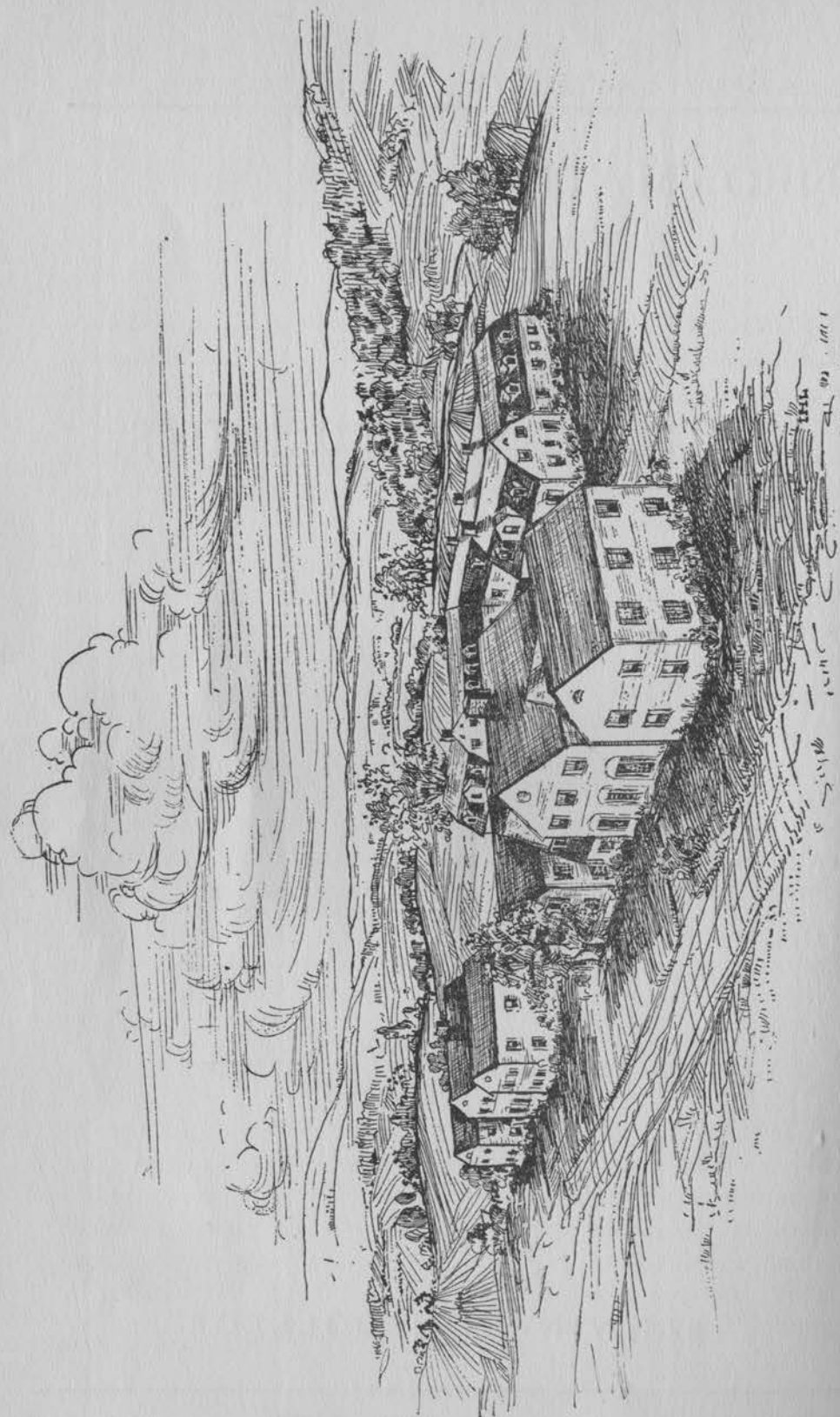
for

Entering Students

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STUDENT HOUSES

BENNINGTON COLLEGE · BENNINGTON, VT.

FORM G-2

Location

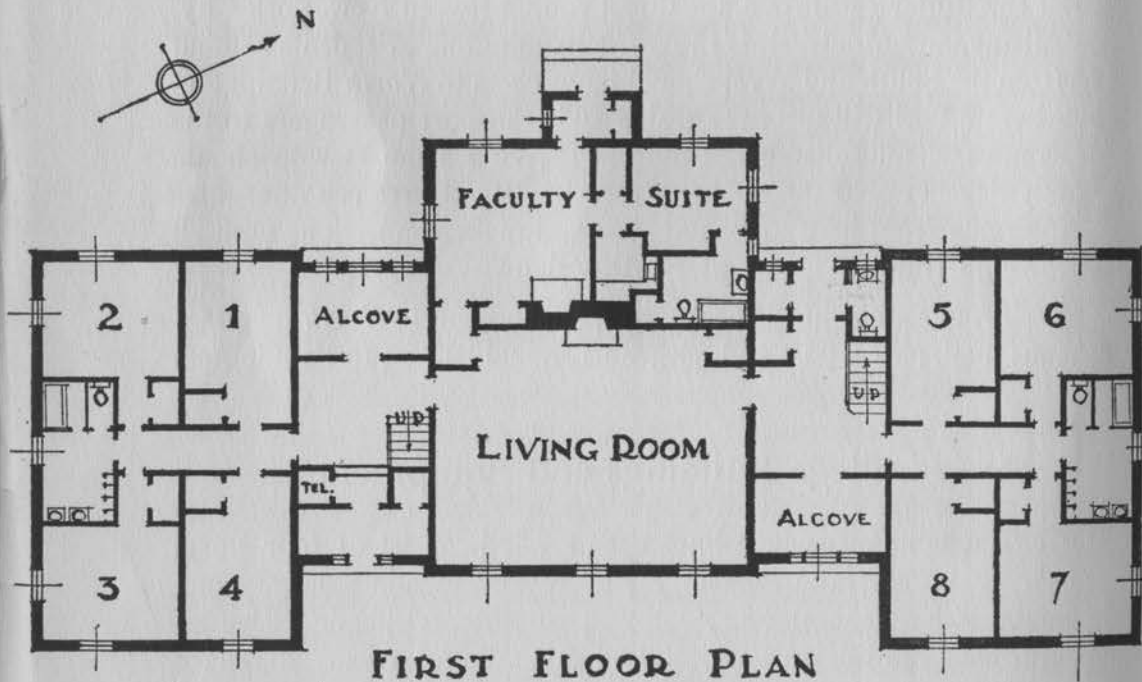
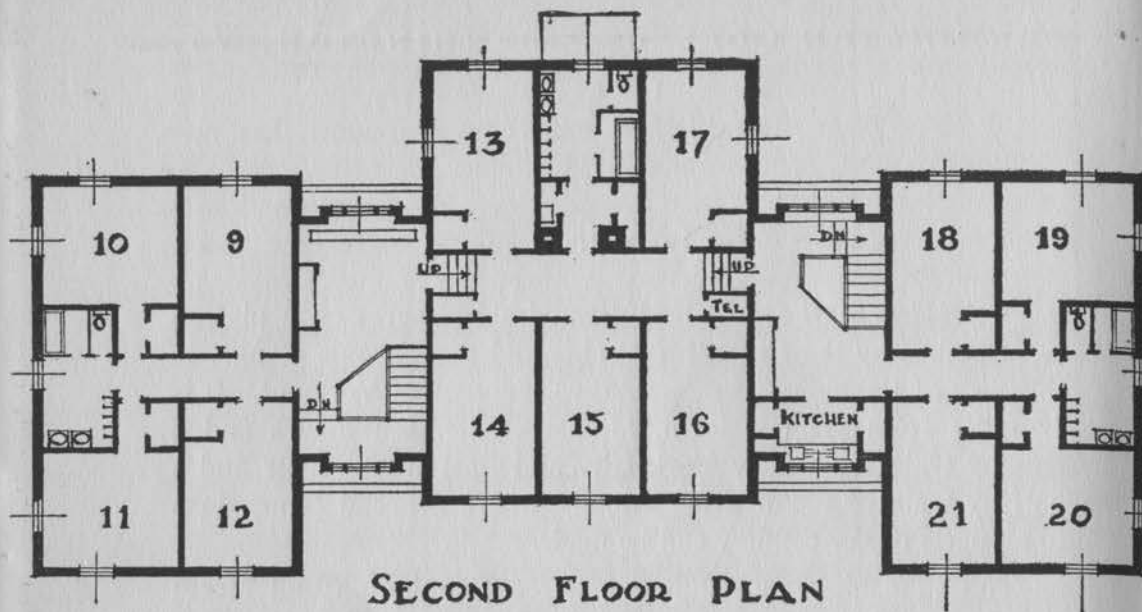
BENNINGTON COLLEGE occupies 140 acres on a plateau flanked by the Green Mountains and the Taconic Range, in the town of Bennington in the southwest corner of Vermont. It is 17 miles from Williamstown, Massachusetts, four hours and a half by train from New York City and Boston, one hour and a half by 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 a taxi will meet the trains and transport passengers to the campus, a mile distant. Students arriving from Boston should buy tickets to North Adams, Massachusetts. Buses run at regular intervals from here to Bennington and make connections with all through trains stopping at North Adams.

Trunks and express packages should be sent to *North* Bennington; mail, parcel post and telegrams should be sent to Bennington.

College Buildings and Equipment

THE buildings which have been erected consist of four story-and-a-half and two-story student houses and a large Commons with a general lounge, store, post office, telephone exchange, infirmary, physician's office, and five dining rooms arranged around a central kitchen. On the third or top floor of the Commons is an arts center with stage and auditorium surrounded by studios for the fine arts, dancing, and music.



NORTHEAST & SOUTHEAST HOUSES

SCALE IN FEET ~ 0 5 10

A large barn, formerly the stables on the estate, has been remodeled with "celotex and window box" construction. One wing will contain the science laboratories. The library will be in another wing, and in addition there will be conference rooms, seminar rooms, and administrative offices.

The college athletic field with provisions for hockey, tennis, and other sports is located immediately west of the buildings.

Social Life

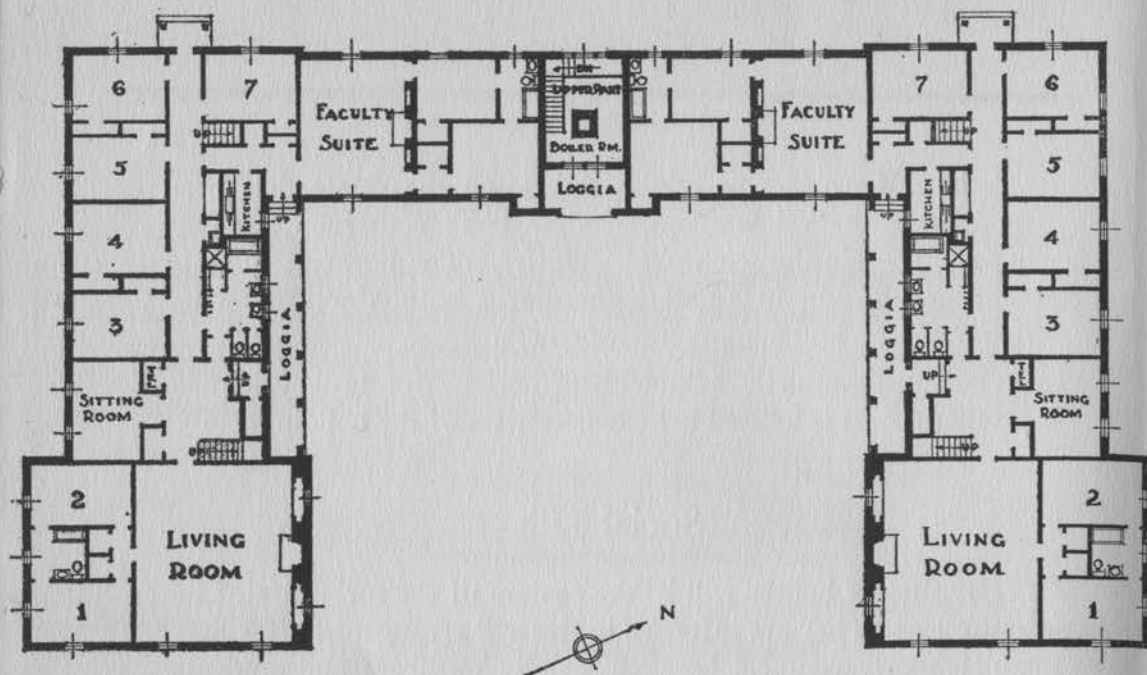
THE student houses will be the centers of the social life of the College. They are informal in size and arrangement, facilitating neighborly contacts between faculty members and students. Ordinarily a house will be the four-year residence of the twenty undergraduates who live in it the first year. A certain number of faculty members will be associated with each house and share in its intellectual and social activities.

Every effort will be made to encourage and develop effective self-government. The members of each house will formulate for themselves whatever social regulations may be necessary for those who live in the house.

Student Houses

EACH of the four student houses contains twenty rooms and a faculty apartment. They constitute the first units of the twelve houses which will accommodate the entire student body when the college plant is completed in 1935. All of the rooms are single with the exception of two.

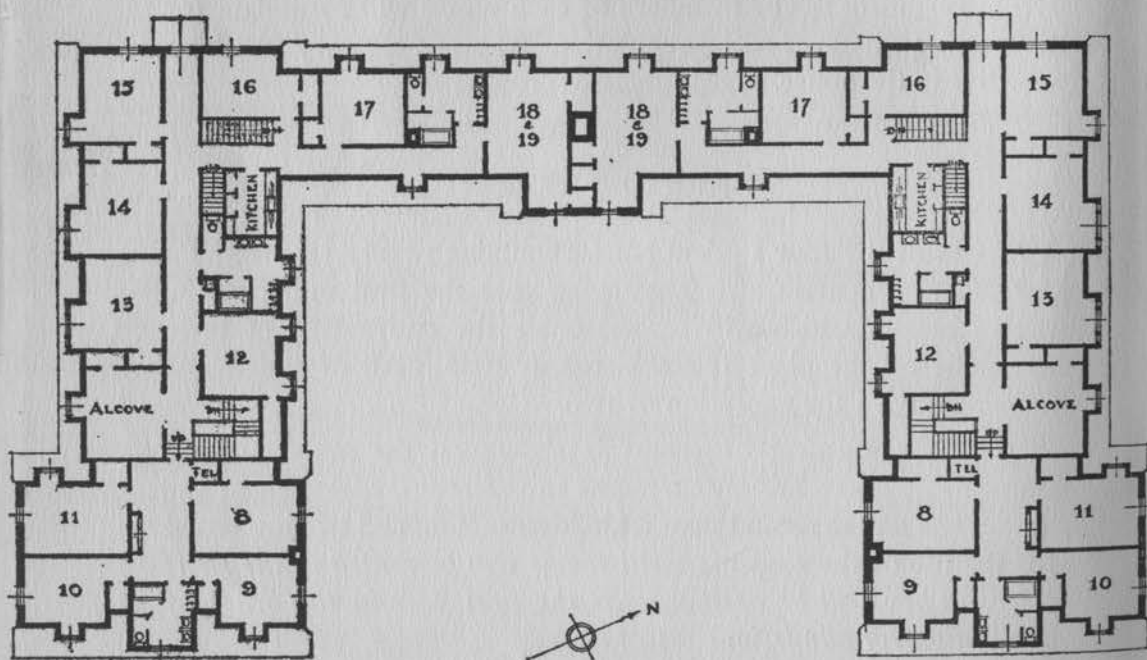
The arrangement of rooms is shown on the accompanying diagrams. There are trunk rooms in the attics, and each of the houses has on the second floor a kitchenette, tub, and ironing board for the use of the students. *All rooms will be rented at the same price. They will be assigned for the first year in the order of application for admission.*



SOUTHWEST HOUSE

NORTHWEST HOUSE

FIRST FLOOR PLAN
SCALE IN FEET $\frac{1}{4}$ " = 1'-0"



SOUTHWEST HOUSE

NORTHWEST HOUSE

SECOND FLOOR PLAN
SCALE IN FEET $\frac{1}{4}$ " = 1'-0"

Furnishings

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

- 1 day-bed, 81" x 38".
- 1 four-drawer chest, top 36" x 16", height 33".
- 1 mirror, glass 15" x 25".
- 1 table desk, top 37" x 23", height 28".
- 1 four-shelf book rack, width 32".
- 1 straight chair.
- window shades.

The window sizes are:

Northeast and Southeast Houses

Room numbers:

1 through 8	34" x 57"
9 through 21	34" x 53"

Northwest and Southwest Houses

Room numbers:

1 through 7	34" x 61"
8 through 12, 15 through 19	34" x 57"
13 and 14 have triple windows, the center one 34" x 57", the side ones each 14" x 57", and mullions 6" wide.	

The floor dimensions are:

Northeast and Southeast Houses

Room numbers:

1, 4, 5, 8, 9, 12, 18, 21	10' x 16'
2, 3, 6, 7, 10, 11, 19, 20	14' x 11'
13, 14, 15, 16, 17	10' x 17'

Northwest and Southwest Houses

Room numbers:

1, 2, 8, 11	16' x 10'
3, 4, 5, 6, 7, 16	14' 6" x 10'
9, 10	12' x 10'
12, 15	12' x 13' 9"
13, 14	12' x 13' 8"
17	12' 6" x 11'
18, 19	12' 4" x 20' 6"

The College will supply mattresses, pillows and two blankets. Students will be expected to bring bed linen, towels, a day-bed cover, and any light furnishings such as pictures, lamps, window curtains, and small rugs.

Payment of Fees

On or before July 15 (not refundable) . . . \$ 100.00

On or before opening of College:

Tuition	\$ 550.00	
Room and board	450.00	
Health fee	25.00	1,025.00

On or before second semester:

Tuition	\$ 325.00	
Room and board	225.00	550.00

\$1,675.00

To retain a place in the entering class, the fee of \$100.00 must be paid by all students by July 15. 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 College, and the remaining one-third from the amount 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.

College Calendar

1932

September 6	Tuesday, 9 A.M.	Opening of First Semester.
November 23-27	Wednesday, 3 P.M. through Sunday	Thanksgiving Recess.
December 23	Friday, 3 P.M.	Beginning Winter Reading and Field Study Period.

1933

February 23	Thursday, 9 A.M.	Opening of Second Semester.
June 28	Wednesday, 3 P.M.	Beginning of Summer Vacation.

1 1

Students are requested to keep this booklet for future reference.

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