

June 7, 1935

A meeting of the Art Division was held Thursday, May 30, 1935, at 4 p.m., in the living-room of Bingham House. Present: Mrs. Brockway, Mr. Hirsch, Mr. Lauterer, Mrs. Lauterer, Mr. Moselsio, Mrs. Moselsio, Miss Ogborn, Mr. Park, Miss Ulrich. Absent: Miss Schönberg, Carolyn Crossett and Jane Woodhouse, of the Educational Policies Committee, attended the meeting.

Before the meeting opened formally Mrs. Brockway asked if there were any comments or suggestions about the exhibition of student work in painting and sculpture, held May 29. She said she believed too many students were merely interested in finding out who made the particular objects shown. It was suggested that more education about the aims of the exhibitions could be carried on by counselors and by the E. P. C. representatives.

The first topic discussed was the method by which the E. P. C. reports should be made. Miss Ogborn pointed out that often when a group is asked for criticism of teaching only the leaders of the group may speak and a distorted statement results. She said this happened during the first year. A wiser method of obtaining criticism would be to see students individually. After a general discussion, it was decided that the E. P. C. representatives could probably save much time by visiting groups rather than seeing individual members. They should, however, exercise judgment and proceed in whatever fashion seems wisest. It was also agreed that criticisms of teaching should be taken directly by the E. P. C. representative to the faculty member concerned.

The Senior Seminar was the next subject introduced for discussion. Mr. Park summarized the experience of last term, and the failure of the Seminar this term. He then read a list of suggestions for a seminar made by Mr. Hirsch, wherein Mr. Hirsch proposed that all the seniors in art meet at regular intervals several weeks apart, to discuss common problems. The nature of these problems might be arrived at by referring to the third year students' meetings with the faculty. (See transcripts made by Miss Moran). Many fruitful questions were discovered, such as the relation of color to sculpture. Particular suitable topics could be chosen, one for each meeting. These might be passed around beforehand and brief written answers brought to the meeting.

Some discussion of Mr. Hirsch's suggestion took place. Mr. Park said that he felt convinced that no set pattern laid out in advance would accomplish the desired end. He suggested that perhaps the simplest procedure for a seminar would be that each student should once during the term prepare a short but well-written paper. This paper should be provocative of discussion. It was agreed that either the use of questions or of a paper would be useful as a method. Mr. Park stated very clearly the objective of the Seminar, which is that a critical sense in the student be developed and that the relationship of the arts be established. He pointed out that the meetings must not be heavy, must not try to accomplish graduate school work but should be fostered by creative curiosity and a desire to participate in a fresh point of view.

Mr. Moselsio described the Sophomore Seminar he has been holding

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this year in sculpture. He suggested that individual seminars in the various fields might be held frequently and that all seniors could meet together once a term with papers written by students who are equipped and have time to write them.

Mr. Park recommended that the E. P. C. representatives make a canvass of the senior students to learn from them of any suggestions in method for the Seminar. The questions will be discussed further at the next meeting.

The next topic discussed was Introduction to Art. Carolyn Grosset stated two attitudes she had observed among members of the group this year: (1) some students said they would like to have the course continued throughout the year, (2) some students were much pleased with the course as it was conducted on the lecture method plan. Carolyn said these students liked the procedure because there was so little expected of them; so much was done by the faculty. She thinks the course was a failure this year because the students did too little work related to the lectures. She told in some detail her own experience and gave a spirited account of her reasons and convictions that the Introduction was far beyond the comprehension of most students and that they did not receive the proper benefits from it. She said that although studio work was part of the requirement, the students were unable to relate their studio experiences to the lectures. She suggested that the first year work be studio and that the theoretical and analytical side of Introduction to Art come the second year.

Mr. Park pointed out that the chief aim of the Introduction is to correlate the arts, to establish in the minds of the freshmen the unity which exists and must be experienced by them if they are to major in art.

Mrs. Lauterer suggested that perhaps such a course should be postponed until the Senior Division.

Mr. Lauterer asked "What value comes from talking about art?" Since everyone uses a personal vocabulary in discussing art a satisfactory discussion can never be carried on except between two people, where the terms can constantly be defined or re-defined. We said that since work is the student's real aim, it might be well to have each student take a completed project to a specified place once or twice a term and remain with it to explain what her problem was. Thus students working in other fields of art could learn from her work.

After a little further discussion Mr. Park recommended that members of the Division think over the problems connected with the Introduction and come prepared to settle upon a plan at the next meeting.

It was decided that the next meeting of the Division would take place on Thursday, June 13.