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THE WORLD ABOUT US

Bennington College Bulletin

Issued quarterly at BENNINGTON, VERMONT Vol. 11, August, 1933, No. 1.

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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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THE COLLEGE AND THE WORLD ABOUT US

Extracts from Remarks of President Robert D. Leigh
at the First Community Meeting of the Second Year at
Bennington College, September 6, 1933.

. . . . A year ago tonight at our first community meeting there was formed what we have sometimes called a partnership in education. That evening our attention was centered on the aims, program and organization of our own College community. Tonight I should like to consider with you our institution in a broader perspective. It is characteristic of the days we live in that individuals and organizations are analyzing anew their relations and obligations to the general economic, political and social structure of which they are a part. During this last year, and especially during the last few months, the kaleidoscopic changes in our national life are such that they demand of all of us a reconsideration of our position and direction. What then, is the relation of this small, new college to the educational and to the social complex?

The College as a going concern is only one year old. It began as a visible plant scarcely two years ago. But as an educational idea it is much older than that; a decade has passed since the thought and planning for it were begun. If we go back these ten years we find prevailing a very complacent feeling about education, especially about the aims and processes of our schools and colleges. The temporarily crowded enrolments and the magnificent new endowments and buildings made it seem as if nothing were more successful or more permanent than the colleges as they then existed. Many parents of that time spent more thought upon choosing the "right" automobile than upon choosing the right college for their children, and a great deal of money was spent upon both. It was in such a situation of complacent, material, educational prosperity that the idea of establishing this college was born. To most people at that time, and to many during the intervening years, it must have seemed an isolated, detached, if not a faddist, proposal. But those who saw beneath the surface of our educational life recognized then, and still others appreciate now, the fact that the College was built upon the deeper tendencies of the time.

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It may be interesting now for us to know that the germinating ideas which turned an ambitious local project into the plan for a college to meet a definite general need came (1) from the experienced head of the public educational system of one of our largest eastern states, (2) from the president of one of the great women's colleges—one of our foremost educational leaders and (3) from a member of the faculty of one of the leading universities, a man whose background of experience and observation covers the educational systems not only of our own country but also of Europe and Asia. It was the aim of these men and of others who framed the College program and policy not to express personal philosophies but to relate policy to specific educational need as expressed by concrete demands from school and college leaders, parents and children themselves. If the College had been at the outset heavily endowed by an individual donor it might have come into being whether or not it was in answer to a real need. But without such artificial aid the reason why it survived both the complacency of artificial prosperity and the paralysis of depression was that it was definitely within the swing of educational tendency—a tendency which has now come to much fuller expression elsewhere than might have seemed possible ten years ago.

Five years ago when I first became identified with the College, it was most often differentiated in people's minds from other educational projects by its system of admissions. As everyone familiar with the literature and experience of college admissions offices knows there was not a spark of originality in our admissions plan. It grew out of the advice and practices of the more expert college admissions directors. Now no one thinks that the admissions system defines the unique quality of our institution. Last July we had here at the College representatives from twenty-seven secondary schools, especially selected by a group of college and university officers, whose graduates for a five year period are to be admitted to all but three or four of our leading universities and colleges under an admissions system practically identical with ours. Indeed, in anticipation of that experimental system of admission many of the colleges are adopting "alternative" admissions plans for all students which obviously move in the same direction. It would be presumptuous to assert that the Bennington admissions system is bringing about these

changes. The truth is that we are merely participating in, and because of our newness we anticipated to some extent, the definite trend of selection for college admission.

Hardly a week passes that someone does not place upon my desk a newspaper clipping or a magazine article which describes proposed or actual changes in college curriculum and method which seem to paraphrase our *Educational Plan*; in such cases our more enthusiastic friends fondly assume that so-and-so is copying the Bennington program. But such an assumption is quite ridiculous. A more proper perspective would lead to the sounder conclusion that our curriculum, method and program were themselves leaves taken from the book of pioneering educational theory and experience even then on its way to more general acceptance. I do not mean to belittle or to compromise our endeavor to be at the forefront of thinking and organization concerning the American college. Nor do I wish to minimize our opportunities for rational, cleancut organization given us by the fact that we are starting from the ground up. But it is very important that we forego the narrow, egotistic pleasures accompanying claims of uniqueness in order that we may experience the much more thrilling feeling of joint participation in a significant educational movement—a movement to fit education to the needs of the times and to effect desirable changes in human beings. The more humble attitude leads to broader perspectives and to continued growth. It creates a generous attitude toward the successes of others. It avoids the unlovely characteristics of complacency and provincialism which must be fought daily, especially in institutions such as ours, removed a step from actual political and economic pressures.

Participation rather than aloofness, comradeship rather than self-conscious claims of special value,—the realization of carrying on significant work in vital connection with the educational tendencies of our time—these represent the relation of our College to the educational world about us.

Let us turn now to consider the relation of our enterprise to the broader social changes and tendencies of our day. I have said that the College was born in the America of a decade ago—a time sharply removed from the present dynamic situation. In political terminology it was the "age of normalcy", a time when to be a good

citizen was to mind one's own business and to let "the rascals" loot the nation's treasures. Culturally it is now defined as "the jazz age", so accurately pictured in Frederick Lewis Allen's book, *Only Yesterday*. It was a time of personal irresponsibility, of pleasure sought through quick excitement—a return to infantile joys in fast motion and more noise. Economically it was "the Age of Wonderland" which blithely generated a personal feeling of security with an economic ideology representative of the obsolescent eighteenth century philosophy of immutable principles rather than by the vital concepts of persistent evolutionary change which really describe our economic life. The origins of the debauch and the disillusionment which occurred in the late twenties were to be found deep in the philosophy of *laissez faire* and of nationalistic chauvinism which had been built up for more than a generation. Institutions expressed the era in forms which will undoubtedly remain to characterize it a century hence. Huge castles, cathedrals and towers built by irresponsible donors for vulgar, personal satisfactions and with difficulty adapted to the purposes of learning, almost suffocated some of the universities, while more vital needs were being neglected.

It was in such a period that Bennington College was conceived. Indeed, its first financial program rather accurately expressed the extravagant hopes of the time. Fortunately the College did not come into being at once, and both the building and educational programs came gradually to express the deeper tendencies of protest against the age of "normalcy" and "jazz" rather than to represent the evanescent tendencies of the period itself. The College was brought into physical being in one of the darkest years of the depression. Some day the act of the Trustees and architects in venturing to build honest structures fitted to the serious purpose of education, creating thus the atmosphere for an institution signalized by simplicity, directness, and relation to function, may grow into a romance. In immediate perspective, however, it seems a purely natural reaction to the extravagances and childish vanities of the preceding period.

What shall we say of the relation of the College program to the immediate world of the New Deal of which now at the beginning of its second year it is an inescapable part? Economically, the depression has not been ended by the N.R.A., A.A.A. and other new pro-

grams being put into force. Psychologically, however, a new spirit is released which presents the possibility, if not the certainty, of radical changes in the American philosophy of private conduct in relation to public life. Fortunately there is no bleak suggestion of violent revolution. Instead, we have a program of essentially liberal experimentalism. Directed towards political and economic ends it requires logically for its fulfillment a transformation of moral attitudes and of social philosophy. The new moral attitudes and philosophy, moreover, are much more congenial to the traditional values fostered by colleges than the ones which they replace.

Why has there been such an influx of professors into public and semi-public positions in Washington at this critical moment in our national affairs? Certainly the President is neither in training nor background an essentially academic person. The reason is that the formulation and administration of the new programs call more than ever for the kind of trained intelligence and character found most frequently in academic life. They call first of all for unimpeachable integrity; they call for a high degree of objectivity with freedom from both the purely traditional and the faddish bias; they call for flexibility or quick adaptability of mind. Such qualities grow in the academic climate. There are defects enough in the so-called academic outlook which are handicaps in the framing and execution of policy. But both our academic outlook and personnel are for the time important assets and are in organic relation to national affairs.

Consequently in our College and in other colleges there is now possible an association with the contemporary cultural emphasis which has not been possible for a generation and more. For years colleges have been promoting individual and social ideas which are in contrast to the ideals and practices of the market place. The actual life in our colleges has shown on the whole a rather unworldly kind of integrity, of democratic cooperation, and of mutual helpfulness. At the end of the college experience, however, students have entered a world of strikingly different values and practices; immediately they have been placed in the dilemma of rejecting the values of their academic world or of their impinging commercial or professional world. Some have rejected one and some have rejected the other; more have attempted a vague compromise.

But in no sense has the solution been a happy one. The too frequent result is people at war with themselves and with their better instincts. The colleges have been condemned to serve as agencies of ineffectual protest against a world of which they disapprove but for which they must prepare. Now, however, in no partisan or complete sense but broadly, the teaching and the practice of our colleges fit more exactly the official values required for the healthy reconstruction of our national life and are recognized as such by the persons now in direction of those forces of reconstruction. It is then our good fortune to escape from the complacency of cloistered values to a wholehearted participation in the economic, political and social life of our time. In the social, as in the educational, world we are in the swing of tendency rather than against it.

From the first days the life of the College has had the wholesome atmosphere which comes from such a sense of social participation. I do not mean that we are attempting by old-fashioned compulsions to "produce" good citizens. There is certainly no uncritical acceptance of "things as they are" in the world outside. Nor is the emphasis on living in our real world any more represented in social studies than in literature, art, music and science. In all the fields in which we are doing work we are consciously promoting not the attitude of "the ivory tower", enticing as our quiet hills are to such an attitude, but rather that of responsible thinking and action. For the parents of our students, perhaps, more than for the students themselves, this may mean a wrenching of the spirit. But the opportunity for sound education and for release of constructive energy is too great to be held back by timidity or by traditions which prevent understanding our real world and its tendencies.

In an even more direct way the program of the College relates itself to the national reconstruction program. Whether the program succeeds or fails it has dramatized the possibility of utilizing mechanical inventions so that a larger portion of man's time may be spent in what we roughly call leisure. Leisure we have had periodically in unemployment and strikes; but now it is proposed through reorganizing employment to have longer hours of leisure as a permanent regimen in our adult lives. If not now, sooner or later we shall through social organization harness our mechanical inventions of a century or more so that for millions the daily money-getting

occupation will become the daily "chores" and the main activity will be associated with non-economic or leisure-time pursuits. This, of course, is a trite prophecy. But in the present emergency it creates something of a crisis in our national life.

The significant thing about the use of leisure as compared with money-getting activity is that the factor of individual choice becomes tremendously important as compared with external compulsions. In our economic occupations we have externally regulated activity which leaves little room for personal choices. Historically this has been especially true of the occupations of women. But the pursuit of avocations, which will constitute more and more the sum total of what makes life valuable or significant, permits wide latitude for individual decisions. Leisure may be used to jump into a car and to drive it fast almost anywhere, to engage quietly in endless, fruitless gossip to the rhythm of rocking chairs or radio, to participate in, to watch, or to hear about games played with cards or balls, to organize human group machinery with no actual purpose, or it may be used for really recreative, enlightening and ennobling pursuits, even for priceless social contributions, in the fields of social or mechanical invention, astronomy, mathematics, art, poetry, religion and music.

I need hardly tell you that here especially the Bennington program has a direct relation to the needs of our time. We are primarily and directly engaged in encouraging young people to participate in worthwhile activities and to follow up interests which may be for them later an avocation or a vocation, or both at different times. We are creating opportunities for development of skill and understanding in music, art, dance, drama, literature, biology, physics, chemistry, social institutions and intimate human relations. Our aim and method are designed for the development in students of sufficient interest and expert ability in one or more of these fields so that in the days after graduation individual pleasure and social contribution will coincide in the voluntary choice to continue them.

Obviously this is an educational objective not easy to attain. To transform school girls doing assigned tasks into young women engaging of their own volition in worthwhile pursuits requires methods directly adapted to that end. In the first place we must pay attention to individual differences between students in the planning of their

work. One person's interests and choices will not be those of another. One person's skill will not be that of another. I presume that we go as far as any institution in the country in recognizing this principle in our curriculum and method.

In the second place we must pay attention to the interests of the student in planning her work. I do not mean, of course, that we should make all work easy or interesting but that students will see in it something of value and significance. Certain it is that as an outcome they must get abiding interest or sense of significance or our objective is not attained.

A third means of developing free adult choice of worthwhile leisure is through the development of expertness in one or more activities. The skilled person will enjoy exercising that skill and will find occasion to do so. Our College program from the very first day emphasizes this factor.

In the fourth place we need to emphasize student activity, projects and planning if we are to develop the ability to work "under one's own steam" in adult life. There is need to read, need to study, need to talk about that which we do. But the life of most people, especially their life of worthwhile leisure, is more like activity than like classroom study. So at Bennington we have given large place to the processes of investigating, individual and group planning, activity in theatre, workshop, studio and laboratory, and in the social milieu outside the campus, to the end that students may be at home in the world in which they live both during and after their years with us.

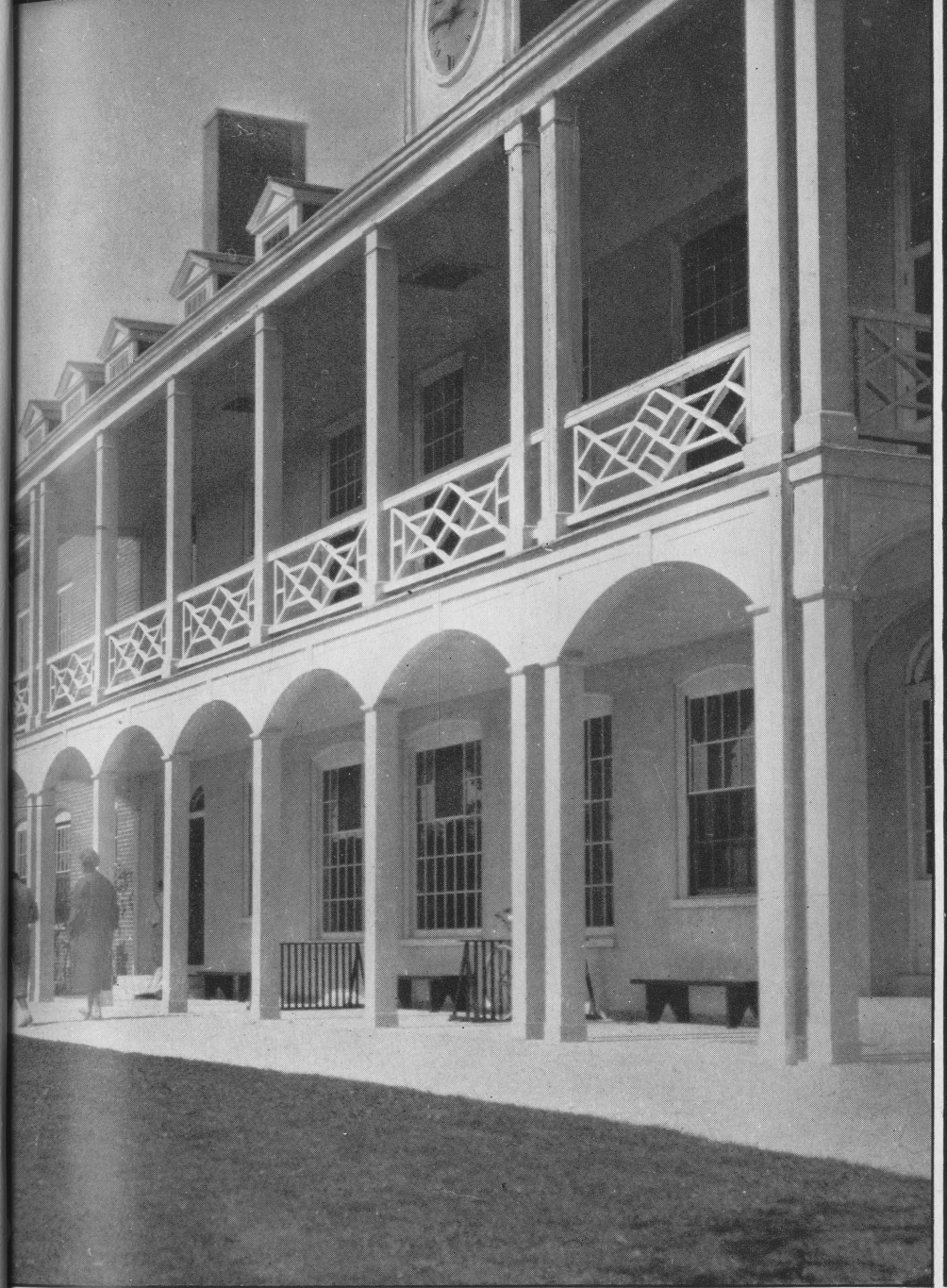
And finally we find in our work with students that their choices of worthwhile things not only are delayed but are internally blocked by the attempts of parents to keep their daughters in infancy long after the age when intelligent, independent decisions should be permitted. I doubt if there is a group of parents in the American environment, except that of immigrant fathers and mothers, who err more consistently in this matter than those who send daughters to colleges such as ours. The college period is essentially the age of transition into the choices of an adult world; one of the most important of our tasks is that of developing not only intellectual preferences but that type of emotional maturity which results in rational, sensible choices rather than in obstructions and hindrances

due to protests and fears lying deep in intimate personal relations.

By these five means then, we are working directly for the end of self-dependence and the development of worthwhile adult choices. And this seems to us to be the peculiarly appropriate training for a future of increased leisure.

If I were attempting to describe Bennington College as an experience, for those of you who are entering it for the first time, I would speak of homelier and more intimate things than our relation to the world about us. I would speak of the spontaneous good humor and wholesome joy of living which we who have been here a year associate with life on this hilltop. I would indicate in some way the subtle stabilizing influence which our daily association with Nature and with our rural landscape produces. I would note the essential friendliness and democracy of our life together which mean so much in eliminating unnecessary adolescent unhappiness. Again, I would speak of the essential honesty or integrity with which our relations with each other have thus far been maintained. It is an integrity which carries with it keen and quick exposure of artificiality and sham, and it spares no one—least of all the president. These things are not to be found in our published programs; they are not intellectual formulations. Yet they are the essence of the College. They give to the institution what some call its spiritual quality. I fear to talk of them lest in being made explicit they lose their natural, spontaneous character.

Finally in a much more intimate sense than is suggested in my analysis of our relation to the world about us we have in our College community itself a sense of participation which makes of our whole enterprise a partnership. I said a year ago, and I repeat tonight, that the College is still in the process of being created and for its further construction it depends upon all the initiative, invention and cooperation of which the group is capable. Members of the faculty and staff, certainly the undergraduates, will be confronted within the twelvemonth or within the college generation with the greatest opportunity of their lives for creative and constructive work. And I predict that some will make use of the opportunity in a measure which in the years to come will make us all deeply grateful.



Building Bennington College

BENNINGTON COLLEGE BULLETIN

ISSUED QUARTERLY AT BENNINGTON, VERMONT

VOLUME TWO

NOVEMBER, 1933

NUMBER TWO

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BENNINGTON COLLEGE

is still in the making

Its educational and structural blueprints are being transformed into visible and working realities. A succession of booklets beginning with the *Educational Plan for Bennington College* published in 1928, revised in 1931 and continued in the *Bennington College Bulletin* issued quarterly since 1932, describes the educational program. The buildings and equipment provided and projected for carrying on the program are described in the following pages.

A necessary preliminary to beginning the College was the gathering of contributions, through difficult years, to the amount of one and a quarter million dollars. Then starting in 1931 came the planning, construction or remodelling of fifteen buildings with furnishings and equipment. This is keeping pace with the arrival, beginning in the fall of 1932, of successive freshman classes so that in 1935 the full college enrolment of two hundred forty can be accommodated.

There is nothing ostentatious or monumental about the College. The purpose has been to provide with economy the material means for the personal and intellectual growth of young women. The educational system and the buildings are adapted and adaptable to the needs of a rapidly changing world. That a real desire for such a college exists is evident from the full enrolment of the first two classes and applications already in excess of the number to be admitted in the third class next autumn.

As will be seen in the following pages, the financial resources needed are not yet fully assured. Those who have shared in the building of the College have found in their labors the satisfactions that attend the fulfillment of a creative purpose in a living forward-looking institution. They welcome others to a share in these satisfactions.



THE SITE

ONE of the major gifts to the College was a tract of 140 acres forming the southwest quarter of the estate of Mrs. Frederic B. Jennings. It lies on a high plateau descending on two sides by steep slopes to a river valley. From every point on its surface the eye is lifted over cultivated fields and orchards to wooded hills and mountains. To the east is the wall of the Green Mountains. Southward Mount Anthony rises against the background of the Taconic Range. To one who knows New England through the changing seasons, the beauty of such a panorama needs neither description nor praise.

The topography of the site lends itself well to college use. A knoll lifts the two principal buildings to overlook a level lawn. Around it are the houses where students live, connected by cross paths and circled by a service road. Water supply and drainage present no problems. Trees were scarce in the cultivated fields, but through the generosity of the Jennings estate, Mrs. John G. McCullough and Mr. Hall Park McCullough a hundred or more good sized elms, maples and other trees have been transplanted, a beginning which invites extension.

Culturally the situation is admirable. The College forms a community in itself. Yet it stands on the edge of one of the three villages which share the name of Bennington and is less than four miles from the other two villages. Already in a year strong ties of mutual interest have been established between the College and its neighbors. The townspeople are welcomed to musical, dramatic and literary events at the College and a cordial hospitality is extended to students in the town churches and homes.

Within short distances are varieties of rural, town and village life in business, manufacturing, farming and residential groups. Significant events in colonial and revolutionary history occurred in the vicinity and their memory is a source of pride. Thus there is at hand material for study of economics, local government, education and sociology. Boston or New York can be reached in less than five hours by train or automobile. Enjoying the healthful air and quiet of a country hill-top, the college group is in active contact with a modern community and with the world outside.



"I have spoken from many platforms," said Governor Stanley C. Wilson of Vermont at the breaking of ground for Bennington College, "but never before from a silo. There is, however, something appropriate about it. We Vermont farmers know that a silo is a place where green material is subjected to a process of fermentation with a resulting improvement in its quality. That, I understand, is what Bennington College proposes to do."

THE BUILDING PROGRAM

STUDY of the housing needs of the College led directly to a division of the program into two stages. The first included buildings indispensable for living accommodations and facilities for the educational activities required by the curriculum; the second, the added facilities which may become necessary or desirable as a result of expansion of the educational program. The first stage began a year before the opening of the College to students and is scheduled to be completed in readiness for the fourth entering class in 1935. The second stage was postponed until needs should arise and be defined.

A Building Committee consisting of Mrs. George S. Franklin, Chairman, Dr. John J. Coss, Mr. James Dennis and Mr. Hall Park McCullough, of the Trustees, with Mrs. Vernon Munroe and Mrs. Ernest C. Poole, accepted the responsibilities and laborious task of directing the building program. J. W. Ames and E. S. Dodge, of Boston, were chosen as architects.

There was unanimity on certain general principles. Imposing architecture was not desired. Esthetic values could be attained better through simplicity and harmony with the environment than by monumental structures. The native architecture of New England with its substantial homes and dignified but simple public buildings suggested a type fitted to express the spirit and purpose of the College. Such architecture also, in fact, provides the basis for buildings planned "from the inside out", that is, with direct relation to function.

The experience of older colleges with the periodic necessity for remodelling buildings to meet new needs and even for tearing down substantial but obsolete buildings, was noted and considered. Anticipating developments not yet to be foreseen, the values of permanence were weighed against the wastes committed in the name of progress, and economy and flexibility were sought.

Several buildings were already standing on the site. Before entering upon new construction, the possibilities of usefulness in these through remodelling were carefully studied. Important savings resulted.

Actual work began with the breaking of ground in August 1931. By September 1932, when the first class arrived, the buildings to house educational activities were finished and ready, and the dwellings immediately needed for the eighty freshmen had been erected.



REMODELLED BUILDINGS

The Barn

WHEN the first building plans were announced, newspaper writers made much of the "college in a barn" and of the novelty of an institution which "preferred to use its resources for faculty salaries rather than imposing buildings".

The "Barn" offered interesting possibilities. Built around three sides of a square it covers an area of more than 12,000 square feet. The building was thoroughly weather-proofed and lined with celotex. By substituting trusses for the posts supporting the roof, the entire floor area was cleared of obstructions. Floor and ceiling are continuous through the building, so that partitions, also of celotex, can be moved and space rearranged with slight expense. Present arrangements for carrying on the educational process are not permanently set in brick and mortar. An almost continuous series of casement windows provides perfect lighting, especially in the library reading room and in the laboratories where much microscopic work is done. The arrangement is such that simple extensions of the building could provide for future needs.

Within the barn, space has been found for a variety of uses. A portion of the east wing contains the offices of the President and the Director of Admissions, and a faculty assembly room. The larger part is occupied by the reading room and stacks of the library. Space has been reserved for book storage sufficient for the accessions of several years.

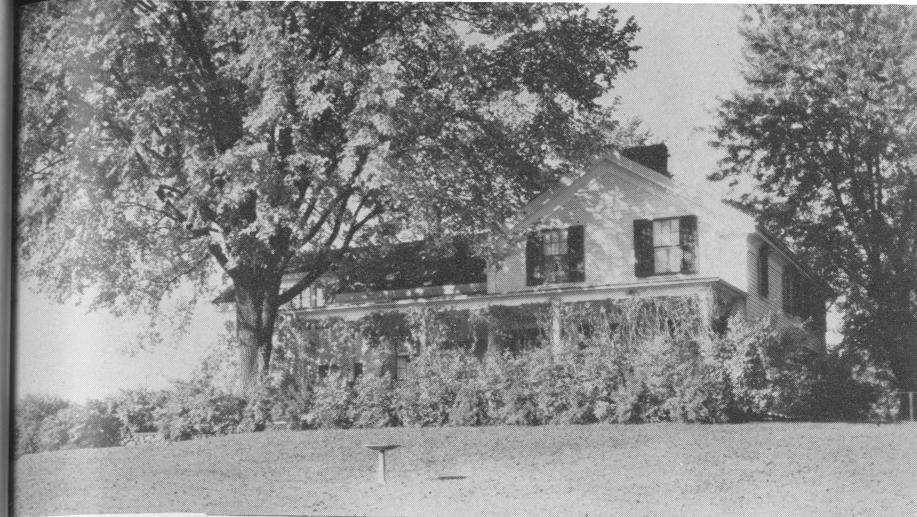


The reading room, open to the raftered roof, is inviting. Alcoves, each with light from its own window tempered by soft hangings, and books accessible on open shelves, offer seclusion for work or browsing. A grant of \$25,000 from the Carnegie Corporation provides a substantial beginning for the collection of books. By its nature a library must grow. Not far in the future increased working and stack space will be needed, preferably in a separate library building. Gifts for book purchase and endowment for the same purpose are perennially desirable.

The west wing is devoted to the physical sciences. In the Educational Plan the sciences are treated as an organic whole rather than departmentalized. Five connected laboratories and a lecture room were built, with a single stock and apparatus room and forced ventilating system to serve all. Duplication of apparatus was thus avoided, with important savings. As work in any branch of science involves related work in other branches, the laboratory arrangements are designed to facilitate inclusive as well as specialized study.

In only one section, the center, is use made of a second floor. A dozen or more class or conference rooms have been placed here. Students at Bennington do not sit in rows to listen to lectures. They gather, in groups of varying size, about tables for discussion, examination of material or work under guidance of the instructor. Most missed by visitors at Bennington are the familiar college recitation and lecture halls.

On the ground floor of the center section is a suite of administrative offices. Thus under one roof are gathered all the educational workrooms except those for music and the arts. Before the architects and builders had done their work, there was some thought that the use of the barn was a temporary expedient dictated by inadequate funds. But once in use, with brightly painted woodwork and attractive hangings and furnishings, every suggestion of makeshift has vanished, and no one thinks of change. In its red paint it is only outwardly a barn. Inside it is an efficient educational workshop.



REMODELLED BUILDINGS

Cricket Hill

CLOSE to the Barn, under huge sugar maple trees, stands a century old dwelling, once a farmhouse, with vine covered porch and flagstone terrace. About it is a hedge-lined lawn and a walled garden with sunken pool. Here, on the lower floor, alterations have produced admirable quarters for a nursery school. Slides, swings and sand boxes on the lawn make an ideal playground. Membership in the school is eagerly sought for neighboring children. Under an experienced director the college girls work with the children, getting practical experience and observation for use in their study of child psychology and human development. A very small financial outlay has added a most useful element in the educational program of the College. Above the nursery school are apartments for faculty use. The adjoining icehouse has become a garage.



REMODELLED BUILDINGS

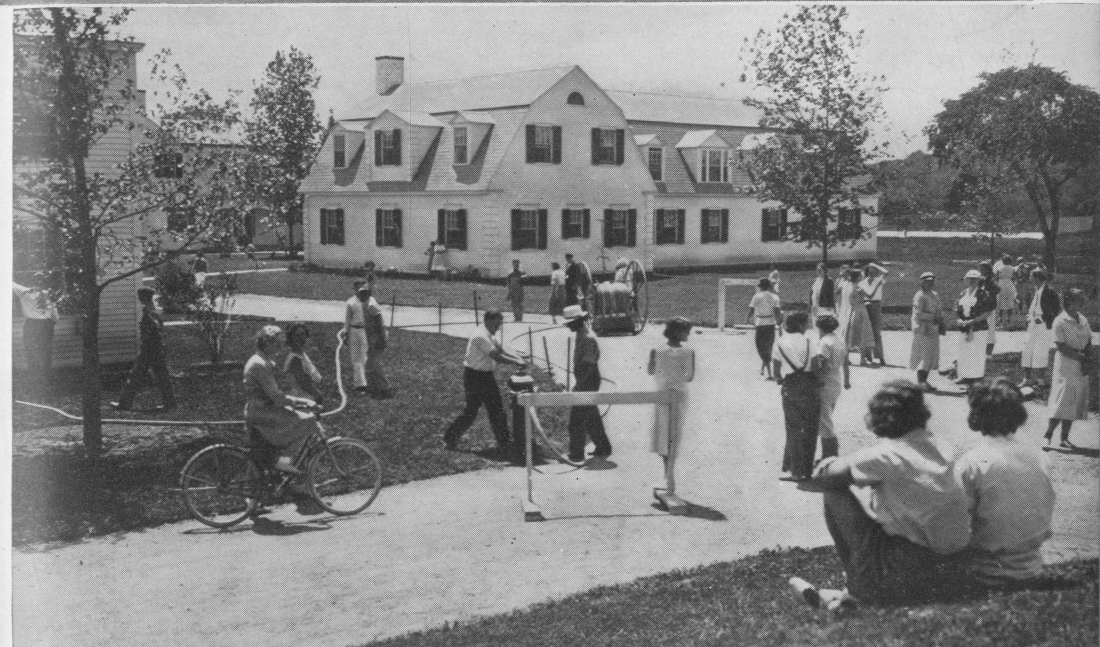
The Chicken Coop

Its original name still clings to a one-story building, tucked away nearby under a northward hill slope. Before passing into possession of the College, it had been remodelled as a two family dwelling with twelve rooms. Now, at each end, studios for piano instruction have been arranged. By sound-proofing ceilings and partitions, the seven remaining rooms have been made suitable for voice, violin and piano practice.

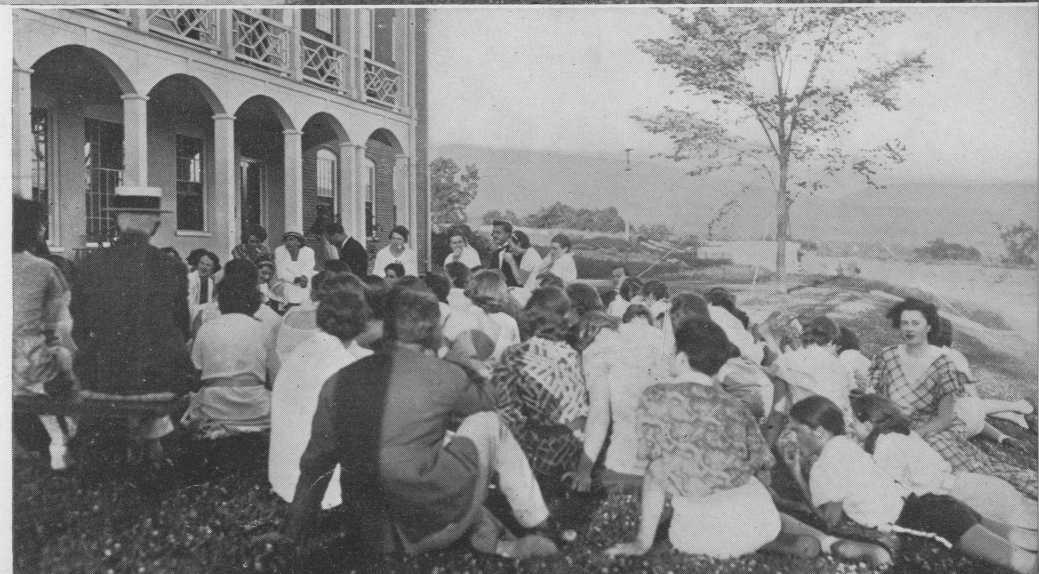
Near the Chicken Coop, two other buildings, originally part of the farm poultry equipment, have been called into the service of art. One has been given an entire north side of steel-framed windows, and is admirably adapted for its present use as studio and workshop for sculpture and related arts and crafts. The other contains a pottery kiln. Visiting artists have commented most favorably on the simplicity and effectiveness of the equipment for the college students in this field.

Faculty Houses

AN early gift to the College was an historic house in the village of Old Bennington, four miles from the College and in the early plans designated as the college site. Later a large house nearby was also presented. The first, by considerable changes, was made into a dignified and attractive home for the President, spacious enough for hospitality. The other was rearranged into four housekeeping apartments occupied by faculty or administrative officers. Valuable links between the College and a community marked by the best of New England traditions and culture are established by these permanent residences.



FIRE
DRILL



NEW BUILDINGS

The Commons

As indicated by its name, The Commons is the active center of the college community life. The building, of brick, stands on a knoll at the head of the green overlooking the entire campus. Its shape suggests an aeroplane, the broad front and rear sections connected by a "fuselage". In fact, however, it follows the form of the New England town hall.

On the ground floor in front is the college store and post office, a spacious room with huge fireplace where tea is served daily. Groups meeting to discuss social or other activities, or to pass odd moments in conversation, may usually be found here. The store supplies most of the minor needs of the community. Without artificial imitation it has come to mean much the same in the life of the College that the old New England store did in its day for the village community. During the first year a group of students in economics made a study of the cooperative movement and produced a plan for a college cooperative society and store. This has been adopted, so that the store serves not only a commercial purpose but is another laboratory for practical student experience.



Adjoining the store on one side is a students' lounge and the consulting room and apartment of the college physician. On the other side is an infirmary, equipped for emergencies and illness.

The entire second floor is used for dining facilities. Five dining rooms of varying size, each with distinctive decorative treatment, occupy the front. Sound-deadened ceilings, walls and floors make them almost as quiet as a family dining room and the sense of mass-eating, inseparable from a great dining hall, is wholly absent.

A common serving corridor connects all these rooms with the kitchen, in the "fuselage". The arrangement makes possible full sunlight on east and west. With artificial ventilation and complete electric equipment, the kitchen is bright, immaculate and odorless. Bakery, storeroom, refrigerators and other auxiliaries are beneath the kitchen.



The third floor is devoted to the arts, the arrangement governed by the fact that all the arts meet in the drama. A theatre seating three hundred occupies the center, with liberally equipped stage in the mid-section of the building. This is, for the present, the general assembly room of the College where plays, lectures and recitals are given and where community meetings for the discussion of college plans and problems bring forth spirited debate.

Around the theatre are studios for architecture, painting and dancing, and unusually large workshops for costume and scenery design and building, which are periodically used as dressing rooms. These extend into the rear section of the building where there is unobstructed north light. They have been left for the most part in the rough, so that their furnishing and decoration may provide practical projects for students for years to come. Below them, on two mezzanine floors, are rooms and small apartments for the accommodation of administrative assistants and others employed in various college activities.

The Commons, like the Barn, exemplifies the fundamental principles kept constantly in mind by the architects and building committee: i.e., the multiple use of space and the organic relations between varied activities, resulting in economy, not only in costs, but in the time of students and faculty. In two respects only does the future present problems. The infirmary will not be adequate for the four-year student community; a separate building, larger and more isolated, is an early need. The response to the present custom of inviting the people of the town and surrounding region to lectures and recitals and their actual joint participation in the principal dramatic productions have revealed that these activities meet a need in the community as well as in the College. The present theatre is designed to accommodate the full student body only. Its use for many purposes already causes difficulty. A building adequate for the student-and-town audience two years hence and designed to relieve present congestion will soon be necessary. A gift for the purpose would be a contribution to the cultural life of the town as well as to the College.



NEW BUILDINGS

Student Houses

COLLEGES recently have been giving much attention to arrangements for student living. Traditional systems present the contrasting evils of large dormitories and exclusive fraternities. In many institutions freshman houses or colleges within colleges have been tried as a means of avoiding both and of giving opportunity, at least, for association between students and faculty outside the classroom.

At Bennington the purpose has been not only to escape these evils but to realize positive educational values. In harmony with the selected type of architecture, two-story frame cottages are provided. Each has single rooms for twenty students and an apartment in which one or more faculty members live, but without special disciplinary functions. A large living room, invitingly furnished, is the center of the group life. Normally, when four classes have entered, a girl will continue in the same house throughout her course. Thus the group will foster intimate friendly associations between persons of varied maturity and divergent geographical, cultural and economic backgrounds. By allowing the largest measure of freedom in the house management, it is hoped that each group will develop a distinct character and function as a family unit in the community. A succession of four-year residents will know the house as a college home. The opportunities for informal education in personality adjustment, social responsibility and self-government are many.

To accommodate the maximum anticipated student body of 240, twelve such houses will be needed. Eight have been built and are in use, and two are under construction to be ready in September 1934. The building plan calls for two more in the following year. Their construction depends upon provision of the necessary funds by new or old friends of the College.

The student houses suggest inevitably by appearance and use the old New England dwellings which take their names and associations from the families which built them. With similar natural associations the eight houses now in use have taken the names of families in the locality or in the trustee group (in several cases in both) who established the College. They are Booth, Canfield, Dewey, Jennings, Kilpatrick, McCullough, Swan and Woolley. The four houses now being built or planned for are not yet named.



RECREATION

COLLEGE women enjoy one immeasurable advantage over men. Their recreational life is not distorted out of all proportion by commercialized inter-collegiate athletic contests. It is probably true that this partly accounts for the fact that contributions to men's colleges are thirty times as great as to women's. But the sanity of life preserved is not to be measured in money.

Vigorous physical recreation, games and sports, have become a part of modern women's education. The best are those requiring a minimum equipment, yielding maximum enjoyment and affording the easy opportunity of continuance through adult life. At Bennington the natural resources of the region furnish ample facilities. The hill slopes provide unlimited opportunities for skiing and coasting. A nearby lake offers swimming and skating. Trails for hikers lead into the mountains, on many of which over-night camping cabins are found.

An excellent field for hockey and similar games has been developed near the college houses. Adjoining is a group of tennis courts. By special financial arrangement just entered into with the Mount Anthony Country Club, all students are members enjoying full use without fee of its excellent golf course, swimming pool and winter sports equipment. Just at the entrance to the College is a riding stable, from which one may enter country roads without contact with automobile highways.

The dance, included in the field of fine arts, is also a popular form of recreation. In autumn and spring, the lawn is the scene of impromptu as well as scheduled dance groups engaged in interpretative or folk dancing. When snow comes the theatre or one of the dining rooms is used for making modern dance forms as well as for informal social dancing.

In all forms of recreation there is general participation by all members of the community. In sports as well as in living arrangements the gulf which traditionally separates students and teachers is not so much bridged as forgotten.



SCENE FROM "UNCLE VANYA" IN COLLEGE THEATRE

FINANCIAL POLICY

THE financial as well as the building policy of the College requires a minimum of contributions from donors. In the belief that students who can afford to pay the actual cost of their education should do so, the tuition fee equals the cost per student for instruction and maintenance of the educational plant. The fee—at present \$975—is calculated on the basis of full enrolment of four classes. During the first three years, before full enrolment, appropriations from contributed funds are required to balance the operating budget. After 1935 the College, except for scholarship aid, will be self-sustaining without the aid of any general endowment.

An essential part of such a system is liberal provision of aid to desirable students who cannot pay the stated fee. A standard of grants, equivalent to free tuition for one-fourth of the student body, has been adopted and is in practice. At present these funds come largely from money received as interest on the investment on dining and dwelling halls and is derived from room and board payments; they are supplemented by direct gifts for scholarship purposes.

FINANCIAL NEEDS

THE financial needs of the College are divided into those that are immediate and pressing, and those that are now to be foreseen in the normal development of the College during the next ten or fifteen years. If the urgent need can be met, as it must be, within the next year or two, the other funds can be more gradually accumulated during the following decade.

Immediate and urgent is the need of gifts or pledges totaling \$185,000 to complete the necessary building program required by the full student body. Unrestricted gifts in any amount will help meet this need. Gifts of \$50,000 each specified for the purpose of paying for one of the four houses still to be completed will also help directly. Gifts in any amount specified as scholarship grants will help directly. Gifts, otherwise restricted or directed, will be of value to the College, but the immediate situation requires concentration on obtaining unrestricted funds or gifts for student houses and scholarships to the total of \$185,000.

With the financing of the original building program completed the less immediate needs will present themselves. Each year after 1935 a minimum of \$11,000 will be needed for scholarships. The more urgent need will be for direct gifts of money to aid students in this way. Gradually, however, it is hoped that donors will give funds as endowment of scholarships so that income from such funds will in time extinguish the need for direct annual scholarship gifts.

As already indicated, there will be more and more pressing need for an infirmary, a larger theatre-auditorium, and a library. These can probably be provided at a cost of \$300,000. Annual book purchases for the library must properly be considered additions to capital equipment and should not be paid for from student tuitions. Funds in small amounts for this purpose are beginning to be received. Six to nine thousand dollars a year for such book purchases, gradually reduced by income from endowments for the purpose, will be needed after 1935.

Bennington College is not the creation of any one donor. More than two hundred and fifty gifts, ranging from \$5.00 to \$225,000.00 have been contributed by persons convinced of the need for the College and of its promise of usefulness. It invites others to share in the enterprise.

NEEDS OF THE COLLEGE

<i>Urgent</i>	\$185,000	immediately to complete the plant
<i>Less</i>	\$ 20,000	a year for library and scholarships
<i>Immediate</i>	\$300,000	for buildings need of which can now be foreseen

FORM OF BEQUEST

I give and bequeath to Bennington College Corporation, chartered under the laws of the State of Vermont, the sum of _____ dollars (\$)

AIMS

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 interest;

(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.

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.)
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(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
BULLETIN

The Bennington School of the Dance
at
Bennington College
Summer 1934

BENNINGTON COLLEGE BULLETIN

ISSUED QUARTERLY AT
BENNINGTON, VERMONT

Volume Two :: February 1934 :: Number Three

BENNINGTON COLLEGE
LIBRARY

FULL SESSION, JULY 7 - AUGUST 18
FIRST HALF SESSION, JULY 7 - JULY 28
SECOND HALF SESSION, JULY 28 - AUGUST 18

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

VOLUME TWO · FEBRUARY 1934 · NUMBER THREE

The Bennington School of the Dance

The Bennington School of the Dance will be initiated during the summer of 1934 as a center for the study of the modern dance in America. Under the auspices of a college which includes all of the arts as an essential part of its curriculum, the Bennington School is designed to bring together leaders and students interested in an impartial analysis of the important contemporary trends in the dance.

The modern dance, in common with the other arts of this period, is a diversified rather than a single style. At the same time it possesses certain identifying characteristics which are common to all of its significant forms. The most advantageous plan of study is, therefore, one which reflects this diversification and, by affording comparisons, aims to reveal the essentials of modernism in the dance. The Bennington School presents contrasting approaches to technique and composition and, by giving a large place to the related aspects of the dance, such as music, undertakes an integrated analysis of the whole structure of the art. Under this plan, the student of the dance has access to the experiences necessary to the formulation of a well-founded point of view.

Since the development of the modern dance in America is affected by the many aesthetic and educational purposes which it serves, the Bennington School includes the contributions of

dance artists, teachers, critics, musicians and artists in allied fields such as the theatre. The School serves all types of dance students,—teachers, professional dancers, those interested in the art as amateurs and as audience. It is open to the novice as well as to the advanced student.

The setting and arrangements of Bennington College are unusually desirable for a summer session in the dance. Situated between mountains in the resort country of southwestern Vermont, the College is readily accessible by main lines of transportation through New York City, Boston and Albany. It occupies one hundred forty acres of a large estate on a plateau between the villages of Bennington and North Bennington. A moderate climate and beautiful surrounding country give the summer session the advantages of a vacation. Tennis, golf, riding and swimming are available; expeditions to nearby points in New England and eastern New York can easily be made. The College bus will be at the disposal of the School.

The facilities of the College provide living and working conditions of the most modern and convenient type. Details of living arrangements are given below. Facilities for work include an outdoor dance green; indoor studios; fully equipped theatre with workshops for costume design and stage sets; the College library of books and music and the technical services of the library staff; practice rooms, pianos and phonographs; conference rooms and offices. Work will be done out of doors on the dance green, and in the orchard and garden, whenever possible.

THE STAFF

The staff consists of a permanent group to carry on continuous instruction, and a visiting group to conduct intensive units in dance theory and practice from special points of view.

The permanent staff is:

MARTHA HILL, Director

Miss Hill is at present teaching dance at New York University and at Bennington College. She has previously taught at Lincoln School of Teachers College, Columbia University. She has studied modern dance with Martha Graham and was a member of Miss Graham's Concert Dance Group, 1929-1931. She has studied ballet with Kobeleff, dance with Anna Duncan, and Dalcroze Eurhythmics with Nelly Reuschel and Elsa Findlay.

MARY JO SHELLY, Administrative Director

Miss Shelly is at present teaching physical education at New College, Teachers College, Columbia University. She has previously taught at the University of Oregon and at Teachers College, Columbia University.

GREGORY TUCKER, Music

Mr. Tucker is at present teaching music at Bennington College and teaches privately in New York City and Greenwich, Connecticut. He has studied piano and composition under Leo Ornstein of Philadelphia and at the Curtis Institute of Music in Philadelphia. He is a student of Dalcroze Eurhythmics and of music related to the dance, and is a composer for the dance.

BESSIE SCHÖNBERG, Assistant

Miss Schönberg is at present studying and assisting in dance at Bennington College. She has studied modern dance with Martha Graham and was a member of Miss Graham's Concert Dance Group, 1929. She has studied at the Neighborhood Playhouse Studios, and at dance and art studios in this country and in Germany.

Several members of the regular Bennington College faculty will cooperate with the permanent staff in work on stage production, lighting, costume design, sculpture and modelling.

The visiting staff is:

MARTHA GRAHAM, DORIS HUMPHREY, CHARLES WEIDMAN.

Miss Graham, Miss Humphrey and Mr. Weidman are leaders in the modern dance in America both as artists and as teachers.

HANYA HOLM

Miss Holm is the director of the New York Wigman School, formerly chief instructor and director of the institute in Dresden. She was a member of the Mary Wigman Concert Dance Group, the first to tour Europe.

LOUIS HORST

Mr. Horst is a musician, critic and composer for the modern dance. He is a member of the faculty of the Neighborhood Playhouse Studios.

JOHN MARTIN

Mr. Martin is the dance critic of *The New York Times* and author of "The Modern Dance."

THE ADVISORY BOARD

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

ROBERT D. LEIGH, Chairman

President of Bennington College.

JOHN J. COSS

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

DOROTHY LAWTON

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

JAY B. NASH

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

MARTHA GRAHAM

HANYA HOLM

LOUIS HORST

DORIS HUMPHREY

JOHN MARTIN

CHARLES WEIDMAN

THE PROGRAM OF WORK

Within a general scheme of work, each student will follow an individually arranged program based on special interest, groups of like interest working together. The work of the School is planned for a full session of six weeks from July 7 through August 17, 1934. In special cases enrolment for either the first or second three weeks (July 7-July 28, July 28-August 18) will be possible. Enrolment for any period shorter than a half session is not possible.

I. The continuous work of the School conducted by the permanent staff constitutes a basic study of the modern dance arranged as follows:

1. *Fundamental Techniques*

Miss Hill and Mr. Tucker assisted by Miss Schönberg will work with groups at introductory, intermediate and advanced levels in fundamental techniques of movement, rhythm and music, improvisation, and principles of dance composition.

2. *Dance Composition*

Miss Hill will work with advanced groups in the building of dance forms.

3. *Music and the Dance*

Mr. Tucker will work with advanced groups in the relationships between music and dance.

4. *Teaching Methods and Materials*

Miss Hill will work with groups interested in the problems of teaching dance.

5. *Practice Work*

Miss Schönberg will work with groups doing supplementary practice in techniques and composition.

6. *Production*

The production of dance compositions will be carried on as part of the laboratory work of the School. This will include a study of the problems of staging, lighting, costuming and make-up.

II. Intensive units of work, conducted in sequence by the members of the visiting staff, will comprise: experience with the individual approach to the modern dance of Miss Graham, Miss Holm, Miss Humphrey and Mr. Weidman; an analysis of dance compositions from the standpoint of the musical forms of many periods under Mr. Horst; and a survey of dance history and critical theory under Mr. Martin.

GROUP DISCUSSIONS

Throughout the session there will be a continuous series of formal and informal discussions for groups of various interests, participated in by permanent and visiting staff and students. These discussions will center around questions and topics growing out of the work of the School and those current in the contemporary dance.

RECITALS, DEMONSTRATIONS, LECTURES

There will be a variety of general meetings of the whole School planned jointly by staff and students at which special programs and completed work will be presented. Several of these occasions will be open to the general public. A series of four laboratory-recitals will be given at the end of the third, fourth, fifth and sixth weeks of the session.

The College library and other facilities for individual study will supplement the group work.

Detailed schedules of the work of the permanent and the visiting staff will be available at a later date.

CREDIT

Bennington College accepts work done in the Bennington School of the Dance on the same basis as other work done toward the degree. For those students desiring college and university credit elsewhere, work equivalent to two, four or six semester hours may be completed during the full session. No credit will be allowed for half sessions. Work to be accredited must meet specifications established by the School for this purpose.

LIVING ARRANGEMENTS

The eight student houses of the College provide single rooms, twenty in each house, furnished in a reproduction of American Colonial style, baths for every four or six persons, and a small and a large living room in each house. Each house has kitchenette and laundry facilities. Linen is supplied and laundered. Rooms are thoroughly cleaned each week. The School will use the College dining rooms in the Commons Building and will have at its service the College infirmary.

COSTUME

The work costume is a washable leotard, procurable for a small sum at the College store. The most useful personal wardrobe is informal dress including outdoor summer sports clothing.

TRANSPORTATION

Students traveling by train should inquire at their local railroad offices for Summer Session rates to North Bennington. Round trip fares at one and one-third, or certificate fares (full rate one way and one-third fare return) will be available on most railroads in 1934.

From New York City, Albany, the West and South, the railroad station is North Bennington on the Rutland Railroad, the direct route between New York City and Montreal. From Boston it is most convenient to come to North Adams, Massachusetts, on the Boston and Maine Railroad; buses run at regular intervals from there to Bennington.

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

EXPENSES

Fees for the School, which is not a profit-making organization, are based on actual costs, and after payment, are not returnable.

Fees for the full session of six weeks are:

Room and board.....	\$120.00
Tuition.....	60.00
Registration.....	10.00
Total.....	\$190.00

Fees for either half session of three weeks are:

Room and board.....	\$ 60.00
Tuition.....	40.00
Registration.....	10.00
Total.....	\$110.00

Fees are payable as follows:

Upon admission, registration fee.....	\$ 10.00
On or before June 1	
For full session.....	\$ 50.00
For half session.....	\$ 30.00
On or before July 7, the balance	
For full session.....	\$130.00
For half session.....	\$ 70.00

FURTHER INFORMATION

An illustrated bulletin of the College showing its material equipment and surroundings, and detailed information concerning admission and schedules, are available upon request.

Address: Miss Mary Jo Shelly, Administrative Director
Bennington College Office, 3 Mitchell Place, New York, N. Y.

Bennington College Bulletin

Information for Entering Students

Bennington College Bulletin

Issued Quarterly at Bennington, Vermont

Volume Two—May, 1934—Number Four

BENNINGTON COLLEGE
LIBRARY

THE Bennington College Bulletin is issued quarterly throughout each year. Various numbers give information about the fields of study, the admission system and expenses, and other matters of more general interest.

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

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*

Admission—Mrs. Mabel Barbee-Lee, *Director of Admissions*

Tuition, Fees, Purchases—Miss Myra H. Jones, *Comptroller*

Library—Mrs. Gladys Y. Leslie, *Librarian*

Room Assignments—Mrs. Paul H. Garrett, *Director of Records*

Dining Rooms and Student Houses—Miss Ida M. Hait, *Director of Dining Rooms*

Publications—Miss Helen F. Vaughan, *Secretary, Committee on Publications*

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

BENNINGTON COLLEGE

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BENNINGTON, VERMONT

CALENDAR

1934

September 5 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 28 to Wednesday, 1:00 p.m. Thanksgiving Recess
December 2 through Sunday

December 21 Friday, 1:00 p.m. Beginning of Winter Field and
Reading Period

1935

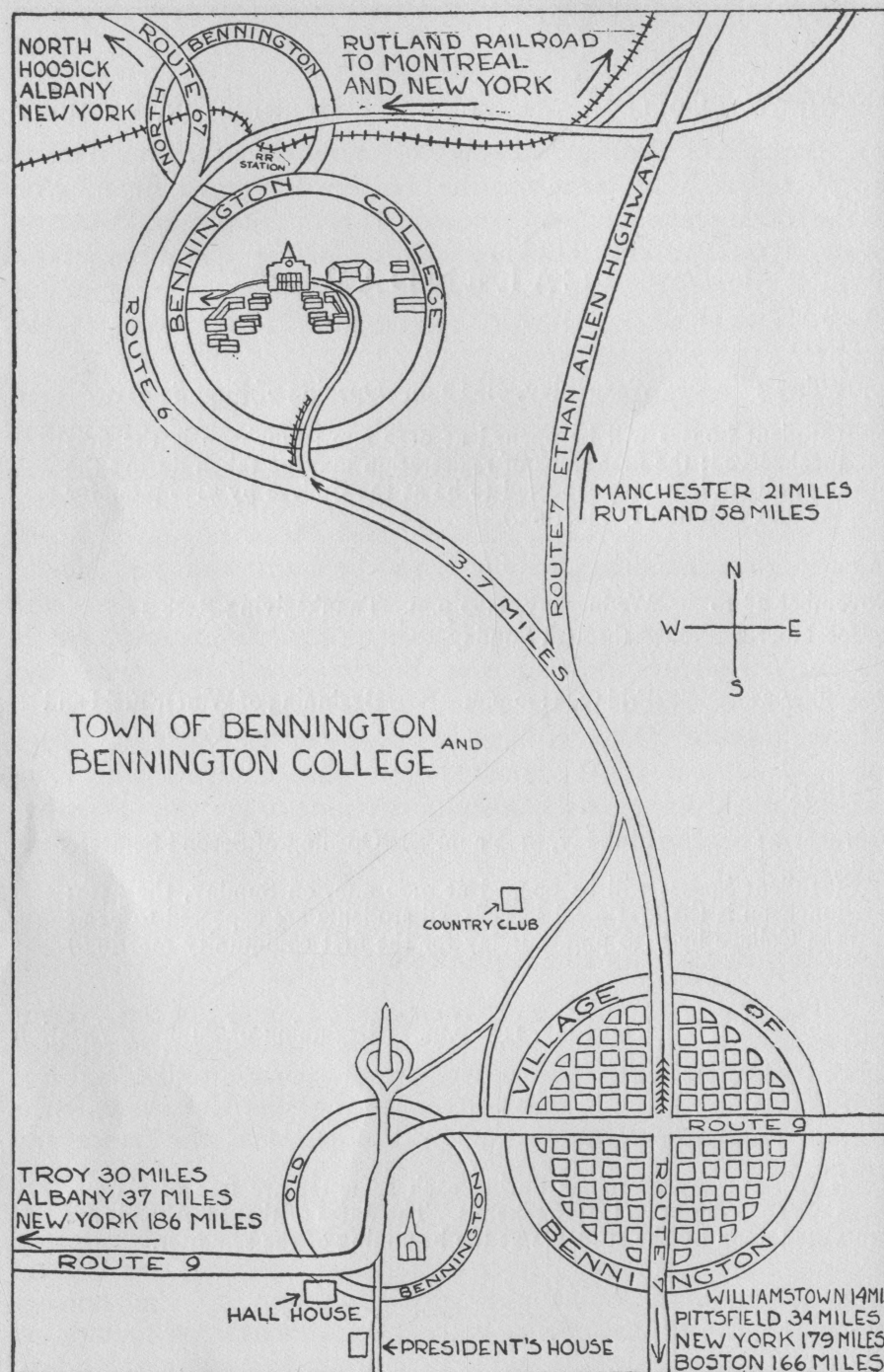
February 25 Monday, 9:00 a.m. Opening of Second Semester

(Student houses will be opened at 9:00 a.m. on Sunday, the 24th; luncheon is the first meal served; all students are expected to be at the College by 7:30 p.m. Sunday for the first community meeting.)

June 27 Thursday, 1:00 p.m. Beginning of Summer Vacation

Two Saturday mornings during each semester are free of classes, thus according two long weekends. The dates of these weekends are voted upon by the students at the beginning of the semester.

Students are requested to keep this booklet for future reference



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 Williamstown, Massachusetts, four hours and a half by train from New York City and Boston, one hour and a half by train or motor from Albany where railroad connections to all parts of the country can be made.

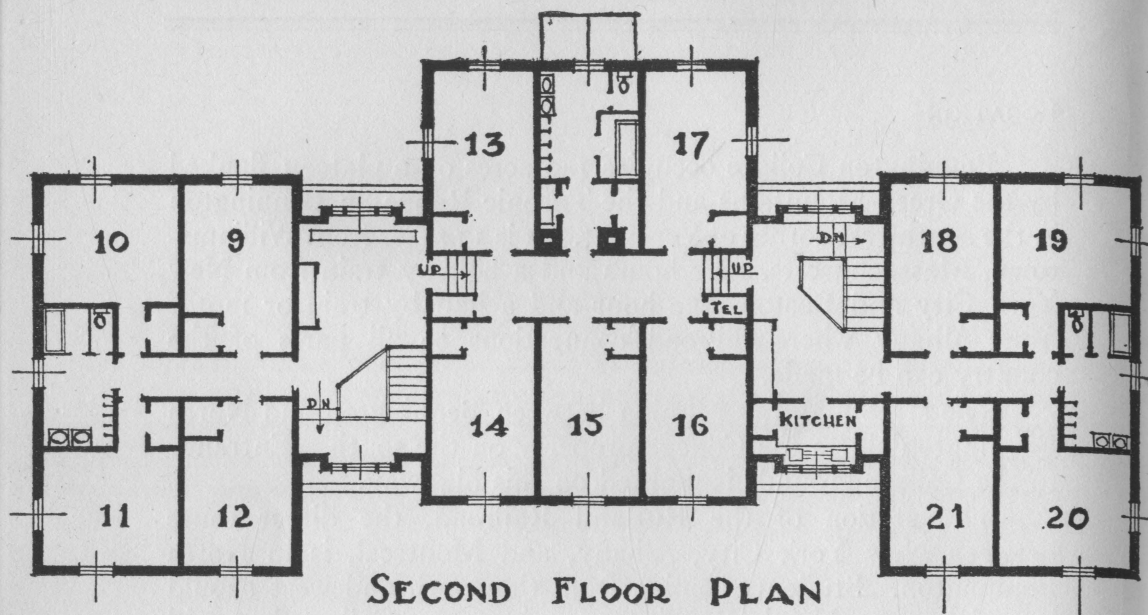
The state highway running between Bennington and North Bennington skirts the College property on the south. Entrance to the College grounds is marked on this highway.

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

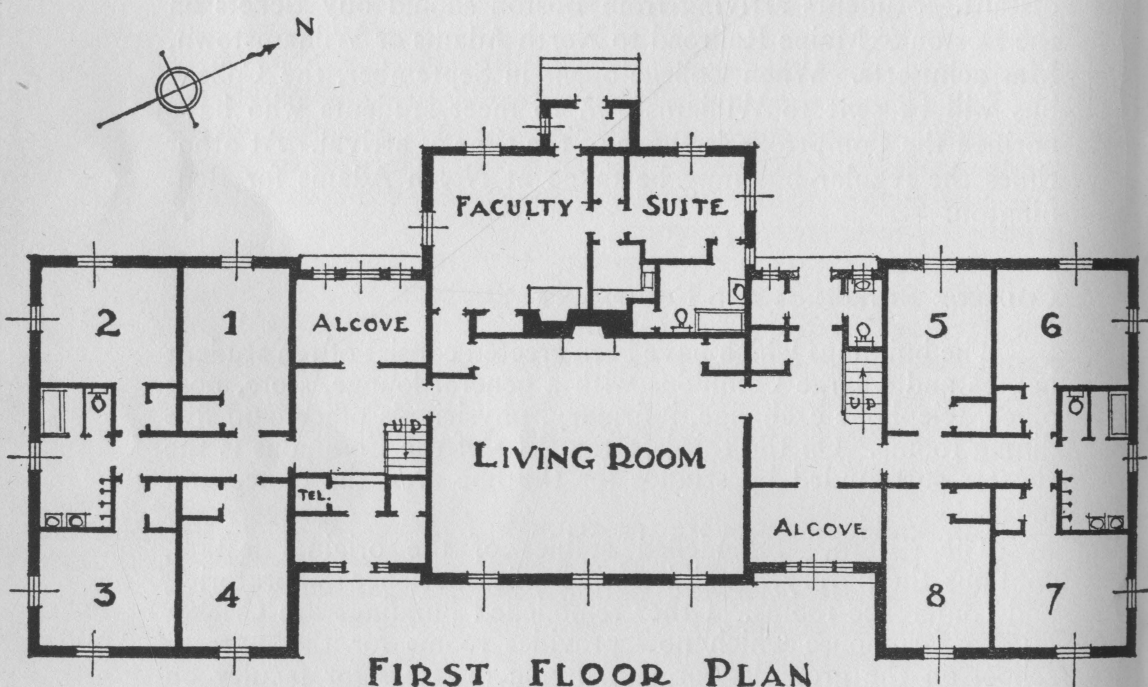
COLLEGE BUILDINGS AND EQUIPMENT

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

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



SECOND FLOOR PLAN



FIRST FLOOR PLAN

SCALE IN FEET ~ 0 3 10

Layout of One Type of Student House

THE STORE

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

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

SPORTS

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

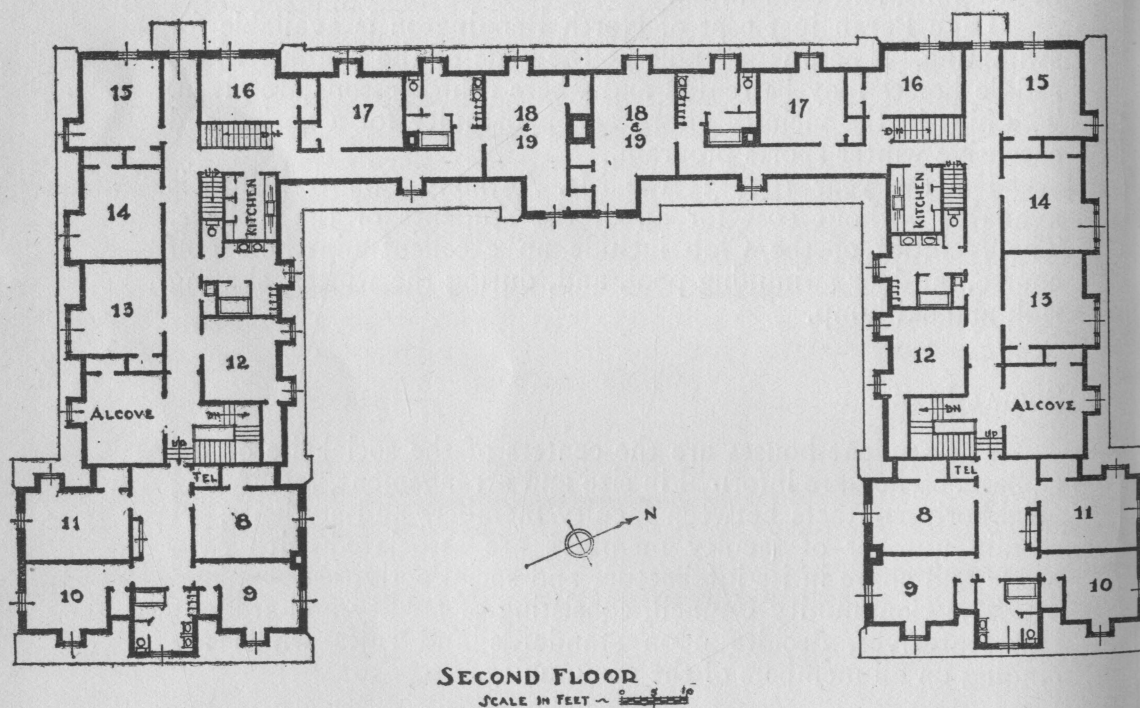
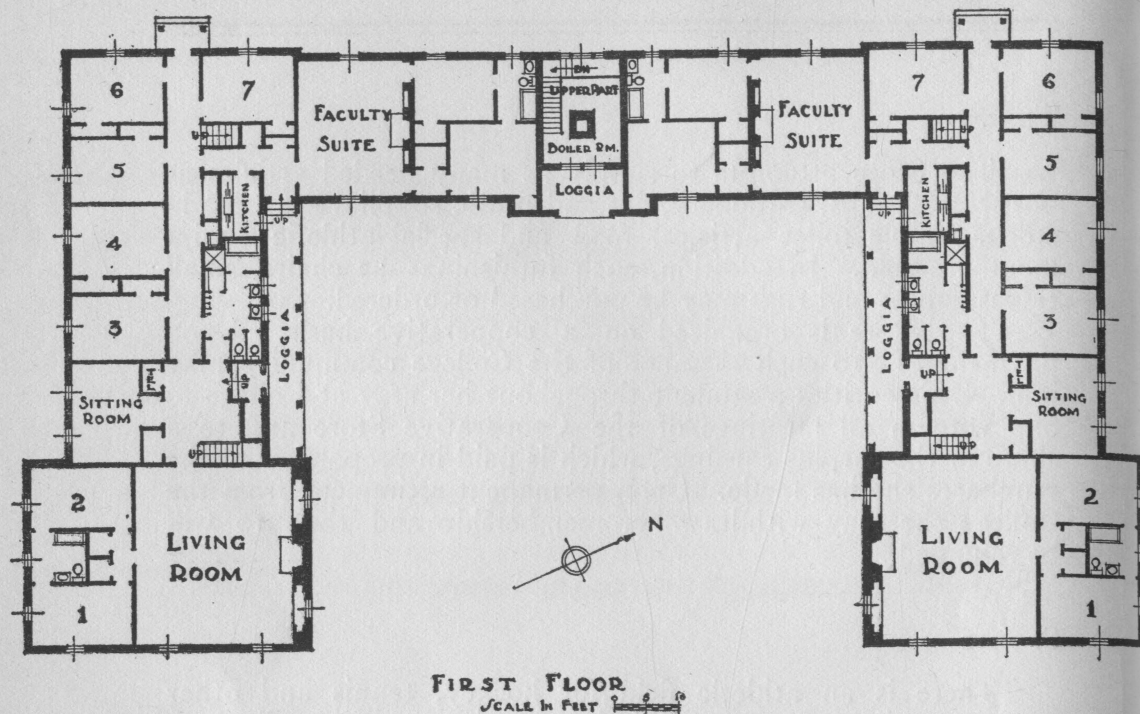
Lake Paran just east of North Bennington is available for swimming. There is a stable at the edge of the campus where saddle horses may be rented and where riding lessons are given. The hills in the vicinity afford an opportunity for a varied and extensive winter sports program.

For the year 1934-35 the Mt. Anthony Country Club is available without cost for all of the students of the College. The facilities of the Club include an excellent nine-hole golf course, outdoor swimming pool, and, during the winter, skating rink and ski jump.

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 faculty and student representatives, decides upon standards and rules which are binding on all members of the community.



Layout of Another Type of Student House

HEALTH

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

It is advisable for all students before entering College to have eyes and teeth examined.

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

STUDENT HOUSES

Each of the ten student houses contains twenty rooms and a faculty apartment. They constitute the first, second, and third units of the twelve houses which will accommodate the entire student body when the College plant is completed.

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 are rented at the same price. Rooms are assigned by the Director of Records. Students will receive from her during August notification concerning room assignments.

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

FURNISHINGS

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

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

Students are expected to bring bed linen, towels, a day-bed cover, and any light furnishings such as pictures, lamps, window curtains, and small rugs. The only electrical outlets in the student rooms are floor plugs. Students provide their own desk or floor lamps.

STUDENT SELF-HELP

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

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	
	<hr/>	1,025.00
On or before second semester:		
Tuition	\$ 325.00	
Room and board	225.00	
	<hr/>	550.00
		<hr/> \$1,675.00

The advance fee of \$100.00 must be paid by all students on or before 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 the second semester. A statement of payments due will be sent to the parent or guardian prior to the scheduled date of payment.

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

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