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BENNINGTON COLLEGE
BULLETIN

Announcement for the Third Year
1934-1935

Bennington College Bulletin

Issued Quarterly at Bennington, Vermont

Volume Three - August 1934 - Number One

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

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

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

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President

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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*

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

BENNINGTON COLLEGE BULLETIN

Announcement for the Third Year
1934-1935

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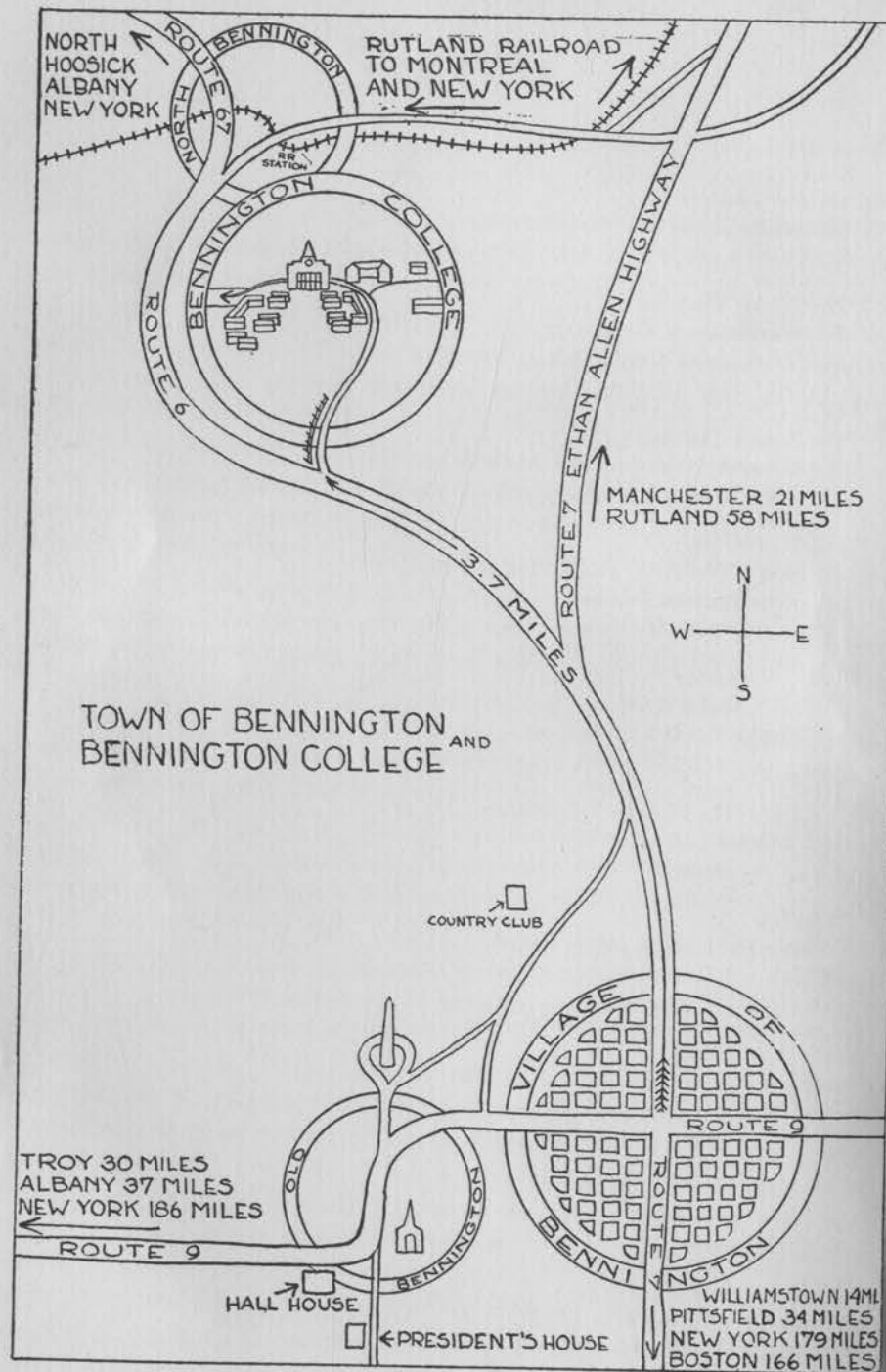
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BENNINGTON COLLEGE

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 eleven 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 and thirty-four people increased the assets to a million and a quarter dollars, a sum considered sufficient for making an actual beginning. Construction was started in August of that year and on September 6, 1932, actual instruction was begun in the completed buildings with a student body consisting of a freshman class of eighty-six students and with a faculty of nineteen. The College is now entering upon its third year with a student body of two hundred and thirty and a faculty of thirty-seven.

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

Ten 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

Bennington College

contains a faculty apartment. Two additional student houses, similar in size and character to those already built, will be needed by August, 1935. The full complement of twelve houses will accommodate two hundred and fifty students, the maximum four-year enrolment.

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

A I M S

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

- (1) that education is a process continuing through life and persists most effectively in the years after college when the habit of educating oneself has been acquired;
- (2) that the college should accustom its students to the habit of engaging voluntarily in learning rather than of submitting involuntarily at certain periods to formal instruction;
- (3) that such educational self-dependence can be developed most effectively if the student works at tasks which have meaning, significance or interest to her;
- (4) that continuing education, self-initiated, is most likely to take place where the student has attained expertness, or a sense of mastery in a few fields of enduring interest or use, rather than smatterings acquired in a great many fields;

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

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

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

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

(9) that intellectual development cannot and should not be isolated from the development of the whole personality, and that the general 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?"

Bennington College

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

Program and Method

The College work is organized into the Junior and Senior Divisions normally occupying the first two and the last two years respectively of the student's time. The Junior Division is designed for exploration leading to the advanced training in a specific field which characterizes the Senior Division. The undergraduate body during the present year (1934-35) consists of a third year (Senior Division) group and of first and second year students in the Junior Division.

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

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College. Her preparation will not be interpreted in terms of fifteen units in which she has been certified or has passed examinations. No one will be refused admission simply because she has failed in a single subject: e.g., mathematics.

The content and methods of work in the schools are left to the schools themselves. It is believed that the school heads are in the most favorable position to work out the best educational arrangements for their own students. By this means the College opens 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 special excellence, who can offer satisfactory substitutes for formal or regular schooling, are considered for admission. Selection for the entering class is made after obtaining all the evidence available, both subjective and objective, regarding each candidate's accomplishment and promise. The quality of the school work receives the greatest weight. Attention is given to the worthwhile enterprises in which the applicant has engaged outside of the curriculum; value is attached to her capacity 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, is encouraged to seek admission. Poor performance in a part of the school work must be compensated for, however, by excellence in at least one field in which the College offers instruction. On the other hand students with uniformly good, rather than specialized, school accomplishment, are welcomed at Bennington and in fact do form a large part of each entering class.

Permanent transfer to and from other undergraduate institutions is a matter for special consideration. Such transfer in general is inadvisable because of the difficulty in defining and evaluating the work done at Bennington College in terms of the traditional requirements of other colleges and universities. All students transferring to Bennington automatically enter the Junior Division. No transfer is made directly to the Senior Division.

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

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of the following criteria: (1) grades and school records; (2) responsible recommendation of the school head regarding the applicant's ability 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 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 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. The College reserves the right to cancel the preliminary promise of admission if the student in her last school year reveals weaknesses not apparent previously.

REGISTRATION

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

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the curriculum offerings of the first years in relation to previous school work, later college and post-college work. At the end of the week's conferences a program is agreed upon between the student and the member of the faculty designated as her counselor.

THE COUNSELOR

Each student, from the beginning of her college career, has an individual counselor or adviser. The counselor is normally a faculty member in the field in which the student is doing her most intensive work. The student is thus necessarily in regular and frequent contact with her counselor (once a week as a minimum), and reports of accomplishment and difficulties in her other college work are made directly to him. He is in charge of her schedule of work and program for the winter period. 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 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 JUNIOR DIVISION

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

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in some or all of the other fields in which the College gives instruction. During either the school or college years such exploration is a necessary basis for the intelligent choice of a field of major work.

Introductory Groups

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

The introductory 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.

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.

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

Trial Major Conference

As a part of registration the student is also asked 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-fourth or more of the student's time for work, under guidance, in the field of her tentative choice. An introductory group combined with the trial major conference will approximate one-half of the student's working time. This is only an approximation. Schedules will vary and working time will change under the control of the counselor. Normally no student should divide her time between more than three different subjects or fields in any semester. When a student at entrance has a serious specialized interest and a desire to concentrate immediately, the trial major conference may be enlarged in scope and character so as to include more of her time and effort. It should be noted that the arrangements for the later college years provide for exploration outside the major field as need or interest appears.

The trial major work is conducted by means of individual or group conferences or both. In every case, however, it is intensive in character, the content is designed for those who plan to go on to advanced work in the field, and a principal aim is to accustom students as rapidly as possible to individual, informal instruction with less and less supervision. For first-year and even for second-year students the trial major conference will be, as the title implies, a trial rather than a settled choice. If, during either of the first two years, a student's interest seriously turns to another field, she may apply to the Committee on Student Personnel for transfer to the appropriate trial major conference. Unless exception is made such transfer includes assignment to another counselor. When desir-

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able a student may apply to the Committee for change of counselor without changing her trial major.

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

REPORTS, TESTS AND PROMOTION

There is in the College no regular final examination period nor any general requirement of written examinations as a basis for estimating student ability, skill or accomplishment. No detailed competitive grades are announced. Promotion does not depend upon numerical accumulation of grades or course credits. Each counselor receives from other members of the faculty confidential descriptions and estimates of his or her counselee's work from time to time. Through conferences with counselor and faculty the student obtains a frequent assessment of her accomplishment. At the end of each year she is sent a summary of her record indicating among other things whether she has succeeded or failed in the work of the period. The student's record is, therefore, a cumulation of specific judgments on specific achievements: reports, investigations, projects, discussions, pieces of creative work and written tests when desired. So far as possible a single, critical, terminal test is avoided as the main basis for decision as to promotion.

During or at the end of the first or any later year a record of failure to do any creditable work, or to meet either the obligation of effort required by instructors or of cooperation required by the

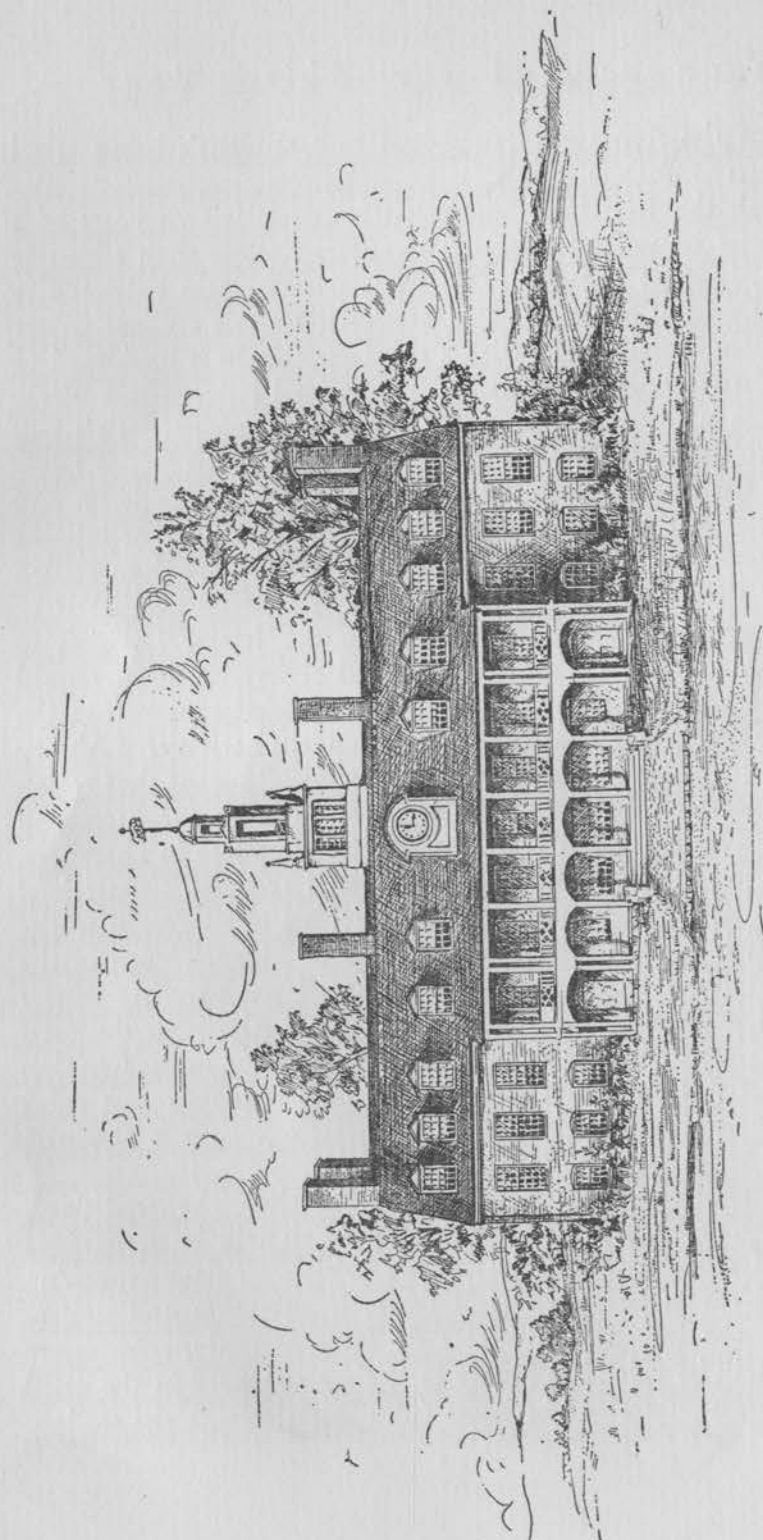
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standards of the community, will lead to a student's being asked not to return to College.

Although the Junior Division usually occupies two years of a student's time, an undergraduate who enters College with adequate orientation, interest and ability will occasionally gain entrance to the Senior Division in less time. Occasionally also a student whose first two years indicate that with a third year there is likelihood of success in demonstrating ability to do sustained independent work, will be given such a third year in the Junior Division. This will not diminish the requirement of advanced work in the Senior Division before the award of the degree. Normally students at the end of the second year who have shown lack of either ability or interest to do successful Senior Division work will not be asked to return for further work at Bennington.

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

Ability expressing itself in other ways than the traditional academic modes of oral and written expression will be recognized and judged for promotion to the Senior Division. Talent expressing significant ideas in art or musical form, imagination and understanding in the interpretative arts of instrumental performance and acting will be valued as highly as if they appeared in the usual academic forms—they will be given full value although the student



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 student of the College

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in question is not articulate in the traditional sense. On the other hand, imitative, unimaginative, technically skilled but meaningless work in the arts, in drama or in instrumental music or singing will be discounted as such work is in the fields where the normal expression is by writing and speaking.

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

Decision with regard to promotion is made by the faculty members of the field in which the student wishes to do major work meeting with the faculty Committee on Student Personnel.

THE SENIOR DIVISION

General Objectives and Methods

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 under the direction of one of the Divisions or of an inter-Divisional major (such as the Human Development major group) and especially of her major work counselor. Although the precise arrangement will necessarily vary with the major chosen, it will be characterized in almost all cases by individual and group enterprises or projects involving continuous periods in the laboratory, studio, library or field. The student herself with the advice and criticism of her counselor will submit a plan for her Senior Division work. This will be revised and finally approved by the faculty in the Senior Division in which she is doing her major work. In most cases there will be, during the last year at least, a general divisional symposium or seminar. Freedom from formality and daily routine—the medium in which self-dependence and initiative in intellectual or artistic work can best be promoted—will characterize the method of work.

General objectives in terms of specific techniques, powers, attitudes, skills, and content are defined by each Division. So far as possible they allow for difference in special abilities and interests. The primary aim is that of gaining a broad but thorough prepara-

tion 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.

In cases where vocations are entered directly from college, Bennington College will include training in the necessary techniques and skills they require. While there is no hesitation in relating Senior Division requirements to vocations growing out of work in the field, they are in no sense limited to such vocational objectives. So far as possible the aim is to give breadth and flexibility of training suited to the special uncertainties of women's life after college as well as to the general uncertainties of supply and demand in connection with all occupations today. The College seeks to avoid the false sense of security connected with vocational preparation.

On the other hand that type of intellectual asceticism which fears that contact with practice or reality will destroy the field for culture is avoided at Bennington. Where occupations require formal training beyond the A.B. degree winter-period try-outs are used wherever possible to help test vocational preferences. 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 is broadly in a major field rather than narrowly in a department or a single subject of study within a department. Furthermore, throughout her under-

graduate life the student is in close contact with other students whose major interests differ from hers. Normally three-fourths or more of the time in the Senior Division will be devoted to a related and unified program in the major field. But the concentration will depend directly on the work already done in the Junior Division. If a student wishes seriously to follow interests entirely outside of her major she will be encouraged to do so. Instead of taking regular courses for this purpose she will, in most cases, arrange to do individual reading or informal group work possibly under the guidance of other Senior Division students specializing in the field. In this way not only in the major 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 two 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.

Non-resident Work

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

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

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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 Degree

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

The degree does not by any means represent the total objectives of the College in either Junior or Senior Division. The promotion of health, desirable habits and attitudes, breadth of knowledge and a variety of amateur interests, emotional maturity and stable character, individual and social responsibility—these are the fundamental things toward which the College is devoting its effort throughout every year. They are not measurable by the award of the degree; they are not all directly attainable by many students and it is not practically possible to set up for them a minimum of attainment. Furthermore, they are ends readily seen as important in themselves and will be sought as such by students and faculty.

It will be a matter of constant vigilance, however, to see to it that the degree as objective does not interfere with these other objectives which are fully as valuable in the lives of the students. The College aims at encouraging a way of life in which the possession of a central useful skill, a vocational or avocational competence, is only a part.

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Fields of Study

A R T

The Arts, Dance, Drama, Music

MISS AUË, MRS. BROCKWAY, MR. DEGRAY, MISS HILL, MR. HIRSCH, MRS. LAUTERER, MR. LAUTERER, MISS LOWELL, MRS. LUENING, MR. LUENING, MR. MOSELSIO, MISS OGBORN, MR. PARK, MR. PITTAWAY, MISS SCHÖNBERG, MR. TUCKER

JUNIOR DIVISION

Introduction to Art

An approach to art through group analysis of problems common to all art and of universal occurrence in the various media. Work will be conducted in groups. During the second term, 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. Students of drama and dance are included in this group.

Students will take up the history of art from the point of departure of their chosen field, working in small groups. Hence the art trial major doing work in drama may enter the field of art history through studying history of the theatre with her instructor in that field. If preferable, she may be advised to vary this procedure and widen her experience by approaching history through some other art medium.

Trial Major Conference in Art

Intensive and special work for those contemplating major work in art. The trial major group will meet once a month under the direction of interrelated student committees, to witness and discuss work centering around some group project, based on a carefully chosen art problem.

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.

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Introduction to Music

(1) Analysis and understanding of music; (2) individual instruction in piano, flute, violin, viola, cello, voice; (3) elementary theory and keyboard harmony.

A student wishing to take instrumental instruction should possess the ability to distinguish aurally, major and minor intervals, chords and scales; to write all key signatures and scales; to sing (or whistle) at sight a simple tune; to demonstrate a practical knowledge of the rhythmic elements of music. Before a decision can be made regarding acceptance of a student for instrumental instruction, she will take tests in the elements of music. During the first semester, instruction covering all of the above requirements will be given for the benefit of those who are unable, at entrance, to pass the tests.

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).

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) Form and analysis of musical literature.
- (2) Advanced harmony and elements of composition.

Trial Major Conference in Music

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

SENIOR DIVISION

The Arts, Dance, Drama

In the Senior Division a student's work in her major field will be the logical continuation of trial major work of the Junior Division, based chiefly on projects, either individual or for small groups.

In general, the tendency in the Senior Division will be to encourage two lines of development, the creative and the critical. In view of the fact that the work in art is conceived not merely as the development of techniques nor even as the production of art in one or more media, but is also a cultivation of an intellectual, critical and appreciative approach to art, through study of history of art, theory of art and art forms, students whose ability in art is merely manual will not be accepted for work in the Senior Division. The student with an intellectual or critical approach who has a minimum of technical skill will be accepted, as well as the student with a creative approach who is capable, also, of dealing critically and intellectually with art. In all cases the possession of imaginative intelligence, regarded as the *sine qua non* in advanced work in art in college, will have to be demonstrated.

Content will vary widely from student to student depending upon the need, special interest and objective. Programs will be individual, planned in each case by the student and her counselor and approved by the Division. These programs cannot be stated in terms of content, but rather by defining what the student graduating in art should be able to do in her chosen field. Where the interest chosen will lead to further professional training as in the case of architecture, the program will be definitely planned to meet the requirements of a given school. The work will be broad and comprehensive within the field of art and related fields, and intensive along the lines of the chosen interest. The work in the Senior Division will continue to be both individual and in groups except where the nature of the work, as in the case of dance and drama, demands the group method largely. A group conference for the art majors will be held in which principles of line, form, color, movement, significant in art expression of all kinds will be discussed. Small groups following similar interests in various aspects of the field will be formed.

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

The student of architecture on the creative side in the Senior Division will continue her work in design, drawing and painting, together with such collateral work in art as may seem relevant to her needs. Also she will study such mathematics, languages, science, etc., as are prerequisite for admission to a professional graduate school. On the critical side the student of

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architecture may minimize the amount of drafting room work to concentrate more closely on the esthetic, historical, and economic aspects of the subject, amplified by a knowledge of other arts in allied fields.

The student whose interest lies in drama may throw the emphasis of her special work in that field in any one of three directions—creative (playwriting), interpretative (acting, designing, and directing), or critical (critical writing). Each program will be planned individually in relation to the central group project in the study of periods and styles, and to the laboratory work in theatre production. Dramatic literature and criticism will be handled individually, with groups forming when advisable, in collaboration with the Literature Division. The aim of the art major's work in drama is to develop an understanding of art through a knowledge of drama and the theatre as an art medium, and to provide her with the backgrounds, critical standards, methods of work, techniques, and studio experience requisite to her intelligent and individual handling of significant dramatic material.

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

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

Music

While not in any way discouraging the special and intensive preparation of instrumentalists or professional performers, the music major has as a principal aim the development of musicians of general understanding and thorough acquaintance not only with the field as a whole, but in its relation to the culture of our and other times. Especially will there be the attempt to encourage composition as the everyday experience of music students who probably will not engage principally in that phase of music professionally. A major purpose is to develop people with musical taste and understanding not through mere listening and reading, but through a rich experience of participation and study.

Owing to the specialized and technical nature of musical training, the requirement of ability in the field of music necessary for promotion will include knowledge of keyboard harmony, an understanding of music forms, and most important of all, a good "musical ear." Normally this equipment will be acquired and judged in the trial major and introductory work of the Junior Division. Not until it has been acquired, however, can a student gain admission to the Senior Division in music.

The work of the Senior Division will vary according to the musical background the student may have, and according to the kind of musician she is striving to become. The instrumentalist and singer, teacher, composer, critic, and musicologist will not necessarily have the same Senior Division program of work. Nevertheless a broad musical training and background are necessary for real success in all of these fields and will be required. General competence in the field of music will not be sacrificed to a specialty or skill upon an instrument.

On the other hand, students who are not training to be instrumentalists will acquire skill on some instrument, probably the piano, in order to be useful as musicians. It will be of great advantage for students in the Senior Division to be able to use foreign languages. For singers two or three languages will be required.

The subjects taught in the Senior Division will be history of music, literature of music, composition, form and analysis, harmony and counterpoint, and orchestration. Advanced instruction

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will be given in piano, violin, viola, 'cello, flute and voice. Throughout the four years music students will be afforded as much experience as possible in choral singing and chamber music. The winter period will be utilized for concert attendance in metropolitan centers.

A seminar will be organized during the senior years, with the cooperation of other major fields, for the purpose of making clear the correlation of music with other aspects of culture. For students sufficiently prepared, there will be opportunity for practice in teaching music.

LITERATURE AND PHILOSOPHY

MR. FERGUSSON, MR. FINEMAN, MR. GRAY, M. GUITON, MISS HOWELL, MISS OSGOOD, MR. PETTEGROVE, MISS ROSSMANN, MISS TAGGARD

JUNIOR DIVISION

Introduction to Literature

The aim of the first year is to introduce the student to problems involved in the creation, criticism and understanding of literature. The approach to this study is made through modern American and English poetry and prose in relation to contemporary life. The work is planned with reference to the interests of the individual students, and groups are formed for discussion. Opportunity is 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 philosophy, 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. 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 is 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 are given individual instruction in the Workshop, the aim of which is 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 or its equivalent are 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.

Introduction to German Literature and Civilization

Students are admitted to this group who have completed three years of secondary school German or its equivalent.

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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 or its equivalent are admitted to this group.

Latin Literature

Students who have successfully completed three years of secondary school Latin or its equivalent are admitted to this group.

SENIOR DIVISION

Any statement of a general program for all those who choose literature as their major field must be understood to allow for modifications to fit individual interests. From the various aspects of literary study which such a program suggests each student may make the combination which will best serve her purposes.

Students in this Division will major in literature, not in English nor French nor any other single national literature. Counselors and students will keep this aim in mind in planning the program of work. Teachers and students will combine in seminar groups for discussion of topics on which the method of comparative literature can be used with most profit. No requirement is made of majors in literature that they shall read foreign literature in the original languages. At the same time every effort is made to promote a reading knowledge of as many languages as possible. Wherever there is some previous elementary knowledge of a language, it is expected that a student will increase her knowledge by reading the literature in the original. Opportunity is given also to begin the study of foreign languages. Language study, however, will always be pursued with the immediate aim of reading in the literature, not as an end in itself. Linguistic training, particularly by those who take non-resident work in foreign countries, may be considered as a part of a full Senior Division program.

The study of literature in the Senior Division must of course include considerable background knowledge of political and social history, philosophy, and even the less closely allied fields of the arts and natural sciences. Whenever students are at work on projects which require more detailed study in these other fields, they will be expected to go to the other Divisions for special study, or join seminar groups in which teachers and students from the different Divisions will come together for discussion of topics of common interest.

The work of the Senior Division is centered in an individual plan or project to be pursued through the two years. During the last months of the Junior Division the student will work out such a plan on the basis of her main interests. Her ability to present a satisfactory preliminary plan will be some measure of her fitness for Senior Division work. She and her counselor will revise the plan and make out a schedule of the proposed steps toward the accomplishment of the work. The final plan must be approved by the Literature Division. Once the plan has been accepted and work begun, fundamental changes will not be advised nor expected. The student then will carry on her work independently, though with occasional supervision from her counselor and with what aid she needs from seminar group meetings and from conferences with other members of the faculty.

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A student who wishes to develop her powers in the writing of prose or verse may choose to devote the larger portion of her time in the Senior Division to such work. To be allowed to do this, however, she must have persuaded the faculty that she has a promising talent and enough inner drive to enable her to produce writings sufficient in quantity to permit an estimate of her growth at frequent intervals during the last two years, and sufficient in quality to assure the faculty that either she will some day create works of artistic merit or that her own education will be definitely promoted by continuance of such practice. In addition, and in support of her writing, she will be expected to include in her program some study of the forms of literature, the history of literature, theories of criticism, the history, philosophy, and social conditions of her own and other times. Which of these elements each student shall combine with her writing will depend upon the kind of writing she is to do and upon the needs of her education as felt by herself and her counselor. Instead of making a plan of work such as is required of those whose interest is in criticism, she may, at the discretion of her counselor, add these other studies as she and the counselor during the progress of the two years determine that they are needed. Unless the student shows some capacity for profiting by a general program of study, which is the reason for her residence in the College, she might better devote herself to her writing alone and elsewhere.

A student who wishes to develop her powers of criticism of literature may devote the larger portion of her time in the Senior Division to such study. The main endeavor will be the development of standards of criticism, not the amassing of information about books nor the superficial survey of all periods and types of literature. The student will choose a single problem or thesis for study, which may be the literature of a limited period, the works of a single author or group of authors, a type of literature, or an idea that is common to the work of a number of writers. With this as the center of her study she will read as widely as is necessary for a thorough and original interpretation. Allowing for individual differences, both in project and in student, such study will call for a grasp of the relevant history of ideas, of literary forms, and of literary theories. No minimum requirements can be laid down, either in the number of authors read or in the amount of knowledge. The development of *Power* is the objective, and such power may be shown in a variety of ways. Fundamentally, it is the power to read accurately and imaginatively and originally. This means the development of ability for research, for critical thought, and for lucid and cogent critical writing, together with enrichment of historical and philosophical background. Though the judgment of the student's work will be based upon all the work done through the last two years, the final stage in the study will be the presentation of an essay or a group of related essays on her individual problem. This need not be what is called in graduate schools a "contribution to knowledge", but is primarily expected to reveal the student's own point of view and will be the most important single piece of evidence as to her knowledge and the maturity of her critical powers.

SOCIAL STUDIES

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

The material of the social studies is the life of man in society. The disciplines included in the social studies are: economics, psychology, government, sociology, history, anthropology, social philosophy and ethics, statistics and scientific method. The term social studies is inclusive and its use denotes a broad interest in society and in concrete social situations and problems which cut across the artificial boundaries of the separate disciplines. Thus, while it is convenient to make use of these arbitrary categories of knowledge, their essential interdependence must not be lost.

The primary purpose of the social studies at Bennington is the understanding of contemporary society in all its aspects, and of the individual in relation to society. In order to achieve this understanding, material from all branches of the social studies will be called upon.

The problem of method is common to all the social studies. By scientific method is meant the art of investigation which includes training in logical methods of thought and expression and the critical use of quantitative techniques. Social philosophy and ethics turn the searchlight of reflective thought on the whole social process and raise sharply the question of social justice. History provides an essential perspective on the genesis of modern social problems, and on the processes of social change, while comparative material drawn from anthropology is utilized in the study of our own culture. Sociology attempts to bring together the whole complex of social institutions and social behavior.

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JUNIOR DIVISION

Introduction to the Social Studies

Introductory work will be directed by each member of the Social Studies faculty. The purpose of the introductory work will be to relate the student's individual interest to the more general aspects of contemporary civilization, and to acquaint her with the scientific method of approach to social analysis and investigation. The approach to the social studies will be made through the study of current problems or situations, either in the field of public affairs or of closer human relations, in which the student's interest has already been aroused as a result of her own experience. Beginning, for example, with student interest in the depression, the present position of the United States in world affairs, armaments and war, the position of women in contemporary life, introductory work will center around such subjects as economic and political organization, international relations and social organization. In every case the introductory work will be of an exploratory nature designed to test the student's interest and abilities, and to introduce her to the knowledge and techniques which will be necessary if she wishes to continue in this field of study.

Trial Major Conference in Social Studies

Students electing to do trial major work in social studies will, in addition to the type of introductory work described above, undertake more intensive individual projects under tutorial guidance, with a view to testing their interests and aptitudes for more advanced work in social studies.

Continuation Work in Social Studies

Introductory work in the social studies will be organized on a semester basis. For trial major and non-major students wishing to continue work in social studies, programs of work and courses of study will be arranged according to their needs and interests. Much of the continuation work will be exploratory; but students whose interest in social studies is already clearly defined and who have acquired a sense of direction may be advised to take such background and tool courses as economic history, fundamental economic concepts, mathematics workshop or statistical workshop. It is generally advisable for social studies trial majors to study biology, especially genetics and heredity, either in their first or second years.

Practical Work

The winter period will be used, wherever possible, for practical work in connection with social, political and industrial agencies and institutions, or for special reference work in libraries.

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

SENIOR DIVISION

The work of the Senior Division is directed toward the attainment of general competence in the field of the social studies. General competence in social studies involves:

1. The ability to use the appropriate scientific methods and techniques in collecting and analyzing data; and the habit of forming judgments on the basis of the relevant evidence.
2. An acquaintance with the various social disciplines and their interrelationships.

The candidate for graduation must, therefore, be well grounded in the elements of economics and psychology; must know how to use the statistical and logical tools of investigation and analysis; must see the present in historical perspective; and must be sufficiently acquainted with the material and methods of those branches of social sciences peripheral to her main interest to be able to inform herself further should the need arise.

Apart from the general requirements listed above, each student will pursue a program adapted to her own interests, preparation and needs. Much of the work will be individual; but any

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student who has done little work in social studies in the Junior Division may have to spend a large proportion of her time acquiring basic knowledge in economics, psychology, biology or mathematics workshop.

Some unity, and an opportunity for the necessary minimum acquaintance with fields outside the student's main interest, will be provided by a general seminar, in which all social studies majors and faculty members will participate. During the coming year, the work of the Social Studies Seminar will center around American history. A minimum common reading assignment will ensure an adequate basis for discussion, while contributions will be made by students or faculty members working on various aspects of American life.

Sustained work of good quality, rather than any decisive terminal test, will qualify the student for the Bennington degree in Social Studies. The social studies faculty will meet with each student from time to time to discuss her work and advise her. During the fourth year, possibly during the winter period, she may be asked to do some piece of work, either practical or theoretical, assigned by the faculty with a view to testing her competence in the field in which she has been preparing herself. While the successful completion of this task will be expected of candidates for the degree, the Division's recommendation will be determined by the entire record of achievement in the Senior Division.

The Human Development Major

For students whose interest centers in the nature, development and behavior of the individual human being, and who, therefore, wish to study both in the natural and social sciences as they contribute to that interest, an inter-divisional major in Human Development is available in the Senior Division. This major will normally be entered from a trial major in either science or social studies. It will be especially suited to the needs of students seeking basic training for professional social work, for guidance and instruction of children in the home or nursery school, or for psychological work with children and adults.

A faculty group, comprising members of the Science and Social Studies Divisions, will direct the work in Human Development, passing on the qualifications of candidates for promotion to the Senior Division and for graduation, and acting as counselors for the Human Development majors. For the year 1934-35, this group will consist of the following faculty members: Miss Bennett, Mrs. Jones, Mr. Leigh, Mr. Lundberg, Mr. Newcomb, Dr. Osborne, Miss Steger, Dr. Tucker.

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

A seminar will be organized, in which all human development majors and faculty members will take part, the purpose of which will be to give unity and direction to the work. The seminar will have as its program some subject of general interest, as, for example, health, education, the child, or the family. Other science and social studies students may occasionally participate in this seminar, which bridges the two Divisions, and which might be of value especially to prospective physicians, nurses and teachers.

The considerations regarding practical work, non-resident work and graduation are the same as for the social studies.

SCIENCE

MR. FERNALD, MR. GARRETT, DR. OSBORNE, MISS STEGER, DR. TUCKER

JUNIOR DIVISION

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 human 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.

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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.

SENIOR DIVISION

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

Work in the Senior Division in Science will have as its aims a recognition and understanding of the concepts fundamental to the various major branches of science and their relationship; and a development of sufficient skill in scientific method to enable her to pursue after graduation her particular interest. To graduate from the Senior Division the student must perform sufficient work to convince all the members of the Division of successful achievement of these aims.

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

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

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

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

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

Available content is listed below. However, it should be noted that, due to the emphasis on correlation of subject matter, conventional divisions of content will not be rigidly adhered to.

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

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

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SCHEDULE

Each student's program differs in certain respects from that of every other student. During the first year she is enrolled in a trial major and in one or more introductory groups; some students are also in workshop groups. In the second year there is continuation of work begun in the first year and new introductory work as individual need and interest develop. In the Senior Division each student has an individual work program centered in her major field which normally involves individual conferences and group meetings or seminars. The regular meetings of individual conferences and of groups are held in the morning between the hours of nine and one. The meetings differ in length and frequency in the different fields of work.

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

WINTER FIELD AND READING PERIOD

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

The winter recess is designed, in general, to give students an opportunity for independent work on programs that can be better carried out away from the College. Specific plans for the most effective use of this period are made by each student and her counselor. These programs may consist of reading and writing, of expe-

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rience in an occupation, of observation or of investigation. A written report is made to the counselor at the end of the period and becomes an essential part of the student's record. The student may spend the time at home or in some metropolitan center, according to the demands of her program and her resources. No student is required to make plans for the winter recess involving an extra expenditure of money.

HEALTH

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

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

RECREATION PROGRAM

Each student during registration in the fall arranges for regular participation in the type of physical recreation suited to her individual needs and interests. The sports emphasized are those in which the student is likely to develop a lasting interest and for which facilities are likely to be available in adulthood. The Health Director will advise on matters of limitation of physical activity for medical reasons. Facilities are available for regular participation in the following sports suitable to the season of the year: golf,

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riding, tennis, hockey, swimming, skating, skiing, tobogganing, minor indoor and outdoor sports. There is a fee for riding only; all other sports facilities are free. For 1934-35 Mrs. Joyce Cran Barry will give hockey instruction, Robert Whyte of the Mt. Anthony Club will give golf lessons, and there will be expert instruction in tennis, riding and winter sports. Dancing will form an important place in the indoor program. Field excursions in biology, as well as camping trips, offer opportunities for outings which combine physical recreation with other educational objectives.

COMMUNITY LIFE AND ACTIVITIES

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

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

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

The Bennington College Cooperative Store is conducted for the benefit and convenience of the College community. It is a true cooperative organization, administered by a Board of Directors elected by the membership of the cooperative society. All members of the College community—students, faculty, trustees and em-

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ployees of the College—are eligible for membership. The capital of the store is subscribed by its members who also participate in the profits and losses of the enterprise.

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

Expenses

The prevailing system of fixed, traditional tuition charges covering one-half or less of the current instruction cost, in effect, gives all students—rich and poor, promising and unpromising—a scholarship amounting to one-half or more of the actual cost of instruction. The Bennington College financial plan differs 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—at present \$1,000—is computed by dividing the total annual instruction expenses by 250, 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.

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 for those students who cannot afford to pay the full cost. Such funds are available 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



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

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confidential statement to be furnished by parent or guardian on a blank provided for the purpose. During the first two years reductions equal to free tuition for a fourth of the students were assigned in varying amounts to nearly one-half the student body. A similar ratio will be maintained this year.

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. Decisions regarding fitness for admission and reduction of tuition fee are considered separately, the former by the Director of Admissions, and the latter by the Comptroller upon application for such reduction by parents of the student. Reduced tuition allotments are made after the student has been accepted but before the opening of the college year.

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.

As in the case of tuition, the charge for room and board—at present \$650—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.

A fee of \$25 is charged each student for physical examination and maintenance of health and dispensary service. This also is based on cost and is subject to modification in subsequent years.

The total fees are thus \$1675, plus a \$10 application fee.

To secure a place in the student body each student must pay \$100 of the \$1675 by July 1. This is not refundable. The remainder is paid at the opening of the first and the second semesters.

Bennington College

Personnel

THE BOARD OF TRUSTEES

WILLIAM H. KILPATRICK.....	Columbia University, New York City, <i>Chairman</i> (term expires 1938)
ELIZABETH JENNINGS FRANKLIN (MRS. GEORGE S.) 111 East 73rd Street, New York City, <i>Vice-Chairman</i> (term expires 1936)	
FRANCES COLEMAN HOLDEN (MRS. A. J.) Old Bennington, Vermont, <i>Secretary</i> (term expires 1935)	
NICHOLAS KELLEY.....	70 Broadway, New York City, <i>Treasurer</i> (term expires 1939)
VINCENT RAVI BOOTH.....	Old Bennington, Vermont (term expires 1941)
LINDSAY BRADFORD.....	22 William Street, New York City (term expires 1940)
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)
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)
ARTHUR W. PAGE.....	195 Broadway, New York City (term expires 1941)
FRANCES PERKINS.....	U. S. Department of Labor, Washington, D. C. (term expires 1940)
WALTER W. STEWART.....	120 Wall Street, New York City (term expires 1939)
MARION TALLMAN WARNER (MRS. IRVING) 1109 Broome Street, Wilmington, Delaware (term expires 1936)	

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TRUSTEE COMMITTEES

<i>Budget Committee:</i>	Dr. Kilpatrick, <i>Chairman</i> , Mr. Bradford, Mrs. Bradley, Mr. Hull, Mr. Kelley, Mr. Page, Mr. Stewart, Mrs. Warner.
<i>Building Committee:</i>	Mrs. Franklin, <i>Chairman</i> , Mr. Coss, Mr. Dennis, Mr. Hall Park McCullough, Mrs. Vernon Munroe, Mrs. Ernest Poole.
<i>Educational Policies Committee:</i>	Mrs. Bradley, <i>Chairman</i> , Dr. Kilpatrick, Mr. Page, Mrs. Joseph R. Swan, Mrs. Warner, Mrs. Clarence M. Woolley.
<i>Executive Committee:</i>	Dr. Kilpatrick, <i>Chairman</i> , Mr. Bradford, Mrs. Bradley, Mr. Coss, Mrs. Franklin, Mrs. Holden, Mr. Kelley.
<i>Finance Committee:</i>	Mr. Bradford, <i>Chairman</i> , Mr. Hull, Mr. Kelley, Mr. Hall Park McCullough, Mr. Stewart.
<i>Nominating Committee:</i>	Mrs. Hall Park McCullough, <i>Chairman</i> , Mr. Coss, Mrs. Franklin, Mrs. Holden, Miss Perkins.
<i>Ways and Means Committee:</i>	Dr. Booth, Mr. Coss, Mrs. Jackson, Mr. Stewart, Mrs. Clarence M. Woolley.

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, is already firmly established. Former members of the Board and other non-members may serve on Trustee committees.

THE STAFF

Teaching

MARGARET S. AUË.....	(Part-time)..... <i>Cello</i> Two years private study with Felix Salmond; three-year fellowship with Mr. Salmond at the Juilliard Graduate School of Music. Studied with Bernard Wagenaar, Hans Letz, Albert Stoessel and Alfred Wallenstein.
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MARY C. BENNETT.....	<i>Director of the Nursery School</i> B.S., 1931, A.M., 1932, Teachers College, Columbia University. Assistant Nursery School Teacher, Institute of Euthenics, Vassar College, 1930; Head Nursery School Teacher, 1931. Assistant Nursery School Teacher, Child Development Institute, Teachers College, Columbia University, 1929-1932. Teacher, Nursery School, Dalton School, New York, 1932-1934.
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JEAN LAMBERT BROCKWAY.....	(Part-time)..... <i>Art</i> A.B., 1921, Barnard College, Denny Fellow, University of Washington, 1922-1923. Student, Fogg Museum, Harvard University, summer 1927. Taught at St. Nicholas Day School, Seattle, Bellingham Normal School, New York University, 1923-1926. Department of Prints, The Smithsonian Institution, 1928-1929. Contributor to the <i>Dictionary of American Biography</i> .
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THOMAS PARMELEE BROCKWAY.....	<i>Social Studies</i> A.B., Reed College, 1921. Rhodes Scholar, Lincoln College, Oxford, 1922-1925. B. Litt., Oxford University, 1925. Taught at St. John's College, Annapolis, 1925-1930, Dartmouth College 1930-1931, Yale University, 1931-1933.
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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.

FRANCIS FERGUSON.....Literature

Harvard University, 1923. Rhodes Scholar at Queen's College, Oxford, 1923-1926, A.B., Honor School of Modern Greats. American Laboratory Theatre, 1926-1930. Director of the School of the Laboratory Theatre, 1928-1929; Associate Director and teacher of dramatic literature and directing, 1929-1930. Dramatic Critic on *The Bookman*, 1930-1932. Taught at New School of Social Research, 1932-1934. Articles on literature and the drama, book reviews and poetry, *American Caravan*, *Hound and Horn*, *The Bookman*, *The Saturday Review of Literature*, *Die Neue Schweizer Rundschau*, *The New York Sun*, etc.

MERRITT C. FERNALD.....Chemistry

A.B., Williams College, 1927; Ph.D., Yale University, 1930. Research chemist, General Laboratories, United States Rubber Company, 1930-1932. Research chemist, Ostro Research Laboratories, 1932-1934.

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. Contributed stories, verse, book reviews, and technical articles to magazines. With Metro-Goldwyn-Mayer, summer 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.

CHARLES HAROLD GRAY.....Literature

Acting President, second semester, 1934-1935

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 at Reed College, Columbia University, Adelphi College, St. John's College, 1917-1925, Bowdoin College, 1925-1933, Pierce Professor of English at Bowdoin, 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'Études 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).....The Dance

B.S., Teachers College, Columbia University, 1929. Dalcroze Eurhythmics with Nelly Reuschel and Elsa Findlay. Ballet with Vestoff-Serova, Kobleff, 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. Director, Bennington Summer School of the Dance, 1934. At present, also resident Instructor, New York University.

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STEFAN HIRSCH.....Art

Studied, schools and gymnasium in Germany; University of Zurich; with Hamilton Easter Field. Exhibited: Society of Independent Artists, The Downtown Gallery. Paintings in permanent collections: Whitney Museum of American Art, Philips Memorial Gallery, Worcester Art Museum, Los Angeles Museum of Fine Arts; and in private collections. Regular exhibitor: Carnegie International Exhibition, etc. Taught at Master Institute of United Arts (Roehrich Museum).

BEATRICE HOWELL.....(Part-time).....Romance Languages and Literature

Studied in Switzerland, 1925-1926; University of Grenoble, 1928; Sorbonne 1928-1929; A.B., Smith College, 1930. Studied *Ecole de Préparation des Professeurs de Français à l'Étranger* (Sorbonne), mention honorable, 1930-1931. Ecole Normale de Musique, Paris; University of Munich. A.M., 1933, Radcliffe College.

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, 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*.

ARCH LAUTERER.....Art and Drama

Scenic Director of the Cleveland Play House, 1926-1932. Taught stagecraft and scene design at Western Reserve University and Cleveland College, 1930-1933, and at the Traphagen School, New York, 1932-1933. Designed permanent architectural stage for Western Reserve University, 1931. Technical Director 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.....Art and Drama

Head of costume department, Carnegie Institute of Technology, Drama Department, 1919-1921. Acted under Belasco, Pemberton, Theatre Guild, etc., 1921-1924. Costume Director, Goodman Theater of Chicago and member of the acting company, 1924-1927, and Costume Director of Cleveland Play House, 1927-1932. Taught costume history and design at Northwestern University, the Art Institute in Chicago, Cleveland College, Western Reserve University, and the Traphagen School, New York, 1925-1933. Learned foot power loom weaving with Gunhild Tiberger, 1931-1932. Studied tapestry weaving with Giza Foldes, 1933.

MARIANA LOWELL.....(Part-time).....Violin

Graduate of Milton Academy, 1922. Studied with Edith Jewell, Gertrude Marshall Witt, Boston, Capet and 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.

ETHEL LUENING.....(Part-time).....Voice

Studied Eastman School of Music. Leading soprano, American Opera Company, 1927-1929; Concerts in Europe and the United States, 1927-1934.

Bennington College

- OTTO LUENING**.....*Music*
Studied at Royal Academy of Music, Munich, 1912-1917; Municipal Conservatory, Zurich, 1917-1920, under Andreae, Zarnach, Busoni. Flutist, conductor, composer in opera and symphony orchestra, Munich, 1915, Zurich, 1918-1920. Played under Richard Strauss, Nikisch, Busoni. Conducted first All-American opera performance, Chicago, 1922; Director, Chicago Musical Art Studio, 1922-1925; conductor, Fronimir Choral Society. Eastman School of Music (coach and Director of the Opera Department) 1925-1928. Assistant conductor and conductor, Rochester American Opera Company; guest conductor, American Opera Company. Composition and recitals, Cologne, 1928-1929. Guggenheim fellow for musical composition, 1930-1932; composed opera *Evangeline*. Associate professor and head of composition and theory department, University of Arizona, 1932-1934. Formerly Director, Officer and Member Central Committee Pro Musica Society, New York; member, International Society for Contemporary Music. David Bispham Medal for American Opera, 1933.
- GEORGE A. LUNDBERG**.....*Social Studies*
A.B., University of North Dakota, 1920; A.M., University of Wisconsin, 1922; Ph.D., University of Minnesota, 1925. Studied at London School of Economics, 1919; post-graduate scholarship in statistics, Columbia University, summer 1927. Taught at University of Minnesota, University of Washington, Wells College, University of Pittsburgh, 1922-1930. Director, Bureau of Social Research, University of Pittsburgh, 1930-1931. Director of Research, Council for Research in the Social Sciences, and lecturer in sociology, Columbia University, 1931-1933. Author: *Social Research, Trends in American Sociology* (with Bain, Anderson and others), *The Leisure of a People*, *Poor Relief Legislation in Minnesota*, *Child Life in Tacoma*, *Bibliography of Studies of Social Conditions in the Pittsburgh Area*, 1920-1930. Contributor to: *American Journal of Sociology*, *Social Forces*, *School and Society*, *Journal of the American Statistical Association*, *The Pittsburgh Record*, *Journal of Adult Education*, *Teachers College Record*, *Sociology and Social Research*, *Social Science Abstracts*, the *Encyclopedia of the Social Sciences*. Fellow of the American Association for the Advancement of Science; Chairman, Committee on Social Research of the American Sociological Society, 1931-; Committee on Census Enumeration Areas, 1930-; Advisory Council Cities' Census Committee, Inc., 1928-.
- JAMES L. McCAMY**.....*Social Studies*
A.B., University of Texas, 1929; A.M., University of Texas, 1932. Taught at University of Texas, 1932-1933. Fellow of University of Chicago, 1933-1934. Research Assistant in public administration, University of Chicago, summer 1934. News reporter Knoxville, Tenn., *Journal*, 1923-1924, and Austin, Texas, *American Statesman*, 1925-1928. Editor of alumni magazine, and University of Texas, 1928-1932. Editor of publications of the Bureau of Research in the Social Sciences, University of Texas, 1930-1933.
- 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.
- THEODORE NEWCOMB**.....*Psychology*
A.B., Oberlin College, 1924; Ph.D., Columbia University, 1929. Taught at Columbia University, Lehigh University, Western Reserve University, Cleveland College, 1928-1934.
- JANE OGBORN**.....*Drama*
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

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- 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. Director of Health for Women, Stanford University, summer quarter, 1934.
- CATHERINE F. OSGOOD**.....*English Literature*
A.B., Mt. Holyoke, 1930; A.M., Mt. Holyoke, 1931; taught at Sophie Newcomb College 1931-1934.
- EDWIN AVERY PARK**.....*Art*
A.B., Yale University, 1928; Professional Certificate in Architecture, Columbia University, 1914. Taught at Princeton, Yale, Columbia, New School for Social Research (architecture and fine arts). Author: *New Backgrounds for a New Age*. Contributor 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.
- JAMES PARKER PETTEGROVE**.....*Literature and Philosophy*
A.B., Bowdoin College, 1930. Longfellow Graduate Fellowship from Bowdoin at Harvard, 1930-1931; A.M., Harvard, 1931. Rhodes Scholar, Oxford, England, 1931-1934. A.B., Oxford University, 1933.
- RUDOLPH A. PITTAWAY**.....*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, 1929-1934.
- 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.
- BESSIE SCHÖNBERG**.....(Part-time).....*The 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, 1932.
- 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*, 1956-1928; contributor: *Century*, *Bookman*, *New Republic*, *Harpers*, *Saturday Review of Literature*, etc.
- GREGORY TUCKER**.....*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.
- WILLIAM B. TUCKER**.....*Physiology*
A.B., Oberlin College, 1929; four-year certificate, University of Chicago Graduate School of Medicine, 1933; M.D., 1934.

Bennington College

ADMINISTRATIVE

- 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.
- MARTHA H. BIEHLE**.....*Financial Secretary*
A.B., Wellesley College, 1928. Executive Secretary of the National Student Federation of America, 1928-1930. Secretary to Headmistress, Spence School, New York, 1930-1932. Secretary to Treasurer, Bennington College, 1933-1934; Secretary, Bennington School of the Dance, 1934.
- 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 Co-operative Test Service, a research bureau under the auspices of the American Council on Education, 1930-1932.
- IDA MAE HAIT**.....*Director of Dining Rooms and Student Houses*
Graduate of Philadelphia Domestic Science School; tea room training with Schraffts. Organizer and supervisor of cafeterias and tea rooms for the Education and Recreation Branch of the War Department. Food Director, the Dodge Hotel, Washington, D. C., 1923-1924; the International House, New York City, 1924-1925; and the Lake Placid Club, 1925-1933.
- ELIZABETH HALL**.....*Manager of Cooperative Store*
A.B., Wellesley College, 1930.
- MYRA H. JONES**.....*Comptroller*
Ph.D., 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.
- MILDRED B. LEIGH**.....*Chairman, Entertainment Committee,
Buildings and Grounds Committee*
B.S., Columbia University, 1915; A.M., 1920. Taught at Bennett School, 1915-1916, Reed College, 1916-1917.
- ROBERT D. LEIGH**.....*President*
(On leave of absence during 2nd semester)
A.B., Bowdoin College, 1914; Everett Fellow from Bowdoin at Columbia University, 1914-1915, A.M., Columbia, 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. President, Bennington College, since 1928.

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

ASSISTANTS

- HELENA BAER**.....*College Nurse*
- MARJORIE BEEBE**.....*Secretary*
- MARIE BRANNIGAN**.....*Secretary*
- ETHAN CRAWFORD**.....*Laboratory Assistant*
- HELEN EATON**.....*Secretary*
A.B., Vassar College, 1928. Secretary with the Welles-Southall Company, Bennington, 1928-1932.
- EVA FORD**.....*Clerical Assistant*
- 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.
- MARGARET A. GRISWOLD**.....*Secretary*
- CATHARINE B. JONES**.....*Secretary to the President*
A.B., Smith College, 1925; Katharine Gibbs Secretarial School, 1926; A.B., Oxford University, 1929; A.M., Oxford University, 1934.
- GLADYS LAFLAMME**.....(Part-time).....*Clerical Assistant*
- ROSE LAWRENCE**.....*Assistant to Comptroller*
- MARGARET LAWSING**.....(Part-time).....*Clerical Assistant*
- ALICE MORAN**.....*Secretary to the Faculty*
A.B., Purdue University, 1930; A.M., Radcliffe College, 1932. Secretarial staff, Laura Spelman Rockefeller Foundation, 1933-1934.
- HERTA MOELSIO**.....(Part-time).....*Assistant, Art Division*
Studied at University of Berlin, 1913-1915, Kunstgewerbeschule, Berlin (art), 1915-1916, Keramische Werke, Velten (ceramics), 1919-1921, with Simon Moselsio, 1921-. Ministry of War, Department of Statistics (Berlin), 1914-1918. Assistant to Simon Moselsio, 1920-. Exhibited at Art Center and Weyhe Galleries, New York.
- GLADYS OGDEN**.....(Part-time).....*Secretary*
- ALENE POTTER**.....(Part-time).....*Assistant, Nursery School*
- VIOLA SHERWOOD**.....*Secretary to Comptroller*

Bennington College

- MARION SMALL.....(Part-time).....*Special Cataloguer*
 B.S., Simmons College, 1914. Organizer, Massachusetts State Library Commission, summer, 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.
- ELIZABETH SOUTHGATE.....*Assistant to Director of Dining Rooms*
 B.S., Simmons College, 1933.
- HELEN F. VAUGHAN.....*Secretary to Committee on Student Personnel*
 B.S., Skidmore College, 1924. Graduate of Lucy Wheelock Kindergarten School, 1918. Secretarial staff, Dartmouth College, 1924-1926, and Colorado College, 1928-1931. Bennington College, since 1931.
- MAY I. WRIGHT.....*Telephone Operator*

BUILDINGS AND GROUNDS

- ADOLPH BALMER.....*Gardner*
 C. W. CARROLL.....*Engineer*
 HAROLD COLE.....*Carpenter*
 PETER J. NELSON.....*Receiving Clerk*
 HARRY OAKES.....*Night Watchman*
 HENRY RIPLEY.....*Chauffeur*
 W. H. RUDD.....*Assistant Engineer*

STAFF COMMITTEES, 1934-35

- Executive Committee:* (Consisting of the administrative officers *ad hoc* and the secretaries of Divisions, *ex officio*) Mr. Leigh, *Chairman*, Mr. Brockway, Mr. Garrett, Mr. Gray, Miss Ogborn, Dr. Osborne, Mr. Park, Mr. Pittaway.
- Committee on Student Personnel:* (Three members of this committee serve as faculty members of the Community Council) Mrs. Barbee-Lee, *Chairman*, Mrs. Garrett, Mr. Jones, Mrs. Lauterér, Mr. Leigh (1st semester), Mr. Gray (2nd semester), Miss Vaughan, *Secretary*.
- Advisory Committee on Admissions:* Mrs. Barbee-Lee, *Chairman*, Mrs. Garrett, Miss Myra Jones.
- Entertainment Committee:* (Two members of this committee serve as faculty members of the Social Committee) Mrs. Leigh, *Chairman*, Miss Hall, Mrs. Gray, Miss Ogden, Mrs. Park.
- Committee on Buildings and Grounds:* Miss Myra Jones, *Chairman*, Miss Hait, Mrs. Leigh, Mr. Tschorn.
- Committee on Publications:* Mrs. Jones, *Chairman*, Mr. Fergusson, Miss Ogden, Mr. Park, Miss Vaughan, *Secretary*.

Announcement for Third Year

STUDENTS, 1933-1934

SECOND YEAR GROUP

- | | |
|------------------------------|------------------------------|
| Alexander, Eleanor | Herring, Atossa |
| Westfield, New Jersey | Bronxville, New York |
| Alsop, Adele | Hooker, Mary |
| Milton, Massachusetts | Longmeadow, Massachusetts |
| Anderson, Alice | Hutchins, Gretchen |
| Evanston, Illinois | Newton Centre, Massachusetts |
| Babcock, Edwina | Ingersoll, Asho |
| Nyack, New York | Brooklyn, New York |
| Bailey, Ruth | Johnson, Mary Elizabeth |
| Cambridge, Massachusetts | Staten Island, New York |
| Bredt, Prudence | Jones, Ann |
| West Orange, New Jersey | Morristown, New Jersey |
| Carr, Louise | Keene, Virginia |
| Brookline, Massachusetts | North Bennington, Vermont |
| Case, Dorothy | Kellett, Mary (non-resident) |
| Glen Ridge, New Jersey | New York City |
| Child, Esther | Kent, Mary |
| Westport, Connecticut | Bronxville, New York |
| Coffin, Hannah | Knapp, Ellen |
| Brookline, Massachusetts | New York City |
| Conner, Jean | Ladd, Martha |
| Chicago, Illinois | Portland, Oregon |
| Crane, Rebecca | Lambert, Marion |
| New York City | Pelham, New York |
| Del Tatto, Susan | Lee, Isabella |
| Bennington, Vermont | Wellesley, Massachusetts |
| Doughty, Gertrude | Lindin, Karin |
| Williamstown, Massachusetts | Woodstock, New York |
| Friedberg, Louise | Loeb, Berenice |
| Chicago, Illinois | Hubbard Woods, Illinois |
| Glidden, Barbara | Lund, Lydia |
| West Newton, Massachusetts | Newton Centre, Massachusetts |
| Goodwin, Margaret | McCrea, Agnes |
| Hartford, Connecticut | New York City |
| Greenidge, Alice | McElwain, Frances |
| Crestwood, New York | Boston, Massachusetts |
| Gregory, Helen | McGrew, Evis |
| Maplewood, New Jersey | New York City |
| Gregory, Mary | McKearin, Catherine |
| Boston, Massachusetts | Springfield, Massachusetts |
| Hardman, Yvette | Moore, Jean |
| New York City | Grosse Pointe Park, Michigan |
| Hartt, Katrina | Myers, Mary Hewitt |
| Chestnut Hill, Massachusetts | Washington, D. C. |

Bennington College

Noyes, Edith Brooklyn, New York	Stewart, Helen New York City
Ogden, Gladys New York City	Sullivan, Grace Boston, Massachusetts
Page, Mollie New York City	Summers, Janet Belmont, Massachusetts
Parker, Mary Manchester, New Hampshire	Suter, Margaret New York City
Pfaelzer, Carolyn (deceased) Montclair, New Jersey	Taylor, Rosamond Williamstown, Massachusetts
Pierce, Cornelia Syracuse, New York	Trott, Frances Denver, Colorado
Potter, Alene Newton, Massachusetts	Van Buren, Eldora New Rochelle, New York
Rabinoff, Anna New York City	Voorhees, Elsa New York City
Rice, Mary Wilbraham, Massachusetts	Wardwell, Mary Fletcher Grosse Pointe, Michigan
Richardson, Louisa Readville, Massachusetts	Warner, Emalea Wilmington, Delaware
Scott, Barbara Rose Valley, Pennsylvania	Watkins, Helen Poughquag, New York
Shurcliff, Elizabeth Boston, Massachusetts	Westwood, Virginia Tecumseh, Nebraska
Spencer, Margaret West Newton, Massachusetts	Wile, Mildred New York City
Stanwood, Shirley North Bennington, Vermont	Woodhouse, Jane Boston, Massachusetts

FIRST YEAR GROUP

Alford, Elizabeth Brookline, Massachusetts	Briggs, Barbara Hartland, Wisconsin
Allyn, Lydia Waterford, Connecticut	Brown, Elizabeth Watertown, New York
Anderson, Constance Caldwell, New Jersey	Brush, Joan Dublin, New Hampshire
Anderson, Hilda New Rochelle, New York	Burnett, Faith Newark, New Jersey
Bauder, Doris West Newton, Massachusetts	Bursley, Anne Ann Arbor, Michigan
Beebe, Betty Weston, Massachusetts	Carter, Jean New Canaan, Connecticut
Beggs, Jean Merion Station, Pennsylvania	Cohen, Ernestine New York City
Boardman, Christina New York City	Conried, Ellen New York City
Booth, Margaret Maplewood, New Jersey	Cornell, Frederica New York City

Announcement for Third Year

Crossett, Carolyn Chicago, Illinois	Jones, Sally Sullivan Yonkers, New York
Curtis, Anne New York City	Kennedy, Janice Quogue, Long Island, N. Y.
deForest, Judith New York City	Kenworthy, Barbara Woodbury, Connecticut
Denison, Mary Kansas City, Missouri	Ketchum, Elizabeth Cohasset, Massachusetts
Dewing, Ruth Newton, Massachusetts	Lee, Lucy Wellesley, Massachusetts
Dexter, Harriet Brookline, Massachusetts	Levison, Pearl Sea Cliff, Long Island, N. Y.
Dulles, Lillias New York City	McGowan, Eleanor Providence, Rhode Island
Duveneck, Elizabeth Los Altos, California	McGuire, Mavis New York City
Earle, Anne New York City	Maddux, Jeanne Washington, D. C.
Edge, Margaret Rye, New York	Magnusson, Ruth Washington, D. C.
Edwards, Mary Blanchard Goleta, California	May, Joan Katonah, New York
Evans, Elizabeth Braintree, Massachusetts	Merrill, Priscilla New York City
Franklin, Lila New York City	Meyer, Ann Chicago, Illinois
Frederick, Elizabeth Mountain Lakes, New Jersey	Michie, Jean Worcester, Massachusetts
Gardiner, Anne Needham, Massachusetts	Middleton, Nancy Williamstown, Massachusetts
Goodale, Anne Weston, Massachusetts	Olmstead, M. Kingsley Denver, Colorado
Gottfried, Nancy Nutley, New Jersey	Paine, Elizabeth Augusta, Maine
Hagerman, Helen Kansas City, Missouri	Porter, Jean Upper Montclair, New Jersey
Haynes, Charlotte Daytona Beach, Florida	Randolph, Rachel Philadelphia, Pennsylvania
Hollister, Priscilla Corning, New York	Reilly, Kathleen Rosemont, Pennsylvania
Holmes, Prudence New York City	Reynolds, Nancy Montclair, New Jersey
Holmes, Ruth New York City	Rice, J. Avelia Wollaston, Massachusetts
Howes, Barbara Chestnut Hill, Massachusetts	Robinson, Margaret New York City
Johnson, Mary Wilhelmina Philadelphia, Pennsylvania	Ross, Anne Philadelphia, Pennsylvania

Bennington College

Rowland, Margaret
Philadelphia, Pennsylvania
Runkle, Anne
Cambridge, Massachusetts
Saul, Barbara
Rose Valley, Pennsylvania
Sautter, Sue
Bronxville, New York
Scranton, Rhoda
Harbor Beach, Michigan
Shaw, Mary
Bennington, Vermont
Shill, Zipporah
New York City
Smith, Margaret
Kansas City, Missouri
Smith, Oramella
New York City
Stern, Harriet
Rochester, New York
Stockard, Louise
Grosse Pointe Farms, Michigan
Swan, Emma
New York City
Swan, Mary
Hingham, Massachusetts
Taylor, Sally
Syracuse, New York

Wakeman, Edith
Quincy, Massachusetts
Waldo, Joan
Petersham, Massachusetts
Wallace, Mary Mitchell
Waterbury, Connecticut
Wertheimer, Nancy
New York City
Whitcher, Harriet
Buffalo, New York
Wilcox, Mary Ellen
Philadelphia, Pennsylvania
Williams, Anne
Richmond, Virginia
Williamson, Esther
Elmira, New York
Winter, Marie
New York City
Wood, Catherine
Grosse Pointe Shores, Michigan
Wood, Laura
Cambridge, Massachusetts
Woolley, Doriane
Greenwich, Connecticut
Zhitlowsky, Sonya
Croton-on-Hudson, New York
Zimbalist, Maria
New York City

STUDENT COMMITTEES, 1933-1934

Student Council: (The Council serves also as student members of the Community Council) Fall Term: *Miss Hutchins, *Chairman*, Miss Pierce, *Secretary*, *Miss Child, Miss Glidden, Miss Moore, *Miss Summers, *Miss Suter, Miss Winter. Spring Term: Miss Hutchins, *Chairman*, Miss Pierce, *Secretary*, Miss Doughty, *Miss Helen Gregory, *Miss Mollie Gregory, Miss Potter, Miss Summers, Miss Winter (*Members of Central Committee).

Educational Policies Committee: Miss Noyes, *Chairman*, Miss Bailey, Miss Hardman, Miss Hutchins, Miss McGrew, Miss Shurcliff, Miss Rosamond Taylor.

Committee on Buildings and Grounds: Miss Friedberg, *Chairman*, Miss Carter, Miss Hutchins, Miss Knapp, Miss McCrea, Miss Page, Miss Spencer, Miss Zimbalist.

Athletic Board: Miss Goodwin, *Chairman*, Miss Alford, Miss Mollie Gregory, Miss Lucy Lee, Miss Maddux, Miss May, Miss Scott, Miss Wardwell.

Social Committee: Miss Conner, *Chairman*, Miss Ann Jones, Miss Kent, Miss Lund, Miss Pfaelzer, Miss Reynolds, Miss Robinson, Miss Warner.

Cooperative Store, Board of Directors: Miss Ingersoll, *Chairman*, Miss Alexander, *Vice-Chairman*, Miss Polly Swan, *Secretary-Treasurer*, Miss Dewing, Mr. Brockway, Mr. Jones, Miss Myra Jones, Mr. Leigh, Mr. Nelson.

COLLEGE 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 Wednesday, 1:00 p.m. Thanksgiving Recess
to through Sunday
December 2
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 week-ends. The dates of these week-ends are voted upon by the students at the beginning of the semester.



CRICKET HILL

W. H. K. H. H.
BENNINGTON COLLEGE
BULLETIN

The College Organization

Issued Quarterly at Bennington, Vermont
Volume Three - November 1934 - Number Two

BENNINGTON COLLEGE
LIBRARY

Various numbers of the BULLETIN give information about the fields of study, the admission system and expenses, and other matters of more general interest.

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

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

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

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

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

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

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

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

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

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VOLUME THREE · NOVEMBER, 1934 · NUMBER TWO

THE COLLEGE ORGANIZATION

IN the following pages appears the framework of responsibility and relationship within which the Bennington College trustees, faculty and staff, President and students operate. Except for the omission of alumnæ, necessary in a college too young to have graduates, these documents reveal the usual agencies and division of functions: the Board of Trustees through important standing committees in charge of raising and investment of funds, construction and supervision of the physical plant, examination and review of the operating budget and educational policy; the faculty, staff and President in direct charge of the educational program and plant operations; the students in charge of their own affairs; the President as liaison officer and center of initiative in matters of policy, personnel and budget. A closer examination, however, reveals quite unorthodox tendencies and practices, notably in the matter of student participation and of inclusive, cooperative relationships through interlocking committees.

The students, as will be seen, participate in a responsible capacity in several important phases of activity usually reserved for the faculty and staff. The Community Council representing faculty and students—the latter in a numerical majority and holding all offices—acts as the agent of the College Community in enacting, defining and maintaining standards and rules of conduct. The Council has the power to discipline faculty members as well as students—a power actually exercised in more than one instance. The main direction of its activity during the last two years—that of enunciating a general standard of civilized conduct, of patiently educating members of the Community to accept individual responsibility for such conduct and incidentally building up a powerful community sanction for its necessary regulations—is a common product of student and staff ingenuity. There is as yet in the Community, the Council, or the Central Committee no distinguishable student opinion as opposed to faculty judgment or opinion in these matters. In a small community with good leadership such an arrangement has proved to be a powerful and effective agency for personal growth toward responsible adult attitudes and conduct.

The student Educational Policies Committee is elected by a system carefully designed to bring to its membership the most mature and thoughtful undergraduates in each of the fields into which the faculty and the curriculum are divided. Its function

is that of suggestion, criticism and counsel in all aspects of method, curriculum and educational activity. It meets frequently with the faculty to discuss major and minor issues of educational policy; its sub-committees meet with faculty divisions for similar purposes; at least once a year it meets at the invitation of the President to register student opinion regarding the teaching personnel. At the last trustee meeting it was suggested that from time to time it meet with the trustee committee of the same name for informal discussion of policy. In the two years of its existence the "E. P. C.," as it is called, has become a normal and essential part of the College machinery. More than one practical and valuable feature of the educational program has originated with it.

No college operates without student criticism. Most often such criticism is in artificial insulation from relevant facts, ideas and persons. Too frequently it is at very long range and is irresponsible, unrepresentative and belligerent; or it forms an undercurrent of futile grumbling. Organically related to responsible makers of policy and itself responsible and representative, operating in the unspectacular and disarming privacy of individual conferences and committees, with close and continuous access to the facts, and with no skeletons shut in the closet, student participation becomes a valuable constructive force, essential for the making and revision of policy and maintenance of effective personnel. Bennington College's short experience certainly gives pause to the academic cynics who place no value on student opinion.

The student Committee on Buildings and Grounds is one of a series of three interlocking committees representing students, staff and trustees respectively and having to do with the effective, economical and civilized operation of the physical plant. The student group has direct access through joint meetings to the administrative staff in charge of plant operation; it has on occasion met with the trustee committee of the same name. Enlisted naturally on the side of good administration by the obvious fact that the expense of maintenance is paid by the students, this committee has been a valuable agency for understanding and economy, working as do the other groups in an unspectacular and almost routine manner in the realm of heat control, budget analysis, fire prevention, better food and other details which together make good college house-keeping.

In two instances the documents reveal the beginnings of a type of organization which, if successful, may extend to other fields. One is the College Cooperative Store by which all merchandising of goods and services on the campus including information, guiding, telephone and the post office, is organized in a consumer's coopera-

tive. Here the faculty, trustees, staff, employees, and students share control, the students because of their numbers having the main voice in the election of directors who, in turn, appoint the manager. Under the general financial plan of the College the dining and housekeeping services, the health service, and the direct educational service are largely self-supporting, receiving their income from fees and charges to students and staff. Financially but not in management or control they are, therefore, cooperative. It is conceivable that the advantages of cooperative management will, in time, recommend its extension to some or all of these services.

In the case of the Bennington Theatre Guild we have the town and the College communities uniting in carrying on a single educational and recreational function. The College reserves to itself the power of professional direction which guarantees that the Guild will serve the educational purposes of the College in this field; it contributes to the town a theatre plant and expert direction without cost; it receives a guaranteed audience, a group of mature actors and theatre workers, and, most of all, a realistic and typical situation in which to study and experiment with dramatic performance. Such a mutually valuable partnership between "town and gown," with experiment and education working in a realistic and representative situation, may also prove fruitful in other fields.

Three adjectives characterize and summarize the framework of organization which has grown up naturally and freely during the first years of the College: flexible, cooperative and educational. Beginning with the admirably brief charter of the Corporation, which leaves much to be filled in by experience and custom, the distribution of functions and powers are susceptible of easy change. In almost no case are the constitutions *a priori* creations, but rather have been fashioned out of the experience of the first two and a quarter years. They are still in the process of construction. At the present time, for instance, a faculty and trustee committee is working out a definition of the very important relationships between faculty, President and trustees in the matter of staff appointment, salary and tenure. It is devoutly to be hoped that the printing of this photograph of the developing organism will not arrest or retard its further free adaptation of machinery to accumulating experience.

The *cooperative* character of the organization is apparent in the definition—even more in the actual functioning—of the interlocking committees and agencies spreading out to include all members of the Community and with suggestions and criticisms threading their way up and down from students to trustees and staff. There is apparent a rather high degree of centralized executive direction

in the hands of the President, but when one sees this function of direction in the mesh of the various agencies of deliberation and consultation it becomes primarily the focus for a widely distributed and continuous initiative and group judgment.

Finally, although a college is a corporation which in the management of its plant and funds should operate on a business basis, it is clear from these documents that it is much more than that. It is a small society with people of varying age and background cooperating to promote a unified educational result. And in the process of this cooperation, even in the business routine, there is much of education itself for all concerned—an education carried on by the typical devices of deliberation, experiment and exchange of viewpoint.

ROBERT D. LEIGH.

November 21, 1934.

CHARTER OF THE BENNINGTON COLLEGE CORPORATION

(Issued August 19, 1925)

We, the subscribers, hereby associate ourselves as a corporation under the laws of the State of Vermont, under the name BENNINGTON COLLEGE CORPORATION for the purpose of establishing and maintaining at Bennington in the County of Bennington and State of Vermont an institution of learning for the higher education of women, with power and authority to acquire by gift, grant, bequest or otherwise, and hold property, real and personal, and convey the same; receive, hold, manage and administer gifts and bequests in trust for the purposes of the Corporation; prescribe requirements for admission, graduation and courses of study; confer degrees, diplomas and honors; employ such persons as in the judgment of the trustees may be necessary or requisite for carrying on the purposes of the Corporation; fix student fees for all purposes and do and perform any and all other acts and functions for the proper conduct and administration of an institution for the advancement of science and learning.

The direction and management of the affairs of the Corporation shall be vested in a board of trustees. The first Board of Trustees shall consist of the incorporators who shall choose a permanent board of fifteen members, two of whom shall hold office for one year, two for two years, two for three years, two for four years, two for five years, two for six years and three for seven years. The members of the Board of Trustees shall elect successors to trustees whose terms expire, each for a period of seven years, and shall fill vacancies for unexpired terms.

The incorporators shall cease to be members of the Corporation after they have chosen said Board of Trustees. Thereafter the trustees, while in office, shall be the members of the Corporation.

The principal office of the Corporation shall be at Bennington aforesaid.

The Corporation shall have no capital stock and is not organized for profit.

Dated at Bennington, Vt., this 15th day of April 1925.

(Signed)

James C. Colgate
Vincent Ravi Booth
Eliza H. McCullough
William H. Kilpatrick
Wilson M. Powell
Elizabeth J. Franklin
Hall Park McCullough

of Bennington, Vermont
" Bennington, Vermont
" North Bennington, Vermont
" New York City
" New York City
" New York City
" North Bennington, Vermont

Bennington College

Charles Hiland Hall	of Springfield, Massachusetts
Edward H. Holden	" Bennington, Vermont
Philip B. Jennings	" Old Bennington, Vermont
Robert M. Parmalee	" Bennington, Vermont
Fred C. Martin	" Bennington, Vermont
Frank E. Howe	" Bennington, Vermont
Collins M. Graves	" Bennington, Vermont
A. S. Payne	" North Bennington, Vermont
Edward D. Welling	" North Bennington, Vermont
Hazel M. Willis	" Bennington, Vermont
Walter H. Berry	" Bennington, Vermont
Robert E. Healy	" Bennington, Vermont
Orion M. Barber	" Bennington, Vermont
Morton D. Hull	" Chicago, Illinois
Helen Parmalee Shoemaker	" Bennington, Vermont

BY-LAWS OF THE BENNINGTON COLLEGE CORPORATION

(Adopted August 19, 1925)

Section 1. The object of this Corporation shall be to carry out the purposes thereof as set forth in its Articles of Association in such ways and manner as may from time to time be legally adopted.

Section 2. The annual meeting of the Corporation shall be held at such time and upon such notice as the trustees of this Corporation may hereafter determine.

Section 3. A majority of the trustees shall constitute a quorum for the transaction of business and the election of officers. A less number may meet and adjourn.

Section 4. A special meeting of the Corporation shall be called upon such order and upon such notice as the trustees hereof may hereafter determine.

Section 5. The Board of Trustees shall, at such time following their election as they may hereafter determine, elect from their own number a president and vice-president and also a treasurer and clerk who need not be trustees. These officers shall hold office until the next annual meeting or until their successors are chosen. Their duties shall be such as are prescribed by these by-laws, by law and custom and by such regulations as the trustees may adopt.

Section 6. A corporate seal shall be such a seal as is adopted by the trustees.

Section 7. These by-laws may be amended at any meeting of the trustees provided notice of said amendment is given in the call for the meeting.

Section 8. Members of the Board of Trustees who have served a seven-year term, save in exceptional cases, shall not be considered for reelection without an interval of at least a year.

The College Organization

TRUSTEE ORGANIZATION AND EXTRACTS FROM TRUSTEE MINUTES

Trustee Committees

"Voted that the Chairman of the Board of Trustees . . . be empowered to appoint, as members of the standing committees, persons not members of the Board of Trustees." (4-29-31.)

"Voted that the *Finance Committee* be authorized to direct the investment and care of the College funds, reporting such investment and care to the trustees at such times as they shall direct; . . . it is authorized to take charge of, invest and reinvest the funds of the College and to sell, assign and transfer on its behalf all stocks, bonds or other securities owned by it or standing in its name, and to execute and deliver on its behalf such papers and instruments as are necessary and proper to effect the said sale, transfer and assignment, and that the President and secretary or treasurer be and they hereby are authorized to seal and attest such papers and instruments." (10-13-31; 10-13-32.)

The *Ways and Means Committee* is in charge of the program for securing gifts to the College and of the activities of the metropolitan committees. (9-3-30; 6-9-32; 6-2-34.)

All gifts to the College are accepted by vote of the trustees upon recommendation of one of its committees, with the exception of gifts to the library which are accepted by the librarian in the name of the trustees. (2-16-32; 6-9-32.)

The *Budget Committee*, consisting of the members of the Finance and Educational Policies committees, examines and reviews the annual budget as submitted to it by the President; the budget is adopted by vote of the Board of Trustees and no expenditures beyond the total authorized budget may be made without the approval of the Board. (6-9-32; 10-13-32.)

The *Educational Policies Committee* examines, reviews and submits to the trustees all appointments to the faculty and administrative staff as recommended by the President. (10-9-28.)

The *Building Committee* supervises the construction and care of the College buildings, equipment and grounds. (4-12-28.)

The *Executive Committee*, consisting of the officers and committee chairmen of the trustees, exercises delegated and emergency functions between trustee meetings. (2-8-28.)

The *Nominating Committee* nominates new trustees and officers of the Corporation. (6-11-31.)

The *Committee on the Summer School of the Dance*. The Summer School of the Dance is an autonomous department with an independent budget under the direction of a director and administrative director appointed by the trustees, on the President's

recommendation; provided that "the management shall be under the general authority of the President and a committee of three trustees." The School's budget is presented to this Committee and adopted by the trustees.

The President, *ex officio*, meets with trustee committees and the Board of Trustees. (2-8-28.) "He is authorized to act as the agent of the Corporation." (10-13-31.)

The annual meeting of the Board of Trustees is held in May or June; other regular meetings are held in October and in January or February. (6-11-31.)

Restricted Gifts

"1. Whereas restricted gifts of buildings and funds to educational institutions have in many cases proved contrary to public advantage through the cessation of need which the gifts were intended originally to fill, and

"2. Whereas the policy of Bennington College has been to avoid rigid commitments for the future and to keep itself free to modify objectives and methods under the guidance of carefully evaluated experience, and

"3. Whereas its present financial system of obtaining a large proportion of operating income from student tuitions leaves the College free to use these funds for educational purposes with the flexibility suggested above, therefore be it

"RESOLVED that except where a donor specifically prohibits forever the College from changing the uses to which buildings, equipment, funds, or income from funds, given by him or her, can be put, the trustees of Bennington College in accepting any gift, reserve the right, on or after thirty years from the date of its receipt to use the donated building or buildings, equipment, funds or interest from funds, in such ways as they deem most beneficial,

"Provided that any change from the original prescription, restriction, or condition of the donor shall be made only after the unanimous, affirmative vote by the trustees present at two successive regular meetings of the Board of Trustees." (3-2-33.)

ORGANIZATION OF THE FACULTY AND STAFF OF BENNINGTON COLLEGE

(Standing Rules Adopted by the Faculty, September 10, 1932; revised May 10, 1934)

I. For administrative and budgetary purposes and for formulation of internal policy, the faculty is organized into the following divisions: (1) art including music, drama, dance, plastic and graphic arts; (2) literature and philosophy; (3) social studies; (4) science. The director of health will serve as a member of the science division, although there is a separate budget for health work. There are separate budgets for drama and music within the art division, also separate administrative officers. It is expected that in the formulation of policy and for other purposes faculty and staff groups running across divisional lines will be freely organized. The *human development major* includes members of the faculty from the social studies and science divisions.

II. Each division will meet as a committee to decide upon policies and upon other matters within its jurisdiction. The division will select its own chairman for this purpose. The President will also select each year an administrative officer for the division who may also be the chairman. The President is *ex officio* member of the divisions. Each administrative officer will be in charge of his or her divisional budget and will serve as a member of the Executive Committee of the faculty. Except for unusual circumstances no member of a division shall serve as its chairman or administrative officer for more than three years in succession.

III. The Executive Committee of the faculty shall consist of the administrative officers of the faculty divisions, together with the President as chairman. The music faculty and drama faculty shall also be separately represented on the Executive Committee. The comptroller, director of admissions, director of records, director of health and librarian shall be coöpted as members of the Committee when the subjects under discussion deal with their fields of work. The Executive Committee shall deal with the usual business and budgetary matters affecting the faculty and other matters assigned to it by the faculty. It shall report its important decisions to the faculty-staff conferences. The Executive Committee is empowered "to make transfers between items in the budget" provided that no expenditure beyond the total authorized may be made without the approval of the Board of Trustees.

IV. Other faculty-staff committees, appointed by the President, are: (1) Student Personnel; (2) Publications; (3) Build-

ings and Grounds; (4) Entertainment. These committees shall appoint secretaries to keep a record of their decisions and report important decisions from time to time to the faculty-staff conferences.

V. The faculty as a whole together with members of the administrative staff and staff committees shall meet from time to time to discuss major problems of College policy and to hear reports from its committees. A summary of discussion and decisions at the faculty-staff conferences shall be prepared after each session and distributed to the members of the faculty and staff or read at the succeeding conference. Whenever possible an agenda will be distributed in advance of each faculty-staff conference.

VI. The decision to dismiss a student from College will be made by the Committee on Student Personnel and the student's instructors meeting together.

The decision to promote a student to the senior division will be made by the members of the division in which she wishes to do major work meeting with the Committee on Student Personnel.

The nomination to the trustees for the award of the bachelor of arts degree will be made by the faculty on recommendation of the division in which the student is doing major work.

ORGANIZATION OF THE BENNINGTON COLLEGE COMMUNITY

(Adopted November 1, 1932; revised June 20 and November 7, 1934)

I. The Community shall consist of the student body, faculty, and staff.

II. Student Houses.

- A. The membership of the student houses shall consist of all members of the Community living in the houses, and of such other members of the Community as the houses invite.
- B. The chairman of the house shall be elected by the members of the house and shall represent it on the Community Council and take charge of the morning check-up on attendance.
- C. There shall be a house council elected by the members of the house. One member of the house council shall be the house secretary who shall keep the minutes of all house meetings on permanent record.
- D. Any house may remove its chairman at any time by a vote of lack of confidence, in which case a new election shall be held immediately.
- E. The chairman of the house may call a house meeting at any time.

III. The Community Council.

- A. The Community Council shall consist of the chairmen of the various houses, three representatives of the faculty and staff chosen by the faculty Committee on Student Personnel, and the President of the College *ex officio*.
- B. At its discretion the Community Council may ask any house to recall its representative.
- C. The Community Council shall supervise all elections. Elections for the Community Council shall be held in June and there shall be a vote of confidence or lack of confidence in the houses in December. Vacancies shall be filled as they occur by elections for the unexpired term in the house concerned.
- D. There shall be a freshman representative-at-large elected by the freshman class at the end of the first term.
- E. The officers of the Community Council, consisting of chairman and secretary, shall be elected by the Council. At these elections the retiring members as well as the new members shall vote.
- F. The Community Council shall meet as often as the fulfillment of its functions requires. In the case of the absence of a Community Council member a substitute from her house shall be appointed.

- G. The Community Council shall exercise the ordinary legislative, executive, and judicial functions of the Community government. It is empowered to make decisions, rules, and to define the standards in all matters concerning the welfare of the Community. All rules and definitions of standards made by it are binding on the Community, after being posted on the College bulletin boards, until they are revoked or amended by the Community Council, or by the Community acting under the following procedure: any ten per cent of the Community that desires to revoke or amend a rule may present a signed petition stating its proposal in writing to the Council. If the Council does not accept this proposal it must call a Community meeting which shall act upon the proposal of the petitioners. The Community decision is controlling.
 - H. If the Community Council, after the Community meeting, disagrees with the Community decision, it shall resign and new elections shall be held in the houses.
 - I. The Community may at any time demand new elections of Community Council members in the houses.
 - J. At its discretion or on the authorization of a vote of the Community, the Community Council may constitute committees to carry on special functions.
 - K. At the discretion of the Community Council, its chairman may appoint a member of the Council to serve on any student committee.
 - L. House or Community meetings shall be called by the chairman of the Community Council acting at the request of the Community Council.
 - M. The Community Council shall be the censoring committee for visitors at house and Community meetings. Persons not officially connected with the College shall not be admitted to these meetings without the permission of the Council.
- IV. Organization of Committees.
- A. Central Committee.
 - 1. The Central Committee shall consist of:
 - a. Four student members of the Community Council.
 - b. Two members of the faculty or staff of the Community Council.
 - c. The chairman of the Community Council *ex officio*. They shall be elected by the Community Council. The committee shall elect its own chairman and secretaries.
 - 2. The functions of the Central Committee shall be to deal with all violations of the rules and standards.

- B. Educational Policies Committee.
 - 1. The Educational Policies Committee shall consist of a member from each major division of study, and the chairman of the Community Council *ex officio*. The members shall be elected in June by the trial major and major students in their respective divisions according to the following procedure: each member of the Educational Policies Committee in office, with the advice and consent of the faculty in her division, and of the committee as a whole, shall submit not more than four nominees to the students of her division who at the same meeting shall, if desired, make and discuss further nominations from the floor. The next day the students shall elect by ballot according to the method of the single transferable vote one of the nominees from their own division.
 - 2. The members thus elected in June shall not, however, take office until the first week of the following October, acting, in the meantime, as apprentices to the retiring committee.
 - 3. The officers of the Educational Policies Committee, consisting of a chairman and a secretary, shall be elected by the new members during the first week in October.
 - 4. Each member shall, when she takes office in October, appoint a sub-committee within her division consisting of a member from each class.
 - 5. The function of the Educational Policies Committee shall be:
 - a. To consider problems in connection with the educational policies of the College and to bring them to the attention of the faculty and students.
 - b. To promote the most efficient work relationships between groups of individual students and faculty members.
 - c. To be consulted by the faculty and staff when the committee's opinion as representative of the student body is wanted on matters of educational policy.
 - d. To canvass student opinion when necessary.
- C. Buildings and Grounds Committee.
 - 1. The Buildings and Grounds Committee shall consist of a member from each house elected by that house during the first week in October. The committee shall elect its own chairman and secretary.
 - 2. The functions of the Buildings and Grounds Committee shall be:
 - a. To take charge of all matters concerning buildings and grounds.

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- b. To act as the student fire officials.
- c. To supervise the making of traffic regulations.
- d. To cooperate with the faculty Committee on Buildings and Grounds.
- D. Social Committee.
 - 1. The Social Committee shall consist of a member from each house elected by that house during the first week in October, and two members of the faculty or staff chosen by the faculty Entertainment Committee. The Social Committee shall elect its own chairman and secretary.
 - 2. The functions of the Social Committee shall be:
 - a. To have charge of the social activities of the College.
 - b. To make and enforce regulations relating to these activities.
- E. Recreation Board.
 - 1. The Recreation Board shall consist of a member from each house, elected by that house during the first week in October. The board shall elect its own chairman and secretary. Chairmen of sub-committees shall become members of this board during their tenure of office.
 - 2. The functions of the Recreation Board shall be:
 - a. To encourage and help organize the athletic activities of the Community.
 - b. To act as the central controlling board of these activities.
 - c. To appoint a sub-committee for each sport at the appropriate season.
 - (1) These sub-committees shall consist of a student chairman, a member of the faculty or staff, and two students.
 - (2) They shall assist those instructors who, at various times during the year, come to the College to direct such major sports as hockey, tennis, golf, and winter sports.
 - (3) They shall organize minor recreational activities.
 - (4) The chairman of each sub-committee shall automatically become a member of the Recreation Board during her committee's active season.
- F. Editorial Board.
 - 1. The Editorial Board shall consist of five student members; three literary editors, an art editor, and a business manager, at least one of whom shall have served on the previous Editorial Board. It shall be appointed the first week in October and the first week in March by the Community Council in the following manner: the retiring Editorial

The College Organization

Board shall submit to the Council proposed names for a complete board, chosen with the advice of members of the faculty, and shall meet with the Council to discuss these and any other names that may be suggested. Afterward the Council shall, at its own discretion, appoint the board.

- 2. The functions of the Editorial Board shall be:
 - a. Within one month of its incumbency to submit any changes in editorial policy or plan for publication, for the approval of the Council.
 - b. To issue once a semester a publication to contain work illustrative of as many activities of the community as possible.

G. All committees shall report to the Community Council.

- V. Changes in these by-laws for the organization of the College Community can be made by a majority vote at the Community meeting, provided the proposed change is posted on the College bulletin boards at least one week in advance of the Community meeting.

COMMUNITY STANDARDS AND RULES

(Adopted November 14, 1932)

Bennington College is more than a collection of individuals; it is a community in which students and faculty are engaged in the common enterprise of education. The quality of the community life built up will not only determine the success of the whole educational venture; it will also affect for good or ill the social habits and ways of thinking of its individual members. To learn to live as a member of a cooperative community, without sacrificing individuality, is an important part of the educational experience offered by the College. We have, therefore, thought it wise to define our responsibilities, and our mutual obligations.

Our purposes require that we govern ourselves by reliance mainly on constructive cooperation. A series of "thou shalt nots," while they might protect us from unsympathetic outside criticism, would probably be evaded, leading perhaps to hypocrisy or childish rebellion against imposed authority. Specific prohibitions would, therefore, defeat our fundamental purpose, which is to govern ourselves as mature, responsible human beings. It is, moreover, impossible to guard against every form of human misbehavior by defining and forbidding it.

We propose to state in general terms the standards of good taste and civilized conduct we mean to uphold. A more exact under-

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standing of these standards will be built up in a series of judgments or decisions on concrete cases, a growing body of common law, integrating the results of our experience in community living. In this way we may chart our course as we go, unhampered by a mistaken direction at the start.

Inevitably the standards will be violated. We do not wish to set up penalties in advance. Every case of violation will be dealt with individually. The circumstances and interests of the offender will be considered, as well as the protection of the Community. In extreme cases it may be necessary to expel a member whose continued presence will seriously jeopardize our essential purposes.

In addition to the general standards of conduct, we think it desirable to adopt certain campus laws which will facilitate orderly living, and will remind us to respect certain specific rights of others. Except where different circumstances indicate different arrangements, the same obligations bind all the members of the Community. The ultimate authority behind both rules and standards is the weight of public opinion.

We, therefore, recommend that the Community adopt the rules and standards listed below.

The standards shall be a guide to conduct for all the members of the Community, a general statement of the recognized responsibilities of the individual citizen. Any failure to live up to these standards shall be dealt with by the house council, subject to the right of the Community Council to intervene at its own discretion. The offender shall have the right of appeal from the decision of the house council to the Community Council. It shall be left to the discretion of the Community Council to make public or withhold its decision.

The rules shall be specific campus laws, the enforcement of which shall rest with the house councils. Repeated disregard of rules shall be considered as failure to live up to the standards of civilized behavior, and shall, therefore, be dealt with in the way indicated above.

Standards

1. Members of the Bennington College Community shall always conduct themselves in an orderly and considerate manner, respecting the regulations of any community in which they may be.

2. Every member of the Community shall conduct himself as a responsible citizen in constructive cooperation with the College and its aims.

(The rules and traffic regulations are adopted by the Community each year and are, therefore, not recorded here. They have to do with absences from campus, entertainment of guests, maintenance of quiet at night, auto registration, etc.)

The College Organization

BY-LAWS OF THE BENNINGTON THEATRE GUILD

(Adopted October 18, 1932)

Article 1—Name

The name of the organization shall be The Bennington Theatre Guild.

Article 2—Object

The object of this organization shall be the study of the drama, production of plays by the Guild, and the fostering of an appreciation of the theatre.

Article 3—Membership and Dues

Section 1. There shall be four classes of members: honorary, associate, active and student.

Section 2. Honorary members shall be exempt from the payment of dues.

Section 3. Associate members shall pay \$3.00 annual dues.

Section 4. Active members shall pay \$2.00 annual dues.

Section 5. Student members shall pay \$1.00 annual dues, such membership being restricted to members of the Bennington College student body.

Section 6. Each member of this organization shall be entitled to one ticket free of charge for each production given by the Guild, provided that such ticket is applied for not later than one week before the opening night of said production, and may attend lectures on dramatic subjects, held at Bennington College.

Section 7. The name of an applicant for membership must be presented in writing, signed by said applicant, to the Governing Board, by two members of The Bennington Theatre Guild.

Section 8. An applicant shall be declared elected upon a majority vote of the Governing Board, and upon payment of the annual dues.

Section 9. The two preceding sections shall apply only to applications for membership made after the adoption of these by-laws.

Section 10. The dues of this organization shall be payable upon the date of the annual meeting, and if the dues of any member remain unpaid for a period exceeding thirty days thereafter, he shall cease to be a member of this organization. He may be reinstated by the Governing Board upon showing satisfactory excuse for his default in paying such dues.

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Section 11. A member desiring to resign from the organization shall present his resignation in writing to the Governing Board, by whom it shall be accepted, provided that said member has paid his dues to date.

Article 4—Officers

Section 1. The officers of this organization shall be a president, secretary, treasurer, director, chairman of the Membership Committee, chairman of the Play Choosing and Casting Committee, and current production manager, who together shall constitute the Governing Board.

Section 2. The president, secretary, treasurer, chairman of the Membership Committee, and chairman of the Play Choosing and Casting Committee shall be elected at the annual meeting by written ballot, and shall hold office for one year thereafter, or until their successors are elected. One of the officers named above shall be elected from the student membership.

Section 3. The director of the Bennington College Theatre shall be *ex officio* the director of the Theatre Guild.

Section 4. The current production manager shall be appointed by the director of the Theatre Guild, with the approval of the Governing Board, and shall be a member of said Board only during the period of production of the play of which he or she is in charge.

Section 5. The Governing Board shall have power to fill vacancies in any office due to prolonged absence, illness, resignation, or for other cause; any officers thus chosen shall serve during the absence, illness of the person whose position is vacated, or until the next annual meeting.

Article 5—Meetings

Section 1. There shall be one regular meeting on the third Tuesday of September in each year for the purpose of electing officers, and for the transaction of any other business that may arise.

Section 2. Special meetings may be called by the president or the Governing Board, or upon the request of six members in writing addressed to the secretary. Notice of such meetings shall be given in writing to each of the members at least one week before such a meeting.

Section 3. Ten voting members shall constitute a quorum at any meeting of the organization.

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Article 6—Amendments to By-Laws

These by-laws may be amended at any meeting of the organization by a two-thirds vote of the members present, provided that a copy of the proposed amendment or amendments shall be filed with the secretary at least one month before the meeting at which said amendment or amendments are to be voted upon and signed by six or more members. Notice of this meeting and a copy of the proposed amendment or amendments shall be sent to all members not less than one week previous to the meeting.

Article 7—Plays

Section 1. The production of the plays shall be in the hands of the director of the Theatre Guild and the current production manager.

Section 2. Any member of the Theatre Guild may submit plays for consideration by the Play Choosing and Casting Committee, which shall consist of five members, including its chairman, and the director of the Theatre Guild. Final selection of plays for production shall be made by the Play Choosing and Casting Committee with the approval of the director.

Article 8—Duties of the President

Section 1. He shall preside over all meetings of the organization in accordance with parliamentary rules of procedure.

Section 2. He shall call special meetings of the organization upon the written request of six members.

Section 3. He shall appoint all necessary committees except as hereinabove provided, with the approval of the Governing Board.

Section 4. At the annual meeting he shall appoint two auditors to audit the books of the treasurer, at the close of the fiscal year.

Section 5. He shall be chairman of the Governing Board, shall preside over all meetings of that body, or appoint someone to serve in his place.

Section 6. He may call at his pleasure meetings of the Governing Board.

Section 7. He shall present at the annual meeting a report of the general affairs of the organization.

Article 9—Duties of the Secretary

Section 1. He shall keep all minutes of the meetings of the organization and of the Governing Board.

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Section 2. He shall have charge of all correspondence and shall notify the committee members of meetings, and also all members of the annual meeting and of special meetings.

Article 10—Duties of the Treasurer

Section 1. He shall be the custodian of the funds of the organization and shall disburse funds upon the order of the Governing Board.

Section 2. He shall present to the members of the organization an annual report, at the end of the fiscal year showing the financial condition of the organization.

Article 11—Duties of the Governing Board

Section 1. It shall hold meetings upon the request of the president or at its own discretion.

Section 2. It shall have the sole power to authorize expenditure of money in behalf of the organization, and must authorize the treasurer to make disbursements before the same can be paid by him.

Section 3. The general policy of the organization shall be in the hands of the Governing Board.

Article 12—Order of Business for the Annual Meeting

1. Reading of Minutes of Previous Meeting.
2. President's Address.
3. Report of Secretary.
4. Report of Treasurer.
5. Report of Special Committees.
6. Election of Officers.
7. New Business.

The College Organization

BY-LAWS OF THE BENNINGTON COLLEGE COOPERATIVE STORE

(Adopted November 7, 1934)

I. License.

- A. The Store shall be licensed annually by the Board of Trustees of the College.
- B. The license shall include a general statement of the relation between the College and the Store, and specific terms of payment for services rendered by each.
- C. The Board of Trustees of the College shall have the power to revoke the license and assume control of the Store in case of gross mismanagement.

II. The Board of Directors.

The direction and management of the Store shall be vested in a board of directors elected and organized as follows:

A. Election.

1. Directors shall be elected by preferential ballot at an annual meeting of the members of the Cooperative Store, to be held during the first week in December.
2. Candidates shall be nominated by a committee consisting of the retiring board and such members of the Community Council as are also members of the Cooperative Store. These nominations must be made public two weeks before the election.
3. Additional nominations, to be made public one week before the election, may be made by a petition signed by fifteen per cent of the Cooperative Store membership.

B. Membership of the Board of Directors.*

1. The Board of Directors shall consist of eleven members, each elected for a term of one year. Two shall be elected from the faculty and staff, two from the fourth-year class, two from the third-year class, one from the second-year class, one from the first-year class, and one from among the College employees.
2. The President and the comptroller of the College shall be directors *ex officio*.
3. The manager of the Store may attend directors' meetings upon invitation.

* Note: Organization of the first two boards of directors.

The first board consists of nine members: the two *ex officio* members, two faculty and staff members, one College employee, and four student members, two from the first-year class and two from the second-year class.

The second year the board will attain its full capacity of eleven members, by electing as student members two from each of the three existing classes and retaining the same faculty, staff, employee, and *ex officio* representation.

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4. During the first semester of each year the board will number nine members due to the retirement of the two former fourth-year members.
5. Appointments to fill other vacancies shall be made by the Board of Directors.
- C. Duties and Responsibilities.
 1. The Board of Directors shall elect its own officers.
 2. By a two-thirds vote the board may demand the resignation of any of its members.
 3. The board shall have power to hold its own meetings and convene meetings of the Cooperative Store members.
 4. The board shall determine the policies of the Store, employ the necessary staff, and supervise all enterprises in which the Store is engaged.
 5. The board shall have power to issue bonds, declare or withhold dividends, and invest surplus savings in the Store.
 6. The board shall be directly responsible to the members of the Cooperative Store. It shall make an annual financial statement and upon request shall explain its action and policies.
 7. In case of forced resignation of the board, the President and the comptroller of the College will perform its duties until a new election is held.

III. Membership in the Cooperative.

- A. All students, faculty, staff, employees, trustees and other members of the College Community are eligible for membership.
- B.
 1. The price of membership shall be determined by the Board of Directors.
 2. Upon request of members retiring from the Community this sum shall be refunded.
- C.
 1. Each member is entitled to one vote in all meetings of the Cooperative Store.
 2. A meeting may be called at any time by a petition of fifteen per cent of the resident membership.
 3. Fifty per cent of the resident campus members shall constitute a quorum, and no business may be conducted without a quorum.
 4. The members of the Cooperative Store may demand the resignation of the Board of Directors by a majority vote of lack of confidence.
- D.
 1. The members shall share in the surplus savings of the Store and shall be liable up to the amount paid for membership for any losses.

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2. Dividends shall be paid to each member in proportion to the value of purchases he or she has made since the declaration of the previous dividend.
3. A member may designate other members of his or her immediate family to purchase on his or her account. No other persons may be so designated and any member who buys articles for another person, not a member of the Store, in order to increase the dividends distributed to him or her, is liable to cancellation of membership.

IV. Capital.

- A. Capital shall be raised by membership payments.
- B.
 1. In addition, fixed interest-bearing bonds may be issued.
 2. Interest on bonds shall be paid annually.

V. By-Laws.

- A. By-laws must be adopted by a two-thirds vote at a meeting of the Cooperative Store members.
- B. An amendment may be passed after approval of the Board of Directors, by a two-thirds vote of the members present at a meeting.
- C. Any proposed amendment must be posted on the bulletin board at least two days in advance.

Bennington College

THE BOARD OF TRUSTEES

WILLIAM H. KILPATRICK.....	Columbia University, New York City, <i>Chairman</i> (Term expires 1938)
ELIZABETH JENNINGS FRANKLIN (Mrs. G. S.).....	New York City, <i>Vice-Chairman</i> (Term expires 1936)
FRANCES COLEMAN HOLDEN (Mrs. A. J.).....	Old Bennington, <i>Secretary</i> (Term expires 1935)
NICHOLAS KELLEY.....	New York City, <i>Treasurer</i> (Term expires 1939)
VINCENT RAVI BOOTH.....	Old Bennington (Term expires 1941)
LINDSAY BRADFORD.....	New York City (Term expires 1940)
MABEL WARREN BRADLEY (Mrs. J. Gardner).....	Boston, Massachusetts (Term expires 1935)
JOHN J. COSS.....	Columbia University, New York City (Term expires 1937)
JAMES S. DENNIS.....	Old Bennington (Term expires 1939)
MORTON D. HULL.....	Chicago, Illinois (Term expires 1937)
EDNA MORSE JACKSON (Mrs. Percy).....	New York City (Term expires 1938)
ARTHUR W. PAGE.....	New York City (Term expires 1941)
FRANCES PERKINS.....	U. S. Department of Labor, Washington, D. C. (Term expires 1940)
WALTER W. STEWART.....	New York City (Term expires 1939)
MARION TALLMAN WARNER (Mrs. Irving).....	Wilmington, Delaware (Term expires 1936)

FORMER TRUSTEES: Arthur A. Ballantine, Esq., *Judge Orion M. Barber, James C. Colgate, *Hon. Joseph P. Cotton, Mrs. Dorothy Canfield Fisher, Charles Hiland Hall, Hon. Robert D. Healy, Edward H. Holden, Esq., *Edmund N. Huyck, Mrs. Sam Lewisohn, Hall Park McCullough, Esq., Mrs. Hall Park McCullough, Vernon Munroe, Mrs. Ernest C. Poole, Wilson M. Powell, Esq., Dr. Lucretius Ross, Mrs. Joseph R. Swan, Mrs. Clarence M. Woolley.

* Deceased.

BENNINGTON COLLEGE
BULLETIN

The Bennington School of the Dance
at
Bennington College
Summer 1935

BENNINGTON COLLEGE BULLETIN

ISSUED QUARTERLY AT
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The Bennington School of the Dance

The Bennington School of the Dance, established in the summer of 1934 as a center for the study of the modern dance in America, will hold its second session at Bennington College, Bennington, Vermont, from July 5 through August 17, 1935.

The School, organized and conducted as an autonomous division of Bennington College, represents a plan for the integrated study of the modern dance. The plan is based upon the belief that the modern dance is made up of a number of distinct expressions, each independent and significant in itself, which together constitute the contemporary form of the art. Therefore, for the student of the modern dance, a well founded individual point of view and sound critical judgment of his own and other's work must rest upon a comprehensive understanding of all of the influences shaping the development of the dance today.

The work of the School comprises an impartial analysis of those approaches to the technique and choreography of the modern dance best established in this country. It includes a survey of the historical background of the dance and a critical interpretation of modernism in the dance. It relates to the dance those aspects of music and of the theatre arts which are indispensable to an understanding of the whole structure of the art. The organization of work allows for differences of emphasis, thus making it possible to unite in one group, with the consequent desirable interchanges, students of a variety of interests and abilities.

The essential purpose of the Bennington School of the Dance is to unify these experiences in a single enterprise by bringing together in its staff, dance artists, teachers, critics, musicians, and artists in

allied fields; and in its student body, teachers, professional dancers and those interested in the art as amateurs and as audience.

Beginning with 1935, the Bennington School of the Dance will extend its program of work to include a workshop in choreography and concert production. Except for the workshop, the School, as in its first session, is open to students interested in a comprehensive program of study. This general program is organized for students of all abilities from the novice to the professional dancer, students of like ability being grouped together. The workshop is open only to a limited number of students of advanced ability in the modern dance who are interested in the specialized experience of studying as members of a concert group. Martha Graham, Hanya Holm, Doris Humphrey and Charles Weidman, in addition to teaching in the School, will in different years direct the workshop. Details of both programs of work for the session of 1935 are given below.

The setting and arrangements of Bennington College are well adapted to 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. The College 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.

The facilities of the College provide living and working conditions of a modern and convenient type. Details of living arrangements are given below. Facilities for work include a number of studios, outdoor dance green, fully equipped theatre, the College library of books and music, practice rooms, pianos and phonographs, conference rooms and offices. The Bennington College cooperative store and the College post office serve members of the School.

THE STAFF

MARTHA HILL, Director

Miss Hill is at present teaching dance at Bennington College and at New York University. She has previously taught at Lincoln School of Teachers College, Columbia University, and at the University of Oregon. She has studied ballet, romantic and modern dance, music and Dalcroze Eurhythmics with various artists.

MARY JOSEPHINE SHELLY, Administrative Director

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

MARTHA GRAHAM, Director of the Workshop, Session of 1935

Miss Graham is a recognized leader of the modern dance in America as an artist, choreographer, and teacher.

HANYA HOLM (On leave of absence during the session of 1935)

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, and an editor of the *Dance Observer*.

DORIS HUMPHREY

Miss Humphrey is a recognized leader of the modern dance in America as an artist, choreographer, and teacher.

NORMAN LLOYD

Mr. Lloyd is a graduate of the Department of Music Education of New York University, and is at present teaching music, accompanying, and composing for the dance in New York City.

JOHN MARTIN

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

LOUISE MARTIN

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

JANE OGBORN

Miss Ogborn is at present teaching drama at Bennington College. She is a graduate of the Department of Drama, Yale University.

CHARLES WEIDMAN

Mr. Weidman is a recognized leader of the modern dance in America as an artist, choreographer, and teacher.

TINA FLADE, Alternate for Miss Holm, Session of 1935

Miss Flade is a recognized concert dancer and teacher of the dance in this country. She has been a teacher at the Mary Wigman School in Dresden and a member of the Mary Wigman Concert Dance Group.

DINI DE REMER, Accompanist for Miss Graham

Miss de Remer is accompanist at the studio of Martha Graham in New York City.

RUTH LLOYD, Accompanist

Mrs. Lloyd is at present accompanying for the dance in New York City.

BESSIE SCHÖNBERG, Assistant to Miss Hill

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, 1929-1932. She has studied at the Neighborhood Playhouse Studios and at dance and art studios in this country and in Germany.

**ASSISTANTS TO MISS FLADE, MISS GRAHAM, MR. HORST, MISS HUMPHREY,
MR. WEIDMAN**

ACCOMPANISTS FOR MISS FLADE, MISS HUMPHREY, MR. WEIDMAN

MARTHA H. BIEHLE, Executive Secretary

Miss Biehle is at present financial secretary of Bennington College. She is a graduate of Wellesley College.

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

ELIZABETH HALL, Manager of Cooperative Store, Bennington College

MYRA H. JONES, Comptroller, Bennington College

GLADYS Y. LESLIE, Librarian, Bennington College

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

STENOGRAPHER

NURSE

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

Bennington College is represented in the making of policies and in the financial control of the School by the following Committee appointed from the Trustees of the College:

ROBERT D. LEIGH

President of Bennington College.

CHARLES HAROLD GRAY

Acting President of Bennington College, second semester, 1934-35.

JOHN J. COSS, Chairman

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

FRANCES COLEMAN HOLDEN (Mrs. ARTHUR J.)

Trustee of Bennington College.

EDNA MORSE JACKSON (Mrs. PERCY)

Trustee of Bennington College.

THE ADVISORY BOARD

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

ROBERT D. LEIGH, Chairman

JOHN J. COSS

MARTHA GRAHAM

HANYA HOLM

LOUIS HORST

DORIS HUMPHREY

DOROTHY LAWTON

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

JOHN MARTIN

JAY B. NASH

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

GREGORY TUCKER

Composer and member of the music faculty at Bennington College.

CHARLES WEIDMAN

THE PROGRAM OF WORK

The work of the School, planned for a full session of six weeks from July 5 through August 17, 1935, represents a basic study of the whole structure of the modern dance. According to the direction of the student's interest, application may be made to carry either the *general program* or the *workshop program* of the School.

General Program

The general program, open to students of all abilities, is an inclusive study of contrasting approaches to technique and choreography, and of the historical, critical, musical and theatre arts materials which make up the substance and the background of the modern dance. Within the courses offered, sections are arranged on the basis of previous experience in these fields. The student will be advised to choose from the following courses an appropriate program and one which, from the standpoint of the time demanded, permits thorough exploration of the fields chosen.

Modern Dance

Martha Graham, Doris Humphrey, Charles Weidman, and the Wigman School represented by Tina Flade, alternate for Hanya Holm for the session of 1935, will present their individual approaches to the technique and choreography of the modern dance.

In consideration of the purpose served by the School, it is expected that all students will participate in this course. Students will be grouped according to ability. The work of each artist will occupy a two weeks period. Each group will work daily for one period for four of the six weeks, and will carry a double section of two periods daily for the other two weeks, each group thus having two weeks of work with each of the four artists.

Techniques of Dance Movement

Miss Hill will present techniques and technical progressions based upon a fundamental analysis of movement for the dance. The material derives from a formulation of the principles, forces and factors present in all movement of the human body, and from a consideration of the content and significant form to be discovered in the medium of movement.

Open to all students, grouped according to ability.

Composition in Dance Form

Mr. Horst will present problems in dance composition based on musical forms. Each problem will be analyzed in relation to its authentic historical background and structural form, and individual and group dances based upon each problem will be presented for criticism.

Section A—Pre-Classic Forms

Open only to students with background in the modern dance.

Section B—Modern Forms

Open only to students with background in the modern dance and experience in dance composition.

Dance Composition

Miss Hill will present a study of dance composition from the standpoint of: sequential form and group design in space; a single compositional factor or a combination of factors such as direction, level, tempo, dynamics, and the like; dance content, theme, or idea. Sketches and dances will be presented for criticism.

Section A—Introductory

Open to students with little or no experience in the modern dance and in dance composition.

Section B—Advanced

Open to students with previous experience in the modern dance and in dance composition.

Elements of Music

Mr. Lloyd will present an elementary theoretical study of music notation, rhythm, melody, and harmony as these relate to the dance. Musical forms will be analyzed.

Open to all students.

Basis of Dramatic Movement

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

Admission by conference with the instructor.

Stagecraft for Dancers

Miss Ogborn will direct groups interested in the problems of staging, lighting, make-up and costume related to dance. Practical experience with these problems will be afforded in connection with the productions of the School.

Open to all students.

Dance History and Criticism

Mr. Martin will conduct lectures and lead discussions in the history of the dance and in the critical interpretation of the modern style. The course will consider those personalities, social modes, and cultural forces which have shaped antecedent styles in the dance, and those which dominate its contemporary development.

Open to all students, divided into two groups according to previous study.

The Dance in Education

Miss Hill and Miss Shelly will lead group discussions, panel discussions and lectures based upon the interests of students in the field of education. Problems studied will include: movement for the dance, form and meaning in dance, dance composition, accompaniment for the dance, teaching methods, terminology, systems of dance notation. Other members of the staff will cooperate in the work.

Open to all students.

Special Studies in the Dance

Regularly scheduled conferences will be arranged with members of the staff for those students interested in the carrying out of individual or group studies of a research type in the field of the dance.

Admission by conference with Miss Hill and Miss Shelly.

Practice

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

Workshop Program

The workshop will be directed during the session of 1935 by Martha Graham. The workshop group will be composed of ten resident members of Miss Graham's Concert Dance Group and a limited number of students of advanced ability in the modern dance, not otherwise members of the School during the current session, who will be admitted for the period of six weeks as members of the concert group. Admission to the workshop, application for which may be made by any person with a substantial foundation in modern technique and with an interest in this type of experience, will be at the discretion of Miss Graham and the directors of the School. The outcome of the six weeks of concentrated study will be the public production of dances composed in the workshop by Miss Graham with the workshop group. Miss Graham will participate in this production as solo dancer and as dancer with the group. The workshop program is arranged as follows:

Technique and Choreography

The major portion of the student's program will consist of daily practice in Miss Graham's technique and intensive study of her choreographical method. The process of composition and participation in the rehearsals and final production of group works composed by Miss Graham will represent a thorough illustration of her approach to dance composition and an intensive experience as a member of a concert group.

Supplementary Study

Students in the workshop group will engage in such additional study in courses selected from the general program of the School as Miss Graham may advise.

Additional Program

Concerts

The Concert Series of the 1935 session, arranged primarily for the members of the School without admission fee, will be open to a limited number of the public. The series will include: a concert by Tina Flade; a lecture by John Martin; a joint concert by Doris Humphrey and Charles Weidman; and a concert by Martha Graham and the workshop group.

Demonstrations

The students of the School other than the workshop group will give no public productions. Demonstrations of finished work will be given informally for members of the School and invited guests.

Evening Meetings

Members of the staff will lead a series of regularly scheduled evening meetings in which topics growing out of the work of the School and those current in the contemporary dance will be discussed. From time to time, persons other than members of the staff will be guest lecturers.

LIVING ARRANGEMENTS

The ten 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. Students are advised to bring with them one extra double blanket. The furnishings of student rooms do not include curtains and rugs, and students are at liberty to provide these. Rooms are thoroughly cleaned each week. The School will use the College dining rooms in the Commons Building. A trained nurse will be at the School for dispensary service during certain hours.

COSTUME

A uniform work costume, to be ordered upon admission, will be worn by all members of the School. The most useful personal wardrobe is informal dress including outdoor summer sports clothing. The Vermont climate makes it advisable to bring also some warm clothing.

TRANSPORTATION

Students traveling by train should inquire at their local railroad offices for Summer Session rates to North Bennington. Round trip fares at one and one-third, or certificate fares (full rate one way and one-third fare return) will be available on most railroads in 1935.

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

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

EXPENSES

The Bennington School of the Dance is not a profit-making organization. Fees are based on actual costs and are identical for all students in the School. After payment, fees are not returnable.

Registration.....	\$ 10.00
Tuition.....	100.00
Room and Board.....	90.00
Total.....	\$200.00

Fees are payable as follows:

Upon admission, registration fee.....	\$ 10.00
On or before June 1.....	50.00
On or before July 5, the balance.....	140.00

FURTHER INFORMATION

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

Address: Miss Mary J. Shelly, Administrative Director
The Bennington School of the Dance
2 West 45th Street
New York, New York

After June 1st, address Miss Shelly at The Bennington School of the Dance, Bennington, Vermont.

STUDENTS, SUMMER 1934

Rae Abraham	Teacher, Public Schools, New York, N. Y.
Ellen Adair	Teacher, High School, Wilmington, Delaware
Ruth Alexander	Teacher, Ohio University
Norma Anderson	Teacher, Washington State College
Willie Dean Andrews	Teacher, Shorter College
Fannie Aronson	Teacher, Public Schools, Detroit, Mich.
Dudley Barnum	Student of Painting, Maurice Sterne Studio, New York, N. Y.
Emily Belding	Teacher, High School, Albany, N. Y.
Ruth Bloomer	Teacher, University of Oregon
Else Bockstruck	Teacher, University of Rochester
Prudence Brett	Student, Bennington College
Virginia Neal Brown	Teacher, Swarthmore College
Esther Buckeye	Teacher, Public Schools, Detroit, Mich.
Bertha Ochsner Campbell	Dancer, Teacher, Private Classes, Chicago, Ill.
Floy Crepps	Student, Purdue University
Lucille Czarnowski	Teacher, University of California
Evelyn Davis	Director, Evelyn Davis School, Washington, D. C.
Marion Dunbar	Teacher, Public Schools, Detroit, Mich.
Alma Ebeling	Teacher, Wilson Teachers College
Bettie Ellfeldt	Student, Wellesley College
Edith Ewald	Teacher, Public Schools, Grand Rapids, Mich.
Eugenia Fischer	Student, Skidmore College
Louise Fitzpatrick	Teacher, State Teachers College, Farmville, Virginia
Elizabeth Fleming	Teacher, Private Classes, New York, N. Y.
Marian Fluke	Teacher, Chicago, Illinois
Elizabeth Friend	Student, Smith College
Alice Gates	Teacher, Hood College
Mary Anne Goldwater	Student, Connecticut College
Ruth Harvey	Teacher, McGill University
Marion Haynes	Student, High School, Daytona Beach, Florida
Marie Heghinian	Teacher, Mt. Holyoke College
Virginia Higginbotham	Teacher, Ethical Culture School, New York, N. Y.
Polly Bullard Holden	Montpelier, Vermont
Vickery Hubbard	Teacher, Sunset Hill School, Kansas City, Mo.
Prudentia Huffman	Teacher, Public Schools, Detroit, Mich.
Anna Hughitt	Teacher, Oberlin College
Mary Jane Hungerford	Student, New College, Columbia University
Delia Hussey	Teacher, Public Schools, Detroit, Mich.
Elfrid Ide	Student, Edgewood School, Greenwich, Conn.
Ione Johnson	Teacher, University of Illinois
Margaret Johnson	Teacher, Wellesley College
Barbara Johnston	Student, Wellesley College
Helen Johnston	Business, The Pennsylvania Company, Philadelphia, Pa.

Virginia Keene	Student, Bennington College
Doris King	Teacher, Ohio Wesleyan University
Frances Kinsky	Teacher, Pine Manor, Wellesley, Mass.
Marion Knighton	Teacher, Sarah Lawrence College
Rose Koenig	Teacher, Public Schools, New York, N. Y.
Christine Dobbins Leahy	Assistant Supervisor, Public Schools, New York, N. Y.
Helen Leigh	Student, Edgewood School, Greenwich, Conn.
Betty Lindeman	Student, Bennington College
Elizabeth Linscott	Teacher, State Womens College, Denton, Texas
Naomi Lubell	Teacher, Russell Sage College
Charlotte MacEwan	Teacher, Wellesley College
Marion Martin	Teacher, State Teachers College, Trenton, N. J.
Alice Marting	Student, Wellesley College
Elinor Mayer	Student, Sarah Lawrence College
Elizabeth Merrick	Teacher, Private Classes, Amherst, Mass.
Lucinda Moles	Student, Wellesley College
Claudia Moore	Teacher, University of Nebraska
Mary Moore	Student, Bennington College
Tosia Mundstock-Martin	Teacher, Private Classes, Detroit, Mich.
Ruth Murray	Teacher, Wayne University
Eugenie Nicolas	Teacher, High School, Buffalo, N. Y.
Barbara Page	Teacher, Ohio Wesleyan University
Winifred Pearce	Teacher, Public Schools, New York, N. Y.
Julia M. Pratt	Student, New College, Columbia University
Ruth Price	Teacher, University of Southern California
Helen Priest	Student, New College, Columbia University
Jean Ramsay	Teacher, Oak Grove School, Vassalboro, Maine
Elizabeth Ransom	Teacher, Private Classes, Hartford, Conn.
Elizabeth Redman	Teacher, Friends Select School, Philadelphia, Pa.
Helene Rigby	Teacher, Private Classes, New York, N. Y.
Joy Rinaldo	Student, Wellesley College
Marietta Riseley	Teacher, Vassar College
Norma Rosen	Student, New College, Columbia University
Dorothy Sammis	Teacher, Private Classes, Brookline, Mass.
Pearl Satlien	Teacher, Public Schools, New York, N. Y.
Jeannette Saurborn	Teacher, University High School, Ann Arbor, Mich.
Margery Schneider	Teacher of Dalcroze Eurhythmics, Cleveland, Ohio
Vera Scoville	Student, Sarah Lawrence College
Clair Seymour	Teacher, Private Classes, Washington, D. C.
Sybil Shearer	Student, Doris Humphrey Studios, New York, N. Y.
Alice Sherbon	Teacher, University of Iowa
Elizabeth Sherbon	Teacher, High School, Ames, Iowa
Alice Kathleen Slagle	Student, Milburn High School, Milburn, N. J.
Dorothea Duncan Spaeth	Teacher, Private Classes, New York, N. Y.
Barbara Spaulding	Teacher, New Jersey College for Women
Nora Staael	Teacher, Sweet Briar College
Gloria Stanley	Teacher, Private Classes, Southington, Conn.
Claire Strauss	Student, Sarah Lawrence College
Marian Streng	Teacher, Barnard College
Edith Vail	Teacher, University of Nebraska
Marian Van Tuyl	Dancer, Teacher, University of Chicago
Betty Wardwell	Teacher, Marjorie Webster School, Washington, D. C.
Emily White	Teacher, University of Michigan
Mildred Wile	Student, Bennington College
Collin Wilsey	Student, University of Michigan
Galyn Winter	Student, Bennington College
Janette Wirt	Teacher, University of Idaho, Moscow
Lillian Woodworth	Teacher, University of Idaho, Southern Branch, Pocatello
Grace Woody	Teacher, Ball State Teachers College, Muncie, Ind.
Virginia Wray	Student, South Side High School, Rockville Center, N. Y.
Doris Yankauer	Student, Vassar College

Bennington

BENNINGTON COLLEGE
BULLETIN

THE WINTER FIELD AND
READING PERIOD

ISSUED QUARTERLY AT
BENNINGTON, VERMONT
Volume Three :: May 1935 :: Number Four

BENNINGTON COLLEGE
LIBRARY

BENNINGTON COLLEGE BULLETIN

The Winter Field and Reading Period at Bennington College

Various numbers of the BULLETIN give information about the fields of study, the admission system and expenses, and other matters of more general interest.

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

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

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

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

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

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

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

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

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

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ISSUED QUARTERLY AT
BENNINGTON, VERMONT

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The Winter Field and Reading Period at Bennington College

The two months' winter recess, during which the students leave the campus to work on their own, has probably called forth as much interested comment from educators, and raised as many questions in the minds of parents of prospective students, as any other educational innovation introduced at Bennington College. An attempt to evaluate the results of three years' experience with this unorthodox vacation system may therefore be of interest to friends of the College.

Purposes of the Winter Period

The winter period was designed to offset the disadvantages of rural isolation by providing an opportunity for students and faculty to take part in metropolitan life at its most active season. Accordingly, all the customary vacation time is concentrated into two blocks, July and August, and January and February. (It should be noted that the total vacation time is the same at Bennington as at other colleges; the arrangement only is different.)

Students are expected to use the winter vacation for serious educational purposes, availing themselves of the opportunity to engage in activities which could not be carried on at Bennington. For example, some may use the varied cultural resources of large cities, visiting museums and galleries, attending concerts, lectures and plays. Some may travel. Some may gain direct experience in the practical field in which their interest centers. Others may study at other institutions having specialized facilities for advanced work.

Apart from the obvious advantages offered by such an arrangement, certain educational gains of a more general nature were anticipated. Most students might benefit from participation in normal, adult social life. For all, the winter period would tend to develop that capacity for sustained, independent work without supervision which is an important educational objective of the College.

The First Year's Experience

In December, 1932, at the end of the first exciting semester of the brand-new College, a group of nineteen somewhat weary faculty mem-

bers and 87 freshman students were faced with the problem of planning the work of the first winter field and reading period. It is not surprising that the results were not uniformly successful.

The counselor, that is, the faculty member under whose direction the student is working in her trial major field, discussed and approved the plans of each student before she left Bennington, and defined her responsibilities for producing a written or oral report on her winter's work. On their return to College, students were asked to comment on their experiences; and a report on the work of each student was made by her counselor. The results of these comments and reports are summarized below.

Of the 87 students reporting, by far the largest number, 73, lived at home; four traveled; and six worked away from home. A total of 75 were in cities throughout the period.

The work planned by students and counselors took the form of reading and writing assignments, projects involving investigation and observation, or practical work of some kind. These projects were related in most cases to the field in which the student was doing trial major work. Other sorts of activity were undertaken in a few instances, either because they seemed to fill a need in the student's development, or because family arrangements made them necessary: for example, six had a metropolitan experience for the first time; four traveled with their families; and six made their debut.

No very definite conclusions as to the value of the winter period as a permanent part of the Bennington educational program could be drawn from this first year's experience. For as many as 24 students out of the 83, the period was rated as a failure. Yet the results on the whole were sufficiently rewarding to warrant the continuance of the experiment, many of the failures being attributable to the mistakes of inexperience, which might easily be remedied once they were recognized.

The most frequent criticism made by the students concerned the assignments themselves: they were too indefinite in many cases, and 41 students were given only reading and writing assignments, which could as easily have been fulfilled at the College. Where reading was assigned, many students had difficulty in procuring the necessary books from their local libraries. The difficulty of accomplishing serious work amid the distractions of family life was mentioned again and again. It is hard to assess whatever educational value there might be in the experience of

"coming out"; one of the six debutantes did, however, produce evidence of real industry and thoughtful observation in the shape of a 36-page paper on the anthropological origins and sociological implications of that custom. A few students thought the period too long, and the readjustment to college life difficult. Many pointed out the disadvantages of the long semesters of four unbroken months.

Some of the more intangible difficulties noticed by the faculty arose out of misunderstandings on the part of students and their families as to the possibilities and limitations of the period. Students were uneasy because they did not know how much work was expected of them. They were apt to entertain ambitions altogether out of proportion to the possibilities, and so suffer disappointment. Families were also misled in a few cases into thinking that the College expected an important piece of "research" from inexperienced freshman students; or they made the opposite mistake of regarding the period purely as a vacation, making demands upon the student's time which prevented her from fulfilling her College obligations.

However, many students brought back written work which gave evidence of profitable use of the time. Only four were reported by their counselors to be incapable of guiding themselves in independent work. Most of the students expressed their appreciation of the opportunity to test their own capacity to work without supervision; and to enjoy plays, concerts, exhibitions and social life. Sixty-two out of the 83 wished to retain the winter period unchanged.

Members of the faculty, all of whom left Bennington for the two months, made good use of the vacation to renew professional contacts, to use metropolitan libraries, to write, paint, or travel, and to visit other educational institutions.

The Second Winter Period

The plans for the second winter period were made well in advance, with a much clearer understanding of its purposes, possibilities and difficulties. The College then numbered 26 faculty members, and 163 students, 70 of whom were in their second year. Counselors had learned not to assign work which could just as easily be carried on at the College; students had a more realistic conception of what can be accomplished by an inexperienced young woman in the course of two months, away from the seclusion of an academic environment; the purposes and interests of

the second-year students had become better defined as a result of their college work, and an additional year of age and maturity made it easier for them to find jobs in which they could make themselves useful while gaining practical experience in some field of adult activity. Possible misunderstandings on the part of students' families were guarded against: a letter was sent out to the parents of every student, explaining the purposes of the winter period and the students' responsibility to use it in part for serious work, and asking for cooperation.

This careful planning resulted in a far more interesting and appropriate range of assignments. The proportion of students who found the winter period a valuable experience was much greater than in the first year: 146 out of 163. Only two of the second-year students failed to make good use of their time.

Innovations which proved very successful were two study groups under faculty guidance. One group of eight students, directed by faculty members from the divisions of art and social studies, spent six weeks in Mexico under the auspices of the Committee on Cultural Relations with Latin America. Another group of twelve went with the instructor in biology to the Bermuda Station for Biological Research, where they studied marine biology for six weeks. The student paintings, samples of Mexican art and handicrafts, and the biological specimens and drawings these two groups brought back contributed much to the interest of the community meeting held at the opening of the second semester, at which the students gave an account of their winter's experiences.

A smaller proportion of students than in the first year, 92 out of 163, spent the winter vacation at home. The difficulties of combining family life with the pursuit of serious intellectual interests was rediscovered. However, this experience is regarded with equanimity by the faculty; one of the principal educational aims of the College is to develop in students the habit of interested inquiry and learning, so that they will be well started on a process which will continue into adult life, when they are likely to be reabsorbed into just such family groups. The really unfortunate consequences of living at home were suffered by those students who live in small towns or rural communities, and who were unable either to afford a visit to a larger urban center, or to find a profitable use for the winter period at home. This difficulty was overcome in a few cases, jobs in Washington or New York being found in which the student could earn her board and room. But several students were undoubtedly handicapped by the limitations of their home environment.

Only 18 of the students undertook assignments which were confined to reading and writing. Most of these were using library resources not available at Bennington. The literature students, among whom reading and writing assignments were naturally most common, appreciated the opportunity for consecutive work on one project, free from the interruptions of classroom requirements. Thirty-three held jobs, mostly unpaid, in settlement houses, hospitals and clinics, laboratories, nursery schools, stores. Five traveled with their families, and undertook some special study in connection with the places they visited, though the results were generally not conspicuously successful. Five came out, most of them also undertaking and completing normal work assignments, ranging from a regular volunteer social service job to taking lessons in typing. Sixteen students took special instruction with other educational institutions.

The success of the second period left little doubt as to its educational value. Students returned with a new understanding of the relevance of college work to the work of the outside world. The faculty were impressed with the energy and seriousness with which college work was resumed.

The Third Year

At the end of the third winter period when the 218 students returned to the campus in February, 1935, a community meeting was held, at which six girls gave an account of their winter's work. A lively discussion of the winter period followed, in the course of which difficulties were brought out, and useful criticisms and suggestions made. But the overwhelming majority of the students evidently felt that their experiences had been valuable. This opinion was shared by the faculty: only 11% of the students were judged to have made poor use of their time.

The projects undertaken varied widely. As many as 40% of the students were attached in some capacity to institutions or organizations, doing voluntary or (more rarely) paid jobs, studying or observing. The remaining 60% were engaged in individual projects, the majority of which involved contact with organizations, interviewing, visiting museums or attending concerts as well as reading and writing. Again, a small group of art students went to Mexico, and a group of science students to Bermuda.

More than half the drama students worked in theatres or studios, generally combining this with some study in the related fields of litera-

ture, music or the dance. Two worked with the Workers' Laboratory Theatre, a job which had required them, besides fulfilling more strictly theatrical duties, to picket in a strike. Others read, attended plays, and wrote.

The music students continued the study of their respective instruments, attended and criticized concerts. One girl taught music, and another, interested in education, made a study of the methods by which music is being taught to children in some of the New York music schools.

A group of dance students who live in New York worked with Martha Graham, Hanya Holm, and at the American School of the Ballet. The entire Bennington group came together to give a recital of their own compositions at the New School for Social Research.

Students majoring in painting, sculpture, design and photography worked in studios, architectural offices, dressmaking and pattern-drafting establishments, as well as undertaking more academic work in such subjects as psychology, poetry and language study, and visiting museums and galleries. One art student taught sculpture at a secondary school, and acted as assistant to her instructor, who is painting a mural at the Lenox Hill Settlement House in New York.

The literature students were mainly, but by no means exclusively, engaged in reading and writing. Many literature students also worked in such subjects as art, the dance, music, drama, history or language study. One chose to use her vacation to live in North Bennington and study Greek in the College library, another to work in a law office, and another in a factory. An impressive sheaf of essays, book-reviews, poems and stories was handed in by students in this division, those of most general interest being read in seminar meetings early in the second semester.

Most of the science students found opportunities to work in laboratories, hospitals or clinics; the few who could not studied mathematics, physiology or chemistry by themselves. One science major prepared herself to earn money while in College by doing intensive work which qualifies her for the position of laboratory assistant. Another varied her study of geology with work in music and in nursery school techniques.

For students interested in the social studies, the winter period is especially important, since most of the practical field work and observation of urban or industrial conditions must be confined to these two months. Of the 50 major and trial major students in this division, 32 were attached

to organizations, working in social service agencies, teaching or observing in schools or nursery schools, holding jobs in factories, government bureaus, or business offices. One second-year student of economics was given the run of a large New England textile factory. She worked, talked and spent her leisure hours with the factory workers, and lived with a middle-class French Canadian family with a very different point of view. Coming from a fairly protected home background, she felt that these direct contacts had given her an insight into social and industrial relations which no amount of reading and theoretical discussion could have provided. One Senior Division student made use of the vacation to get married.

Though most of the faculty again left the campus, it is interesting to note the rapid increase in the number who stayed: during the first winter period, the entire faculty left Bennington; three stayed on the campus the second year; while no less than twelve remained for all or a large part of this last winter period, finding the deserted campus an excellent place to do reading and writing with interludes of winter sports.

Conclusions To Be Drawn from the Experience of the First Three Years

The results of an educational experiment can seldom be clearly foreseen, nor fully evaluated until long afterward. In the case of the winter field and reading period, however, the immediately observable educational values of the experiment have exceeded the rather modest expectations with which it was instituted. A two months' period away from the College, at a time when the winter's activity is at its height, can evidently be put to very good use by students interested in furthering their own education.

General Educational Results

The most commonly observed general result of the winter period is that the student is apt to return to College with a much clearer understanding of her own educational needs. She is no longer a more or less passive recipient of the teaching efforts of the faculty, but is ready to become an active participant in the planning of her own work. The development of such an attitude of intelligent self-direction is one of the purposes toward which the whole curriculum of the College is designed to contribute, but the progress made in this direction during two months spent away from the possibility of faculty assistance is often more conspicuous than in a whole semester spent on the campus.

There are several factors which contribute to this new understanding of the student's educational needs and purposes. She has had an opportunity to relate her college work to some field of adult activity. She can see how knowledge is applied, and what are the gaps in her own equipment. She is in a better position to choose what, among the many possibilities of the College, will be of most value to her.

Her intellectual understanding of her own educational needs is in many cases fortified by a more realistic and mature understanding of herself as a person. She has been working in an organization, where, for the first time in her life, she has been treated as an adult and responsible human being, and judged by adult standards. This experience has had an almost startlingly salutary effect on some of the more uncertain and dependent students.

On the negative side, a student may accomplish very little, and find it hard to resume college work. When she measures her achievements against those of other students, equally on their own and removed from faculty supervision or compulsion, she may be stimulated to increase her efforts in the future or she may be forced to the conclusion that her intellectual interests and drive are not as strong as she thought they were. Unless some special circumstances have contributed to her failure, this is likely to be a valid and useful conclusion, which will lead eventually to her dropping out of college.

In general, then, the experience of the winter period furthers the educational aims of the College by encouraging the students to assume a more realistic and responsible attitude towards their college work, seeing it in relation to a non-academic world of adult activity. But the winter period has proved to be of considerable value in contributing to a more specific educational aim of the College, that of discovering and defining the field in which the student will concentrate the main emphasis of her work in the last two years of College.

Definition of Student Interest

For those readers who are unfamiliar with the Bennington educational plan, some explanation is perhaps necessary. The four-year program of the College is based on the belief that "continuing education, self-initiated, is most likely to take place when the student has attained expertness, or a sense of mastery, in a few fields of enduring interest or use, rather than smatterings in a great many fields." Therefore the first two years, or Junior Division, are exploratory in purpose. The student

is asked to make a tentative choice, called a trial major, in one of the four main divisions: literature, music and art, social studies, or science. In it she will do more intensive work, with a view to testing her interest and aptitude for advanced study. She will also normally do work in all the other fields at some time during the first two years, such introductory work often leading her to change her trial major to a field which she finds to be more congenial. During the last two years, or Senior Division, she will major in one of the four main fields of study, aiming at a general competence in it. Thus, at the end of the second year, a critical decision must be made; the student must know in which field she has sufficient drive and interest to do two years of concentrated, advanced work, and she must have demonstrated her capacity and the seriousness of her interest to the faculty members in that division. In a number of cases, the experience during the second winter period has been a crucial factor in the student's decision; either she has had her choice strengthened and confirmed, or she has discovered that she had made a mistaken choice, and has shifted the emphasis of her college work in consequence, or a state of complete uncertainty may have become transformed into a definite purpose through contact with a new field of activity of which she previously knew nothing.

The most common experience among students who are already fairly certain of the field in which their main interest lies is to have their choice confirmed. Winter work is generally planned in relation to the trial major or major work, so that its effect is likely to be to broaden the student's understanding of the nature of work in that field, and of her own possible future place in it. One second-year student, for example, who thought she was interested in some application of psychology, gained enormously from her work in the Children's Center in Detroit, and is now applying for non-resident work there in her junior year.

However, the effect of closer contact is in some cases to discourage the supposed interest. During the second winter recess, for example, a freshman student doing trial major work in social studies, with the profession of social work in view, spent the winter at a settlement house in New York. As a result, she concluded that her real interest was in psychiatry, for which she now realized she would need a medical degree. Accordingly, she changed her trial major to science, and is now doing pre-medical work in the science division. Another student, interested in education, worked as an apprentice teacher in a progressive school. Her struggles with ten-year-olds convinced her that she was more interested in the subject-matter she was trying to teach than in child psychology,

so that her aim has changed from school-teaching to some form of adult education. A still more drastic change was made by a third-year student, already in the Senior Division in science, in preparation for a nurse's training. Last winter she worked in a hospital, and found that, though her interest in nursing is genuine, she has not the physical capacity to pursue it. The late discovery necessitated a temporary backward step, which will probably not delay her graduation with the first class, of which she is a member; she is now doing Junior Division work in art, always a strong secondary interest, and one in which she had demonstrated considerable capacity during her first two years. The discovery of such a mistaken choice is normally made earlier, during the first or second years, but even at this late date, it is a healthy experience.

Successful completion of an independent project has helped define the purposes of several second-year students who, without this experience, might have been too vague in their interests to be ready for Senior Division specialization. One such girl, a trial major in social studies, spent the winter in Washington, attending N.R.A. hearings, and interviewing members of the many New Deal organizations. She came back to College with a well-defined interest in labor economics, an idea of the kind of job she would like to prepare herself to do, and of the academic background she would require. Though these vocational purposes make very little difference to the major work she will do in social studies, her own attitude towards her college program is much more aggressive, and promises much better results; she sees the relationship of her academic work to a possible future career which appeals to her strongly, but which was quite unknown to her before she undertook her winter project.

The Value of the Winter Period for Students at Different Stages of Their College Career

The type of work undertaken, and the results achieved, naturally vary with the stage of development of the student. For freshmen, almost any contact with the outside world is apt to be educational, and may open up entirely new avenues of interest. Most girls enter College from a very protected home and school life, so that the winter period is their first excursion into a different kind of social environment. Such students can, therefore, learn a great deal by undertaking one of the numerous volunteer jobs in social service agencies, or other organizations, in which an inexperienced young woman can make herself useful. During the second year, it is apt to be less profitable to run errands or stamp envelopes in exchange for the opportunity of general observation; on the

other hand, it is often easier for the second-year student, with one more year of maturity and training to her credit, to find more interesting work. As has already been indicated, this second-year period is generally more important in its relation to possible Senior Division specialization. Since there has been only one period, the last, in which Senior Division students have participated, the full usefulness of the two months' vacation for third- and fourth-year students cannot yet be judged. It is clear, however, that the process of more exact and certain definition of interest and purpose continues, even after the student has made the decision as to her general field of concentration. One student majoring in human development, and interested in some application of science to human affairs, discovered the possibilities in the field of public health, and is now focusing her work around that interest, undertaking as her main Senior Division project an analysis of the public health organization of her native state. Another student, working broadly in economics and statistics, took a position in a publishing house where she helped plan and carry through a piece of research into advertising methods. The job proved most interesting, and there seemed to be some possibility that she might find similar employment upon graduation. Though the effect upon her College program is merely a slight shift of emphasis in her work in social studies, she has profited greatly by acquiring a more definite sense of direction. For still another student, aiming towards social work training, the possibility of a job at a hospital has opened up, so that she now expects to prepare herself, in college and graduate school, for medical social work. She will probably do non-resident work, at a place which offers the specialized facilities she now feels she needs, during her fourth year. Though such changes of emphasis, or clear definitions of vocational aims, are by no means the rule, almost every third-year student found the winter period an excellent opportunity to do concentrated, advanced work, and to use facilities not available at College.

The Value of Different Types of Assignment

What type of assignment has proved most profitable, and which arrangements lead to the poorest results, cannot be stated with certainty since there is so much variation among students, and the success or failure of a particular experience is not always clearly and immediately apparent. An analysis of the failures in the third winter period does not reveal any uniform connection between the type of assignment and the success achieved. Rather, the failure seems more generally correlated with the quality of the student's abilities and drive as demonstrated

throughout her college work. It is significant that the proportion of poor results is highest among freshmen, while only three of the Senior Division students did not do satisfactory work. One of these traveled, and succumbed to its distractions; one was disrupted by a serious accident; and the third was apparently hampered by a recent change in the direction of her work.

If any conclusions can be drawn at this early stage, the three years' experience would suggest that assignments confined to reading and writing, a continuation of work similar to that carried on at College, are not desirable except for advanced students, although their usefulness is greater in literature than in the other fields of study; that concentration on social life, while it may yield values which escape the observation of a college faculty, contributes very little to academic progress, and is not advisable for more than one of the two winter periods in the Junior Division; that travel with the family, though again it may be desirable and profitable, cannot ordinarily be combined with any serious study of the places or peoples visited; that organized work in groups, such as the Mexican study group, the work in Bermuda at the Biological Station, and the work in drama and in dance in New York is generally successful; and that an enormous variety of individual projects and jobs, if carefully and conscientiously executed, can contribute values to a young woman's college education which she would perhaps acquire in no other way.

In a new and growing institution, no part of the educational plan solidifies into a rigid and clearly definable body of custom in the short space of three years. The winter period is no exception. Some mistakes have been corrected, some difficulties overcome, some potentialities realized. But the only certain prediction which can be made at the moment is that the process of growth will continue. Some obvious difficulties still remain, and some lines of probable future development are already apparent.

From the point of view of the faculty, the main problem presented by the winter period is the planning of useful and practicable programs of work for the students under their charge. As experience accumulates, this problem will probably assume less formidable proportions. Profitable and unprofitable types of work will be better understood, and contacts will be built up with institutions and agencies willing to use Bennington students and to offer them opportunities for experience and observation. But the planning of projects for eight or ten "counselees" is likely to tax the ingenuity of faculty members for some time to come.

The relation between Bennington College and the institutions and organizations in which students have worked during the winter period have so far been left to individual arrangement, initiated by the student or her family, or by some member of the faculty. The College is indebted to those organizations, and to the many individuals, whose cooperation and assistance has been of immense value. As the College grows older, it is probable that some more permanent relationships with other institutions will be built up, as experience indicates the mutual advantages to be derived.

The difficulty of devising a useful occupation for those students who must spend the winter in small towns remains unsolved, and is perhaps insoluble. For students of social studies, a small town or rural community offers opportunities for observation or research; for example, a girl whose home is in a little Vermont village wrote an interesting account of her father's small factory, another who lives in a little New York town, and who is interested in social work in relation to education, made a survey of the school system and analyzed possibilities of employment for a visiting teacher in that community. But for students of drama, literature, music, and art, the opportunities presented by a small town are apt to be fewer than are available at the College.

Students still complain most frequently about the difficulty of doing serious academic work while living at home. As had already been pointed out, this "difficulty" is by no means an educational loss since it tests the student's power to pursue her own intellectual interests in an environment very similar to the one she is likely to enter when she leaves College. A similar complaint, that of the difficulty of working away from the College, without supervision or compulsion, is also regarded with complacency by the faculty, since it is part of the *raison d'être* of the winter period.

The question of expense is more serious, and presents real difficulty, again, when students live in places where the opportunities for profitable work are meager and the financial resources of the family do not suffice for travel or for a stay in some other place; or for students whose home is at a great distance from the College, so that the expense of going home, or of paying board and room in some Eastern city, is considerable. No study has yet been made of the costs of a winter vacation, as compared with the costs of the same vacation time spread over several shorter holidays and a longer summer vacation. Apart from the possibly greater expense of living at home in winter rather than in summer, nothing in

the College requirements involves the student or her family in extra expense, and all projects are planned with the financial limitations of the situation clearly in mind. Students who can afford it do occasionally incur other expense by paying tuition to some other institution or person, but this is entirely a matter of choice and is never prescribed as necessary by the College.

The one disadvantage which is felt by students and faculty alike is the unbroken length of the four months' semester. This can perhaps be mitigated by a short break in mid-term. It is in any case not of sufficient importance to offset the real advantage of the two months' stretch away from College, which makes possible concentrated periods of field work which could not be achieved in any shorter time.

Mrs. Leslie

THE LAST TWO STUDENT HOUSES

BENNINGTON COLLEGE
BENNINGTON, VERMONT
DECEMBER 1934

THE LAST TWO STUDENT HOUSES

Bennington College is now in its third year. Since its opening in 1932 it has admitted a Freshman class of maximum size each fall. Next September (1935) it will reach its full size of 250 students. At present it has room accommodations for 208 students. Next fall it will need to have ready for occupancy two more houses to provide the forty-two additional rooms necessary to house the complete undergraduate body.

The College's financial plan provides that the costs of current operation be paid for by student fees and that buildings and equipment be provided by gifts from the interested public. Pledges and gifts totalling a million and a quarter dollars—a sum sufficient for the four-year building program *and including the two student houses not yet erected*—were in hand when the Trustees voted in 1931 to go ahead with construction and the admission of students. The costs of construction have proved to be within the estimates. But during the intervening years several donors have been obliged by circumstances outside of their control to postpone indefinitely or to cancel their pledges. A part of these inevitable losses due to the financial depression has been made up by additional gifts since 1931. But now, faced with the necessity of providing cash in hand for this last unit of the building program, the College must secure pledges or gifts in sufficient amount to restore the original total. This means turning to the public for \$106,000, the estimated cost of the two student houses.*

GIFT-WITH-INCOME

Outright gifts or pledges of funds to be given over a three, four, or five year period in large or small amounts are, of course, the most favorable means of paying for the houses. But the College recognizes that outright gifts these days are impossible for many who are vitally interested in

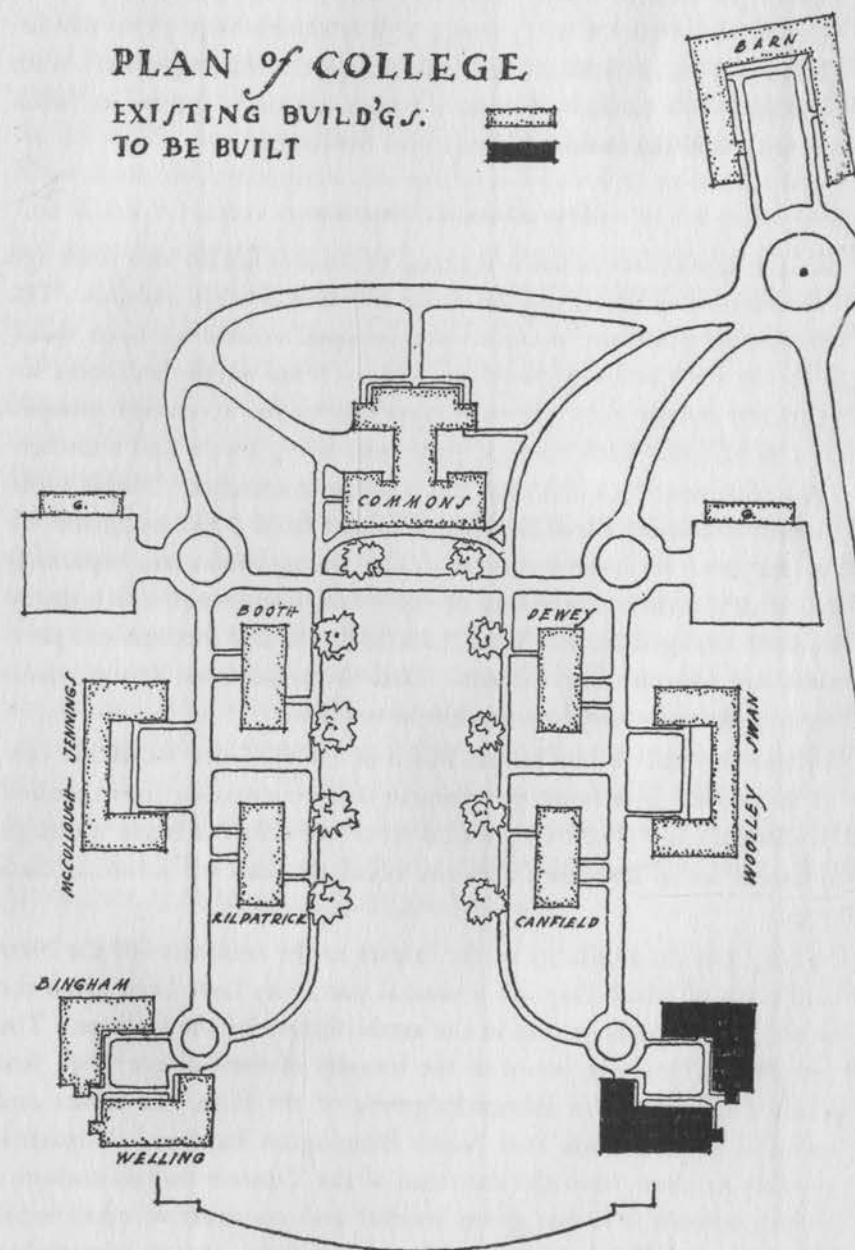
* As this is being written a donor has agreed to give \$20,000 under the gift-with-income plan. The total needed is, therefore, \$86,000.

its work. The Trustees have, therefore, provided an alternative form of gift which is actually a safe and profitable investment for the life of the donor, and is translated automatically into a gift at death. For lack of a better name it is called the gift-with-income plan. Under it a donor may (after acceptance of the proposal by the Trustees) contribute an amount from \$200 to \$53,000 (the latter sum is the estimated cost of a single student house). In consideration of the contribution the College Corporation will enter into an agreement to pay 5% interest as long as the donor lives. The sum contributed will help pay for the two new houses. The income from student rentals regularly received from the two new houses is sufficient to provide funds for the payment of the annual interest charge under the agreement. Upon the death of the donor the agreement to pay interest automatically terminates.

As an investment the gift-with-income has the advantage of steady and reliable interest yield on the total paid in. The College earmarks a specific revenue with which to pay interest and if it fails to pay interest makes itself liable to repayment of principal. It has, of course, the disadvantage that the agreement is not transferable by sale, gift or inheritance. A donor may arrange with the Trustees in some cases for joint donorship, where the interest is paid as long as the survivor shall live. And the College, on its part, reserves the right to repay the principal, upon due notice, and thus terminate the agreement.

It is distinctly not the intention to provide a commercial investment, but rather an educational investment, enabling friends of the College to anticipate an eventual gift by turning over funds which function during their lifetime as a secure investment with a good rate of interest and serve the College in an emergency.

The College is very much a going concern. From the day it opened it has had a maximum enrolment and the paid applications for next year's class exceed by 50% those received a year ago this month for the class admitted last September. Depending as it does on fees from students for its operating expenditures it requires the full quota of 250 students next fall to balance the budget. Without funds for either of the two houses needed, it will mean two students in rooms designed for one student in the case of



one-third of the student body. This would be almost disastrous. With funds for only one house, a half as many will be doubled up. This will be, at the least, very inconvenient for the students so crowded together. With funds pledged or in hand by February 1 next, contracts can be let, work begun April 1 and the buildings ready next September.

THE STUDENT HOUSES

Since the appearance of the first group of student houses two years ago they have become an object of interest for all visitors to the campus. The ten houses now built and occupied are grouped around an open quadrangle facing the Commons Building. In each are single bedrooms for approximately twenty girls. In most cases four or five rooms are grouped around a bathroom. Each house has common living rooms and a kitchenette. An apartment for faculty use has a separate entrance. Maple furniture in early American reproductions, obtained from a factory in the village, is supplied for each bedroom. The living rooms are separately planned with the careful selection of color and furnishings which distinguish a well-arranged home. Long, bare hallways and institutional paraphernalia are conspicuously absent. Both bedrooms and living rooms provide an essentially simple, homelike atmosphere.

In these two-story white houses much of the students' social life centers. A simple inclusive house government is the nucleus for the organized part of student life. The living rooms serve not only for house meetings and informal social activities; they are regularly used for informal class meetings.

Carrying out the similarity of the houses to the residences of the New England town of which they are a natural part, they have been given the names of families participating in the establishment of the College. The first was Booth House in honor of the founder of the College; then Jennings and McCullough in acknowledgment of the faith, the labors and the financial help of these two North Bennington families. Kilpatrick House takes its name from the chairman of the Trustees and an authority on modern schools who has given fruitful and constructive educational direction and guidance to the venture from the outset. Another house has

been named Dewey after a Bennington and Vermont family known and honored since the founding of the town, a member of which, John Dewey, is an educational philosopher to whose thought the College is deeply indebted. Canfield House honors a Vermont family, a distinguished member of which gave generously of her faith and support at a time when Bennington College was an idea not yet embodied in an institution. Swan and Woolley Houses represent an acknowledgment of the personal efforts and financial help of two families who did much to make the College possible. Of the two houses completed last summer Bingham is the name of one of the earliest owners of the land upon which the campus is now situated and is in memory of a descendant of this family who, with her husband, contributed generous and timely financial help and support. The same reason led to the naming of Welling House in honor of an old North Bennington family.

It is planned to continue this tradition of giving family names of significance to the College or the locality in naming the last two student houses. A gift of funds for one of them would identify a person not only with an attractive student residence but with a student organization whose name will probably outlive the residence itself. Direct gifts in any amount are needed. \$2,500 will build and equip a student room (and the proportionate share of living room and other utilities) and enable the College to use the interest on the \$2,500 for scholarships. A gift with income of the same amount will provide the donor with interest on that sum for life and at the same time build and furnish a college home and working place for generations of Bennington undergraduates.

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