

Students and Administration Evaluate Focus Week Activities and Results

Faculty

"I found this Focus Week most helpful to me personally, and was impressed with the opportunities it offered the students."

"I think one of the very smart things of this Focus Week was the selection of men who expressed themselves differently. They possessed the same basic beliefs but were different in expression. This is very good and appealing to different types, and I hope it shall continue."

Students:

"The need for more activities like those carried on last week was clearly revealed in the participation of the students."

"Focus Week made me realize the need for more original thinking on the part of the students."

"Focus Week seems lacking in that too many activities were going on. It seems that if the week is to be set aside for a purpose, more time should be given to preparation for discussions and seminars."

"The team members were so down-to-earth and understanding that it was a real joy to talk with them."

"The most significant result of the week was the stimulation of

thought provoking questions on the part of students. It remains to be seen what will come of it all."

"The B.F.U. party did more to unite the students than anything that has been presented at Meredith College. If more of such things could be presented I'm sure it would raise the school spirit a great deal."

"I would like to see Focus Week extended over a longer period of time."

"In my opinion it was 'tops' and it satisfied the needs of many."

"I think that we should carry out what we have learned from Focus Week. We should make Christ our Imperative every week."

"Focus Week was one of the most inspiring weeks I have ever spent."

"This Focus Week has been a great success, I think, and it has meant much to me spiritually."

"I think there should be more small group discussions. I received more from discussions at the dining table, classroom, and Pause for Power than anywhere else."

"Just have the next Focus Week as this one, and it will be an inspirational experience for all."

"It was the most enjoyable week I have ever spent at Meredith College."

"I wish that we could have Dr. Clarence Jordan back for conferences this year."

Ivey Offers Modern Dance Is Art Art Exhibit

by Jenny Rembert

Friday afternoon, March 1, the art students had an opportunity to hear Professor Gregory D. Ivy speak on painting, and see his work which is now on exhibition at the State Art Gallery. He is the head of the Art Department at W.C.-U.N.C., and is one of the top watercolorists. He said that art in North Carolina has advanced tremendously during the recent years. He feels it a good fortune to have been able to have helped these people who have furthered art. Professor Ivy's job is to help people carry out the ideas that they would like to see done. He called himself a "high class janitor."

As he walked over to a painting on the wall to his left, he said, "I'm a very peaceful person really." Then he pointed to the painting "Portrait of a Modest Woman," a picture in which the expression was a little "nasty," and he remarked, "Some women are that way." Some of his other pictures were "Storm at Gallup," "Across the Bay," "Yesterday," "Churchyard," "Landscape," "Newkirk's Barn," "Tomorrow," "Airport at Santa Fe," "Port Terminal at Morehead City," "Grey Hills," "Along the Santa Fe," and "Near Window Rock." The variety of paintings reflect in a measure his variety of interests.

Professor Ivy briefly took the group through the different periods of art beginning with the Greeks and going through the 19th century.

In explaining his work, Ivy said that there was no "right road" in painting a good painting. He thinks that there are as many "right roads" as there are people. He likes to go sketching, and his favorite method is to ride around the country and see the landscape in different situations so that he will be sure that he wants to paint that particular landscape. Among Professor Ivy's paintings are paintings of landscapes in Mexico, New Mexico, California, and North Carolina.

The exhibition will be in the State Art Gallery until March 30.

He has exhibited by invitation at some of the leading galleries of the country, including, the Brooklyn Museum, Metropolitan in New York, and the International Exhibition at the Art-Institute in Chicago. Mr. Ivy has exhibited his works in several other places in N. C.

During the World War II, he was a Sergeant in the Engineer's Camouflage Division of the Air Force.

Creative Rhythms need explaining—both the term and the contents, for many of you wonder how anything that's taught in a gym class can be put into an artistic program. What we teach on this campus for Creative Rhythms is part of a movement among the art forms of today known as Modern Dance. It is an art expression—an expression through movement. It is another way of telling about the things that happen to us. Consequently, this dance can be as exalted as our highest religious ideals or as shoddy as empty minds.

It's significant that the movement began in this country, because it grew out of a reaction against classical ballet, which is typically European in origin. Ballet began in the courts of Europe in a society that was idle and needed entertainment.

By the nature of its origin, this dance became fanciful, escapist, dealing with legends of kings and courtesans in fabulous times. And it was satisfying to the people who watched it because their lives had no reality. Companies were formed, which were frequently commanded to perform on short notice. Thus, it is easy to see how the dance movements became stylized into definite patterns and the patterns acquired names so they could be quickly recalled. The companies grew into schools and the schools spread, but the techniques were the same. A dance could change from a school in Italy to one in Russia with no difficulty.

As the techniques crystallized, the costume patterned itself into the traditional, ascetic white, and the dance movements became more stylized. Ballet flourished just before and during the Victorian era, because of its romantic quality.

But it was an American girl who dared to break the mold. Her name was Isadore Duncan, and she appeared on the dance scene around the turn of this century. She danced barefooted, for one thing, alone, and in a simple tunic. She danced to music

that was not written for ballet, and she used no traditional ballet steps. She felt her way to music in dances that were simple, but profound. And she revolutionized her field.

A young man and woman who had been interested separately and later, mutually, when they married, in East Indian and Aztec dancing, came under her influence. Out of this interest was a school that was to produce many leaders in the field today. The young couple was Ruth St. Denis and Ted Shawn. The most famous pupil from their Denishawn school was Martha Graham. She danced alone when she first left their group, but later acquired a company of her own. Now her concerts are events as great in her field as Toscanini's concerts are in the field of music. She has become the mind of the modern dance as Picasso is the mind of modern art, and it is under her influence and that of others that this art form has come into its own today. It is highly individualized there are no set techniques—rather, "anything that the body can do," expressive of emotion, is permissible. This dance is experimental; it is not escapist, it changes with the ever-changing culture of which it is part, and reciprocally, it has its effects on the culture.

I do not mean by the above that all ballet is bad. Some of it that we see even today is still meaningful and sterile. But ballet, too, has been affected by the Modern dance, and most of it now is a combination of the old and the new. Some very significant efforts have been made in this field.

Our Creative Rhythms classes at Meredith combine a physical education program with creative endeavor to express in the medium emotions that are our own, and the Christmas and Spring programs are the culmination of this activity. All of the dances will be original with the group and the settings and costumes will have been designed by members of the group and made through the Art Department. It is quite an effort on our part and one that we hope will be beneficial to the school.

We think that the program will be well balanced with the Folk Dance, which is a people's dance patterned by a country's heritage and handed down over the years—and with the spontaneous effort of the Creative Rhythms group.

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