

## SATURDAY MORNING SESSION

June 21, 1930.

The meeting convened at ten o'clock, Dr. William H. Kilpatrick, presiding.

The following were present:

Wilford Aiken, Director, John Burroughs School, St. Louis, Mo.

Willard W. Beatty, Supt., Bronxville Public Schools, Bronxville, N.Y.

Ralph Boothby, Headmaster, Metairie Park Country Day School, New Orleans, La.

John Clark, Principal, Lincoln High School, New York City

Dr. M.C. Del Manzo, Provost, Teachers College, Columbia University, New York City

Professor John M. Gaus, The Experimental College, University of Wisconsin, Madison, Wis.

Frederic H. Kent, 458 West 116th Street, New York City

Mrs. Frederic H. Kent, 458 West 116th Street, New York City

E. Langley, Principal, The Edgewood School, Greenwich, Conn.

Helen Lynd, Member of the Faculty, Sarah Lawrence College, Bronxville, N.Y.

Robert S. Lynd, Executive Secretary, Social Science Research Council, New York City

Dr. Fred A. Moss, Center for Psychological Service, Washington, D.C.

Helen Parkhurst, Principal, The Dalton Schools, Inc., New York City

Mary E. Pierce, Director, The Park School, Cleveland,  
Ohio

E. M. Sipple, Director, The Park School, Baltimore,  
Maryland

Eugene Randolph Smith, Headmaster, The Beaver County  
Day School, Chestnut Hill, Mass.

Mrs. Eugene R. Smith, Beaver Country Day School,  
Chestnut Hill, Mass.

Herbert Smith, Principal, The Fieldston School,  
Fieldston, N.Y.

Perry Dunlap Smith, Headmaster, North Shore Country  
Day School, Winnetka, Illinois

Morton D. Snyder, Headmaster, Rye Country Day School,  
Rye, N.Y.

Katharine Taylor, Director, The Shady Hill School,  
Cambridge, Mass.

Carleton Washburne, Supt., Winnetka Public Schools,  
Winnetka, Ill.

Dr. Eleanor Rowland Wembridge, Referee, The Court of  
Domestic Relations, Cleveland, Ohio

Edward Yeomans, Principal, The Ojai Valley School,  
Ojai, California

Dr. John J. Coss, Columbia University, New York City.

Mrs. George S. Franklin, New York City

Mrs. Arthur J. Holden, Old Bennington, Vt.

Dr. William H. Kilpatrick, Teachers College, Columbia  
University, New York City

Hall Park McCullough, Esq., North Bennington, Vt.

Mrs. Hall Park McCullough, North Bennington, Vt.

Mrs. Clarence M. Woolley, Greenwich, Connecticut

Robert D. Leigh, President Bennington College

Mrs. Robert D. Leigh, Bennington, Vermont

Fred O. Newman, Assistant to President of Bennington  
College

The following were the members of the two Committees:

Committee A - John J. Coss Chairman

#### Ways of Getting Started

M. C. Del Manzo  
Robert Lynd  
Wilford Aikin  
Helen Parkhurst  
Willard Beatty  
Ralph Botthby  
Eugene R. Smith  
Helen Lynd  
John M. Gaus  
Mr. H. P. McCullough  
Mrs. H. P. McCullough  
Mrs. George S. Franklin  
Dr. Booth  
Robert D. Leigh

Committee B - William H. Kilpatrick,  
Chairman

#### Educational Program

Perry D. Smith  
Herbert Smith  
Mary Pierce  
E. M. Sipple  
Morton Snyder  
Carleton Washburne  
John Clark  
Eleanor R. Wembridge  
Mrs. E. R. Smith  
Miss E. Langley  
Edward Yeomans  
Katharine Taylor  
Mrs. Robert D. Leigh  
Mrs. Clarence M. Woolley  
Mrs. Arthur J. Holden  
Dr. Fred A. Moss



The following were the sub-committees:

Committee A

Eugene R. Smith, Chairman  
Helen Parkhurst  
Wilford Aiken  
Willard W. Beatty

Committee B

Katharine Taylor, Chairman  
Perry D. Smith  
Herbert Smith  
Carleton Washburne

CHAIRMAN KILPATRICK: To order now, please.

We will first call on President Leigh to make some announcements.

PRESIDENT LEIGH: I just wish to announce that inevitably we must close by one o'clock because there is going to be a luncheon, a buffet luncheon, in this building, and a great many of the Bennington people are going to be here. That is the only real social event that has invaded this meeting, and we thought we all had to eat at one so that would be held at one. What we will do after luncheon I think we cannot determine at this point. Those of you who are able to stay in town until four-thirty o'clock of course are invited over to our house to tea.

CHAIRMAN KILPATRICK: Now we have come together this morning, as I understand it, facing a condition and not a theory. It is a real situation that we face. The Trustees of Bennington College have called this Conference asking for our best advice. I say "our", meaning all those who have been in-



vited to come. We have been asked for our best advice as to what they should do in the present emergency. It is an emergency. Our advice is to take into account all of the things in the situation as far as we are able to sense them and advise the Trustees what, all things considered, we think they should undertake. That includes feasibility as well as desirability, the two things have got to come together.

I would suggest that we have no agenda made in advance. I suggest that we first of all hear the report on the two committees, and after we hear that report that we proceed then and there first of all to make an agenda of matters that we shall discuss, and put them in an order in which they should be discussed. So as we hear the report of the two Committees we will be turning them over in our minds under the heads of agenda.

Committee "A" is Dr. Coss' committee, and Mr. Eugene R. Smith has the report.

MR. EUGENE R. SMITH: Mr. Chairman: These are the recommendations that are made by the Committee: First It is the sense of the meeting that the college should be located in Bennington.

Second, it is the sense of the secondary school members that the school or college should open in 1931. This was concurred in by the other people present.

Third, the following financial suggestions were

made:

(a) That the dormitory construction be financed through loans; the interest and amortization being met by the part of the annual charges allotted to room rent. That may require a little explanation: A number of colleges have succeeded in handling their dormitory construction by loans made through banks or other financial agencies where they laid aside under a definite plan certain proportions of the income, which could fairly be said to be payment for room rent, and by making this definite arrangement exactly as some of the countries have arranged to make loans and set aside part of their interest income, or income through taxes of one sort or another, the whole thing has been handled by these outside agencies. It is believed that it is possible to handle the entire dormitory construction as is necessary for each incoming class through some such arrangement, in that way taking nothing out of the funds that are given for the college purposes, when in the course of twelve, or fifteen, or twenty years - whatever proves possible - having out of this income met entirely the cost of construction, the dormitories will be paid for.

(b) Scholarships. On the question of scholarships which seem to be the other heaviest expense, the following suggestions are made:

First, that such part as is possible of principal, as well as the interest, of funds given for scholarships be used for scholarship purposes at once in order to insure a



balanced clientele. The belief is that this would encourage the giving of money for this purpose.

Second, that parents of pupils enrolled be invited to add to their tuition payments 1 or 2 per cent annually to create a scholarship fund.

Third, that since Bennington College will offer opportunities particularly desirable for graduates of the progressive schools, the College should urge interested schools to recommend very promising pupils who could not come to the College without financial assistance, and to become responsible for the scholarship allowances for such pupils. The effect there is that if there were in a school a very promising pupil who ought to have the benefits of Bennington College it might very often be possible for that school to raise among its local people the money to send the pupil to Bennington just as many of the schools have scholarships at Princeton and at Vassar, whatever it happens to be.

(c) Under financial suggestions there are two parts: First, that the trustees consider a plan by which parents will be required to deposit a certain sum as a non-interest bearing loan, to be left with the College while the student is in College, and to be returned when the student leaves.

Second, that interested parents be encouraged to make such loans at the time of registration.

The first is the revolving fund type of loan



that is becoming more or less common in the schools of the country, and to which parents are less and less subjected to bearing the whole burden, the idea being that any one generation of parents bears the burden, or a certain part of the burden, while their children are in school, passing that burden on to the next generation of parents when their children need school. As a matter of fact the parents that can afford it never take it out, and that becomes increasingly so as the school gathers momentum and gains the support of the people. As far as I know, no college has yet tried the plan, but it has proved so successful in secondary schools there is no reason why a college should not try it.

The second suggestion that interested parents be encouraged to make such loans even before their children are interested in college, possibly at the time of registration, is a good one. It means that ahead of entrance, possibly five years from now, some parents might be willing to make a loan at that time to carry on until the daughters had graduated from college.

Those are the suggestions, Mr. Chairman, made by the Committee.

CHAIRMAN KILPATRICK: If there is nothing else under the head of Committee "A", we will go to Committee "B". Miss Taylor will make the report on that.

MISS KATHARINE TAYLOR: Committee "B" took up

its work under two headings: What in the educational policies of Bennington College as outlined works possibly against its success; and what are the strongest features of the plan which would induce success in establishing it?

CHAIRMAN KILPATRICK: It might be we felt our work last night to be this: that we were discussing rather a theory than a condition. That is to say, we were asking: Is the school to be at Bennington? If not, why not? If yes, why? What should it be? We felt we must roam around in our thinking in last night's Committee meeting. Today we are facing actual conditions, and last night we were asking for all possibilities. So that if the report seems to flit about in that way, or takes up more different things, it is from that point of view.

MISS KATHARINE TAYLOR: We said at one time: If no plan for Bennington existed, and a group could start out anywhere in anyway to establish a new college, what would you do? So you see how detached we were at times from the conditions controlling the situation. Dr. Kilpatrick summarized the aims and the major features of the plan as they have been outlined. In the publicity we took up some of the following questions: scholarships from the educational point of view.

The agreement was that the scholarship scheme is very commendable. We were particularly concerned that there be a graduation in the amount paid, and that such parents as could pay be encouraged to pay toward the actual cost of main-



taining the scholarship fund. I notice the other Committee has worked out a very similar suggestion from Mr. Eugene Smith's report. A graded scheme of partial tuition might be a solution rather than a simple awarding of scholarships.

The problematical features in the scholarship plan seem to be the question of selecting people who can amalgamate themselves into a livable college group. The question of similarity of background came up there. In the discussion of enough similarity of background to warrant such an amalgamation, we discussed the question of a girls' college versus a co-educational college. The majority of the group seemed to be in favor of co-educational. However, with regard to Bennington College we thought that if it was to be located at Bennington there was a considerable difference of opinion about the advisability of co-education. Probably a slight majority thought it would be unfavorable to have co-education at Bennington, that it would not succeed. I think all of us thought - however, before I go on to that, the question came up as to whether if Bennington were a co-educational college it would involve a tremendous addition to the expense of maintenance because of a different type of equipment for boys' work than for girls' work.

In the experience of some of the secondary school people that seemed to be the case, that the type of shop equipment and playfields necessary for the kind of work you would want to do with boys would increase the expense by I think 50 per cent.



Wasn't that statement made, Dr. Kilpatrick?

CHAIRMAN KILPATRICK: Yes.

MISS KATHARINE TAYLOR: I think all of us thought that if co-education were not definitely a decision for Bennington some equivalent in coordinated living of the sexes ought to be worked out; that some chance for working together - the boys and girls - and playing together should be given. Of course, there are all sorts of variations on that plan from two coordinating colleges, a men's college and a girls' college, to a joint organization with some separate features; but all of us felt quite strongly that the isolated girls' college is a thing to avoid.

The question of location came up. Again thinking as we did of a brand new chance to establish a brand new college in any place in the confines of the United States, the general conclusions were that it would be advisable to have it nearer a large center than five or six hours by train, that from one to two hours from a large center and yet in the country might offer more of the opportunities which the group starting Bennington would like to offer to Bennington students.

In connection with that the question of equipment came up, of the immense expense of trying to provide enough materials for the type of study that you would carry on if you had a place such as the Metropolitan Museum of Art in New York right at hand, or the other museums in a big town or city. The corollary of that was the opportunities in music, the theater

or the arts. Then, thirdly, the opportunities to study the economical and industrial organizations as they are carried on in a large center.

On the other hand, I think every one of us since arriving at Bennington has been acutely sensitive to the beauty of this place, to the extraordinary charm and peace and spaciousness of it, and to the opportunities for the good life here.

We leave the question with those two sides still in our minds, but theoretically with the feeling that a college would have a wider opportunity for doing the thing that Bennington wants to do if it were nearer one of the four or five large cities in the East.

The Committee felt that the student body should be distributed as interestingly as possible in its selection, and geographically as wide a range as possible; that the College should be open to people from different types of schools; that it should not explicitly state that it was the continuation of the progressive school; that many of the schools not called progressive schools now would be tremendously interested in a college like Bennington; that possibly it would be wiser not to use the label at all, to let the story tell itself, to describe the work and the aims and the organization of the College concretely and so vividly that the label would not be necessary. We felt that that was advisable not only from the point of view of



avoiding the irritation of some people who resent the term "progressive" but also the thing itself is clear without being classified just as a unique thing.

The Committee was extremely enthusiastic about certain features of the plan as it had been outlined. The aim of helping girls find for themselves better ways of thinking about life, of working out their own relationships, of working out their attitudes and preparations for their vocations, seemed to us splendid.

The admissions scheme to the various members seemed topnotch and a long sought for delight to secondary school people. The only questions we had about the admissions scheme were the possible risk of inviting too many applicants who would think it was an easy place to get into; and our answer to that was, of course, that your Committee on Admissions can control that situation, that you are bound to have that kind of applicant, but that it can be controlled by a careful policy in the Admissions Committee.

The two year plan seemed admirable - I don't want to call it the two year plan - the division into two periods, each lasting two years, seemed admirable. The idea was that the first part of the plan, which is the preparation for the more specific individual attack on your own future living on the part of each girl, might be a variable term, sometimes for some people only lasting one year, possibly for other people lasting three



years - flexible, I mean. But the division of the course into two units seemed admirable to us.

The treatment of courses which might be called vocational, but which are dangerous to label as vocational from the culture point of view, seemed to us admirable also; that is, taking any course which pointed towards specific work in the world with its widest inferences and in its widest setting instead of as a craftsmanship vocational course, seemed to us very important.

The handling of the so-called tool subjects as tools only, with only the features that are really useful as tools, to more advanced work, seemed to us very advisable.

The abolishing of the conventional introductory courses, which are overloading the curricula of so many colleges, seemed to us a splendid idea also; that is the course which is worked out purely as an introduction to advanced work in chemistry, or mathematics, or language, or whatever it may be. It seems dead wood to the girl who is likely not to become a specialist. That the other way around, the approach to a subject from its philosophical, widest aspects, rather than from its preliminary technical aspects, seems the right approach for the Bennington curriculum.

The working out of the orientation of the individual student individually rather than through an orientation course seemed to us extremely valuable. Almost every one I

gathered thought that the typical orientation course being offered in colleges in the last five or six years fails of its purpose; but that if an extremely careful study of the individual through a case record plan was made, and a careful observation, and consultation, and deep acquaintanceship while in the institution, it offered a great opportunity for real orientation. In relation to this, the establishment of a mental hygiene program is a valuable part of the curriculum of a college.

We felt that the idea of a continuing evaluation, worked out on as scientific a line as is possible but still with a free descriptive basis of aims, methods, individual progress and results, would be of immense use in anything that is as near an experiment as this is; that it would not be of use to this College in its future but to other people working along experimental lines.

Living arrangements as described, small groups of people living in houses with members of the faculty instead of with a so-called house mother, offer a great opportunity for the more subtle and involuntary education that we are looking for for young people today rather than the mass dormitory scheme.

I believe that covers all the points, Dr. Kilpatrick.

CHAIRMAN KILPATRICK: I think so.



Does any member of the Committee recall anything that has been overlooked in that report? If not, we accept that report and pass on.

Now the question is: Will all the members present go back to whatever notes they took, mentally or otherwise, on these two reports, consider the whole matter before us, and I will now ask for suggestions as to the agenda. At first we do not ask for the order in which they be taken up; we simply ask for the items, and after we get a list of the several items then we will go back and arrange them in the order in which we think they should come up.

We are ready now to hear suggestions on this group as to the items that we should consider during the rest of the morning.

MR. EUGENE R. SMITH: I think the most fundamental item is: That every effort shall be made to start the College in 1931 as was announced.

MR. CARLETON WASHBURN: There are two questions: Whether the two Committees brought in different reports; also the question of location; also there is another question which is still open, the question of co-education.

CHAIRMAN KILPATRICK: There are three points.

MR. RALPH BOOTHBY: May I suggest a succinct summary of the financial situation in the light of the report of Committee "A"?



CHAIRMAN KILPATRICK: I am not quite clear whether I understand you. Would that consideration come as part of the argument under one: Shall the College start in 1931?

MR. RALPH BOOTHBY: Yes.

CHAIRMAN KILPATRICK: Any other questions as to what we should decide?

MR. HERBERT SMITH: That same question vitally affects the matter of location, so it seems to me it is a necessary preliminary to both of those.

MR. MORTON D. SNYDER: That scholarships be definitely provided by progressive secondary schools - is not that progressive overemphasized?

MR. WILLARD W. BEATTY: I think, Mr. Snyder, Mr. Eugene R. Smith did not use the term "progressive secondary schools." He very carefully stated interested schools, regardless of their religious faith with regard to education.

MR. EUGENE R. SMITH: It reads like this: "The College should urge interested schools to recommend very promising pupils who could not come to the College without financial assistance, and to become responsible for the scholarship allowances for such pupils." It is true that the introduction to that reads: "That since Bennington College will offer opportunities particularly desirable for graduates of the progressive schools."

The idea in our mind was the same as that ex-

pressed by the other Committee that the College should avowedly not cater to just one group.

MISS KATHARINE TAYLOR: Would you make that differentiation, Mr. Smith? It seems to me it would be wiser not even to say this group and that group.

MR. EUGENE R. SMITH: We simply put that word "progressive" in there for the purposes of our report to this meeting. It was the belief of the Committee that Bennington College did offer opportunities particularly desirable for graduates of the progressive schools; and we put it in there as an expression of our belief for the purposes of this report. On any printed matter that may be sent out, we think that "interested" should be the word used. The College should urge any interested schools to provide scholarships.

MISS KATHARINE TAYLOR: In the publicity then the group differentiation should not exist.

MR. WILLARD W. BEATTY: That grew out of the feeling of a number of us that in our particular schools, serving the type of community which we did, that thing would be an entirely feasible means of providing scholarships.

DR. ELEANOR R. WEMBRIDGE: I would like to ask whether this method of raising the money is substantial enough to get a first grade faculty to Bennington. It would be a rather serious thing to take them from where they are and locate them in Bennington.



DR. EUGENE R. SMITH: These suggestions did not take up the faculty side because the College has already abolished the usual order of determining faculty salaries, and will fix a salary scale based upon existing data regarding an adequate academic standard of living, and tuition charges will then be placed at an amount sufficient to cover the salary total. So we estimated the annual expenditure in the preliminary funds that were necessary to have the college started.

DR. ELEANOR R. WEMBRIDGE: Then you would engage your faculty on a promise of the number of students that would pay you?

MR. EUGENE R. SMITH: Yes, plus a certain sum already in hand.

MISS HELEN PARKHURST: President Leigh might be able to make that clear to the other Committee.

PRESIDENT LEIGH: We are still getting the agenda ready. Is this the time to do this?

CHAIRMAN KILPATRICK: Perhaps we should not do this until we get the agenda.

MR. WILLARD W. BEATTY: Would it be reasonable to ask whether the members of Committee "A" subscribe to the educational recommendations of Committee "B"? I think they probably would, but it might be worthwhile summarizing those again and finding out.

MR. E. M. SIPPLE: The summary of the plans as to tuition and scholarship of both Committees was not identical; there were some points of similarity between them, but they were not identical.

MISS KATHARINE TAYLOR: I don't think either excluded the other. I think the suggestion that we made would be building out on the plan that Committee "A" had offered us as far as I can see, but there would still be some absolute scholarships.

PRESIDENT LEIGH: We have always thought of that. The way we put it was absolute scholarships.

MISS KATHARINE TAYLOR: It seemed to us very valuable that most of the families should feel that they were helping support the institution.

PRESIDENT LEIGH: Yes.

CHAIRMAN KILPATRICK: Are there any other items that might possibly go into the agenda? Then I will re-read the list as given. Some of them you may wish to strike out, but as I read it, will you please put the items in the order in which you think they should come. Put first the one that should come first in our discussion chronologically.

DR. JOHN J. COSS: I think that in doing this, and from the points that have been brought out, we will see that in a great number of points the two Committees have worked very closely together, and that their viewpoint, outside of two main



points in which there has been some difference, has been the same. On those two differences I suppose we will have the major emphasis in the arrangement.

CHAIRMAN KILPATRICK: As I read them, will you place them in the order in which you think they should be discussed:

First, Shall the college start in 1931?  
Shall every effort be made to do that.

Second, What shall be the location?

Third, Shall the college be co-educational or for girls only?

Fourth, A consideration of the present state of the finances.

Fifth, There seems to be more or less of a contradiction as to whether we are identifying Bennington with the progressive school movement or not. One Committee seemed to say yes and the other no, but that was almost explained away if not quite.

Sixth, The question as to whether there are adequate funds from this discussion to take care of the Faculty.

Seventh, Does Committee "A" subscribe to the educational recommendations of Committee "B".

Eighth, A summary of the scholarship and tuition plans as proposed by the two Committees.

Which of these do you think should come first?

MR. HERBERT SMITH: Financial statement first.

DR. JOHN J. COSS: Time, place and kind,  
Dr. Wembridge has written here, and I think that might do.

MR. HERBERT SMITH: It seems to me the time  
must be after the place is settled.

MISS KATHARINE TAYLOR: It seems to me the  
members of Committee "B" would think a good deal more clearly  
on the practical situation if they understood more clearly what  
the present financial arrangement is before we arrived at the  
items time, place and kind.

CHAIRMAN KILPATRICK: We have to do the  
financial end of it some time or other, shall we do it first?  
Then, first, the financial situation. Then it seems to me  
we would work on the items: when should we open; where should  
we open; and what kind of a school it shall be. Which of  
those properly comes first: When, where and what time?

MR. ROBERT S. LYND: What kind.

MR. EUGENE R. SMITH: I don't think so, I  
think where comes first.

MR. WILLARD W. BEATTY: I think where is so  
intimately tied up with the financial situation that it comes up  
first.

MR. ROBERT S. LYND: Don't what kind come  
before where?

MR. CARLETON WASHBURN: Those two are so



tied up that the one depends on the other. I think the place here determines the kind.

MR. EUGENE R. SMITH: But the general type of college is determined. We are all agreed I think on the type of college.

PRESIDENT LEIGH: We haven't started on the discussion yet. We have not decided the very best kind of institution to start.

MISS KATHARINE TAYLOR: Then it ought to be what kind first.

DR. JOHN J. COSS: I should think so. If we had all the eternity and the entire universe to work with, it might be different, but we haven't.

PRESIDENT LEIGH: The opposite is that we have an anxiety to get something started, no matter what it might be, or how good it might be, which is not so.

MR. WILLARD W. BEATTY: Committee "A" subscribers, are we all agreed that the kind of thing is accepted as it has been previously stated?

CHAIRMAN KILPATRICK: There would be two aspects: One, as to general type of institution irrespective of whether it is to be for boys or girls; the other, the question of whether it should be for both, or only for girls, or only for boys. Kind refers to the question of co-education and not to the other.

MR. CARLETON WASHBURNE: The question of co-education hinges to a considerable extent upon location according to some of the members of Committee "B". I am not sure I agree with them. If we settled first that it was going to be in Bennington that would settle the question of whether it was to be co-educational or not; if we settled that it was to be elsewhere that would settle the question of whether it was to be co-educational or not. I disagree with that point of view, but according to Miss Taylor's report a slight majority of Committee "B" is supposed to have had that feeling.

MISS KATHARINE TAYLOR: My report may be false in that.

MR. CARLETON WASHBURNE: I am not sure about that slight majority. I feel perfectly safe in saying that some members of Committee "B" felt that way. Whether they were in a slight majority or not, I am not sure.

MISS HELEN PARKHURST: Our Committee discussed whether it should be co-educational and all sorts of things. I think every one present believed strongly that co-educational institutions were the best, all of us. However, I think the question was: whether it was going to be at Bennington, that it might be difficult to have a co-educational institution in terms of the decision that Bennington was the place. It was decided that probably a women's institution was better for Bennington, not that everyone of us did not want co-education.



CHAIRMAN KILPATRICK: If we are going to discuss the kind of institution, where will come in as one of the factors, so I suggest we put kind after where with the understanding that you cannot separate the place from the kind. If we have not settled the place by that time, we will settle it in the next item. Then when can come after that. Is that enough to start us off? If so, we will begin.

MISS E. LANGLEY: Will it help things if Bennington College opens in 1931?

CHAIRMAN KILPATRICK: We have to rule that out of order. We are on the agenda at the present.

PRESIDENT LEIGH: The College has practically \$31,000 on hand. That is all; but the pledges are, I imagine, the thing we are interested in. The College has pledged \$672,000, which is all conditional upon obtaining \$2,500,000 by December 31, 1930. Some \$450,000 is not on written pledge conditional upon anything but getting the college started. The question has been raised by the Trustees whether this was not tacitly conditioned upon raising \$2,500,000 by December 31, 1930; but so far as the written pledges are concerned, this is not so.

MR. RALPH BOOTHBY: This \$450,000 is in addition to the \$672,000?

PRESIDENT LEIGH: Yes. That is, the total should be \$1,120,000, or thereabouts, representing the total pledges to date.

Now, what we have pledged if we raise \$2,500,000

by the end of this year is at present some \$1,120,000. What we have pledged providing we start with a smaller sum, no one knows because we do not know how much of that \$672,000 would be good if the college started. Dr. Booth, who is closer to the Bennington gifts than I am, and I accidentally arrived at the same figure in depreciation. We said at least \$150,000 of that sum would be lost, but it might be greater than that, and it might be less. So if you want to think of the pledges that we now have, not money in hand, it would be a little shy of \$1,000,000.

CHAIRMAN KILPATRICK: And is that \$672,000 pledged to Bennington College on condition also that it be in Bennington?

PRESIDENT LEIGH: All the money is pledged on that condition. All the money I think is pledged certainly on the establishment of a college in Bennington. I don't know the legal situation in regard to pledges, but a college never pursues a man into Court for not paying a pledge. I think the question of how much money we have pledged on paper would not count if the College were moved from Bennington, as practically every cent of it would have to be re-opened, with a large likelihood of getting a large proportion of it re-pledged even if we moved from Bennington. Of course, that question has never been raised.

CHAIRMAN KILPATRICK: Any other questions?



MR. CARLETON WASHBURN: I would like to ask what proportion of these pledges approximately are local and, therefore, are likely to be contingent upon this location - roughly, you cannot tell accurately, what proportion of them you think might be reasonably expected to be re-pledged to a college in a different location?

PRESIDENT LEIGH: Of the \$672,000 all was originally local. I should say that of that sum a very small proportion of it would move away. However, if the idea were successfully conveyed that this college in the new location was going to carry out the Bennington educational plan, perhaps \$175,000 or \$200,000 of that might move. Of the rest of the money, I think all of it would be re-pledged - \$450,000. I think that substantially all of it is given to the educational idea, but this, of course, as you know is an estimate distinctly. If it were proposed to move away the College the financial assets would probably be somewhere around \$600,000.

MR. EUGENE SMITH: I believe that does not take into consideration the campus.

PRESIDENT LEIGH: No, the campus is pledged to have it stay right here.

MR. EUGENE SMITH: That also is an important factor in this particular thing.

PRESIDENT LEIGH: I have not thought that an important item.

MISS KATHARINE TAYLOR: Do these sums of money include the value of the campus?

PRESIDENT LEIGH: Yes, they all do, and the President's house.

CHAIRMAN KILPATRICK: Is there any question on the financial situation?

MRS. GEORGE S. FRANKLIN: I think, if anything, President Leigh overestimates what you would keep if you moved away from Bennington. I believe that what you would keep would be almost negligible. I think you would keep practically the whole of the amount pledged outside of Bennington.

CHAIRMAN KILPATRICK: So it would be \$500,000. Any other question on the financial situation?

MR. WILLARD W. BEATTY: I feel that in some ways some of the recommendations of Mr. Smith's Committee with regard to the dormitories particularly tie in very closely to the financial recommendations, because President Leigh said last night that if the scheme of building dormitories through loans, which could be repaid out of an amortization fund built up through the tuition being slightly increased, was feasible, that it would remove about \$1,000,000 from the prospective budget, which would mean one-fifth or \$300,000.

PRESIDENT LEIGH: It would move \$1,000,000 from our \$4,000,000 budget, it would move \$750,000 from the present \$2,500,000.



MISS KATHARINE TAYLOR: What is the difference between that \$2,500,000 and \$4,000,000 in plan?

PRESIDENT LEIGH: We are not in the first \$2,500,000 building at the present time a gymnasium, we are not building a separate hall for an auditorium, we are not building the idea which was founded long ago of a research fund, a self-examination fund, we are not including in it the whole of the scholarship endowment, we are not including the library. We are including in that, however, very generous funds for the purchase of books.

CHAIRMAN KILPATRICK: Any other question on financial matters before we go on.

MRS. GEORGE S. FRANKLIN: I wonder if Dr. Leigh could not give a little more in detail how the thing was to work out in the way of the plan and the use of this money, I mean the charge to the students - about what it would cost if we did it in the various ways, and how our scholarships relate to the buildings, and all that. I think we dealt with that in Committee "A" last night, but Committee "B" might still be interested in that.

PRESIDENT LEIGH: Looking at what we wanted in the second sense, \$2,500,000 was considered as a minimum for a partial program. This includes a total - and I don't have the figures here - of \$1,300,000 for buildings, about \$1,000,000 for scholarships, and about \$200,000, the interest of which would

be used for free funds, general miscellaneous uses. Now, the assumption, of course, is that the tuition, which we had set at \$850. would pay the cost of instruction, would vary; also it would be raised if we wanted to increase faculty salaries. So what we are looking for to build a college is \$1,300,000, \$750,000 of which is for dormitories; we are looking for \$1,000,000 in scholarships, and \$200,000 in free funds; after which we would have to get \$1,500,000 after the fourth year to complete the plan as we had envisaged it last night.

Last night the proposals dealt specifically with these items. One of those was for writing off \$750,000, that is getting our dormitories built as investments and charging as room rent, in addition to the operation of those dormitories, the cost of the dormitories. Secondly, there was an attempt last night to write off, temporarily at least, \$1,000,000 for scholarships, which would, if both of these financial proposals are feasible, mean that we would then need for the college \$200,000 plus \$550,000, or about \$750,000; and presumably if we stay in Bennington, we have that money and more, so last night we built the College.

MR. WILLARD W. BEATTY: I think it might be interesting to know what is the total cost of the year's living and instruction both under the original plan and under the dormitory amortization plan.

PRESIDENT LEIGH: We figured the total cost for the student would be \$1550, \$850 for tuition, narrowly de-



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fined, \$650 for room and board, \$50. for medical and other expenses. If we added this cost of dormitories, paying off the interest on the loan and amortizing the principal, I have no means of figuring it out how much it would cost. I estimated rather hazily it would add \$300 to each student's room rent, which would make the annual cost, aside from incidentals, \$950.

MR. H. P. McCULLOUGH: How do the scholarships come in on that?

PRESIDENT LEIGH: What was proposed last night was that we should give up on the whole the plan for the College to finance scholarships; that we should in a sense ask the schools to finance their own scholarship students; that such money as we already have in the form of principal, which is about \$50,000, we should attempt to have released, so that we could spend the principal of that sum for scholarships rather than the interest.

CHAIRMAN KILPATRICK: As a loan fund?

PRESIDENT LEIGH: No, outright scholarships. We don't know, of course, whether or not we could do this. We would have to get permission to release this \$50,000.

MRS. HELEN LYND: Would there be \$850. for studios and laboratories?

PRESIDENT LEIGH: Of course, we thought we wouldn't have those things, try to avoid it. After all our \$850.

is an experimental figure.

DR. ELEANOR R. WEMBRIDGE: Is there any way of feeling sure at all that the schools will feel able to pay this money?

PRESIDENT LEIGH: I am not competent to answer that question, that is for the schools to answer.

MR. ROBERT S. LYND: Before that matter is gone into very deeply, would it not be well to canvass that situation here?

PRESIDENT LEIGH: As a program this has two big question marks: Can a College existing only on paper finance its dormitories in this way? Secondly, Can it get enough money in scholarships so that it does not have to bother to provide scholarships; can it get them through schools and by other means?

MR. MORTON D. SNYDER: Do I understand that the school would be supposed to do it every year, that a certain school would agree every year to furnish \$1550?

MR. ROBERT S. LYND: And carry that student through four years?

MR. EUGENE SMITH: I don't think we came to any such definite point as that. These three methods were recommended: The first that some of the funds already given for scholarships should, if possible, be released so that the principal would be available to start with. The idea of that was that on the interest alone very few promising young people could



be taken up. Nobody knows whether the donors will agree to that.

The second thing was that parents who can afford it, if told that promising people who cannot afford to come will be able to manage if 1 or 2 per cent more is added to the tuition they would pay for their children, they would agree. This would come out of the tuition funds, this 1 or 2 per cent, and be added to another fund.

The third thing, we had no definite guaranty from the schools that they would take the responsibility for recommending to the college the most promising scholarship material they had and take whatever responsibility was necessary to raise the money to make it possible for such students to come to Bennington. Some of the people at the meeting felt very strongly that a community supporting a school which had a very promising student who would not be able to pay, undoubtedly would send that student, exactly as is being done in many other places. It is very common for cities to have scholarships endowed for various institutions. Now they might not be endowed, they might be supported by solicitation.

MR. MORTON D. SNYDER: Aren't those usually minor scholarships, \$200 or \$300, not \$1500?

PRESIDENT LEIGH: We thought \$850.

MR. MORTON D. SNYDER: President Leigh has just made two points: He raised the question whether you could fin-

ance the dormitories which now exist on paper; second whether you could finance the scholarships. It seems to me that one of the Committees has made a third proposal, which is also a serious question: whether you can provide in a local community like Bennington national support. I can conceive of Mr. Smith, in Boston, and Miss Taylor in Boston, financing new buildings on a revolving fund, or anything they want by the creation of local sentiment. I question whether you can finance it all over the United States. For instance, find a parent in Ohio, who has a promising girl, who would be willing to subscribe \$5,000 in order that he may send his girl five years from now to Bennington. This is a very different thing than obtaining the support of a man who has real estate next door to the school building.

MR. EUGENE R. SMITH: How about \$500?

MISS KATHARINE TAYLOR: Is the idea of a revolving fund subscribed for before your daughter has entered College subject to the accusation of bribery?

PRESIDENT LEIGH: Of course, I thought of that, and didn't raise it.

MISS KATHARINE TAYLOR: I think it might be.

MR. E. M. SIPPLE: I think it would.

MR. CARLETON WASHBURN: Do you mean the subscribing in advance, or the subscribing at all?

DR. JOHN J. COSS: That is only a feature of the



plan, the other features being when the student leaves the money can be returned.

CHAIRMAN KILPATRICK: We don't have to have scholarships at all, if you can get enough people to come. It is desirable to have them, but you can run an institution without any scholarships at all. The scholarships are not essential to the running of the institution.

PRESIDENT LEIGH: I dissent from that.

DR. JOHN J. COSS: I dissent from that, too.

PRESIDENT LEIGH: I don't think you can run any good college without some scholarships.

MR. CARLETON WASHBURN: We should have a balance of between \$100,000 and \$200,000, beyond the absolute minimum necessary, which could be used for scholarships right away, which would make a little that could be depended on.

MR. WILLARD W. BEATTY: I don't feel that you are going to have any difficulty in filling up the enrollment on the figures that President Leigh has spoken of, 80 to 120 pupils, even on the \$1850 tuition, and getting the type of students you want without any scholarships. You may not get all you would like to have, but Sarah Lawrence has enlarged its original contemplation of the number of students which it would take twice since it started, or 100 per cent. Of course, they are not the type of material they want, but there is a demand for the type of thing which is offered there, and I think

with the limited number who can be accepted at the outside, that there is no question about finding a student body, and having a fair probability of there being a high class selection among them.

MRS. HELEN LYND: Sarah Lawrence felt seriously the lack of scholarship funds, and we don't get all the people we want among the 50 per cent we accept.

CHAIRMAN KILPATRICK: Anything else on the financial question, or shall we now go on?

MR. HERBERT SMITH: There is one other point, that is: In a sense these funds that have been accumulated, the faculty have a first lien on them in that if you fall short of your registration expectancies, it must necessarily be true that some of these funds are supposed to be used to meet the obligation of the faculty.

MR. MORTON D. SNYDER: Has any additional provision been made or thought of for providing the deficit?

PRESIDENT LEIGH: We thought we would need some fund like that.

MR. MORTON D. SNYDER: Finding it amongst the patrons, the people who would pledge themselves to five years, dropping something in the hat at the end of the year if there is a deficit? Most schools have had to do this latter thing as well.

PRESIDENT LEIGH: I think we can determine our



registration or the type of people that we would keep in the college after they are there.

DR. M. C. DEL MANZO: What is the present status of the applications?

PRESIDENT LEIGH: Since we have only very generally said that we hope we would be able to open in a certain year, there is no list of people to be admitted, except there are a few youngsters who have that expectation.

DR. M. C. DEL MANZO: How many letters of application have you received?

PRESIDENT LEIGH: They can't be defined. I mean we don't know whether it is a purely idle request if they are refused at every other college, or whether it is an intention to come to Bennington. I would say on the basis of all the interest that I had I wondered about getting a student body.

MR. HERBERT SMITH: I think this certainly ought to be said at a meeting of this kind, that none of us school people doubts for a moment that though it would be desirable to recruit desirable freshman classes from some of those initial applications, they must be discounted very heavily. Nowadays no school fails to have its students registered at at least two or three different colleges. That means two-thirds of those applications will lapse.

PRESIDENT LEIGH: Yes, and furthermore, of course, we don't know what the admissions are because we have never

announced when we would start. I don't think you can make any accurate estimate of the number of students.

CHAIRMAN KILPATRICK: Anything else under the head of finances? Are we ready to go on from the financial situation. If there is no objection, we will go on to the question of whether this school under contemplation shall be co-educational or not; and we understand that we cannot discuss that without at least incidentally discussing as to where it should be located, also without incidentally discussing the funds.

MR. EUGENE R. SMITH: If you will permit me to say, does the entire group agree as to the general educational plan of the college? Isn't that fundamental?

CHAIRMAN KILPATRICK: I was thinking that we are agreed as to the general educational plan as outlined by President Leigh in his printed documents and as discussed slightly by Committee "B" in its report. Is the general plan approved, does any one wish to raise any question regarding it?

MR. MORTON D. SNYDER: I will make a motion that the general educational plan as outlined be approved.

MISS KATHARINE TAYLOR: I second that.

... The motion was unanimously carried ...

CHAIRMAN KILPATRICK: Then the general plan is all right. It now remains for this particular question of co-education. What is your opinion?



Committee "B", if I may repeat, seem to feel that an ideal college education should include the presence of both boys and girls, not necessarily present in the same classrooms altogether, possibly coordinate, meeting only in some classrooms and meeting only in certain parts of the common living. However, Committee "B" consider that if the college is to be at Bennington, the probabilities were that it would not be feasible to have what is called a co-educational college, or even any coordinate scheme.

MR. WILFORD AIKEN: Why would it not be feasible at Bennington and it might be elsewhere?

CHAIRMAN KILPATRICK: The general feeling was that a school in New England, this far away from a large city, would not attract the type of man that we wanted, especially in the sense that Bennington has been advertised as a women's college, and the conception has gone forth that it is a girls' college. Now if you say that it shall be co-educational, boys of the type we want would not come.

PRESIDENT LEIGH: Is it the conception that New England is different from the rest of the East in that sense?

CHAIRMAN KILPATRICK: New England and the Northeast is differentiated from the rest of the country.

DR. JOHN J. COSS: Take Swarthmore's entrance for applicants, whereas one man out of every two applicants is taken, only one girl out of every eight applicants is taken. It

seems the girls are more anxious to be at a co-educational college than are the boys; and many who have been in attendance at Swarthmore have said that they thought the girls profited much more by co-education than did the boys.

MR. H. P. McCULLOUGH: The figures at Middlebury show the same thing. They take in one-third of the girls who apply. They could take in a second third and get just as good a class of girls. They take in practically all the boys that apply.

CHAIRMAN KILPATRICK: And also I understand Middlebury is seriously considering not taking any girls.

MR. H. P. McCULLOUGH: Then Middlebury will no longer be a co-educational institution.

PRESIDENT LEIGH: Middlebury is conservative, twenty-five years behind the times. On the other hand, I would like to say Swarthmore is co-educational, and regards its quality of boys and girls as a success. It is also an Eastern college.

MR. EUGENE R. SMITH: You said something as to your own thoughts and reservations concerning this at the meeting last night.

PRESIDENT LEIGH: I think I said that yesterday afternoon to the whole group. I have been thinking of what was said about coordinate institutions, and what coordinate means. Does it mean across the street, or twenty minutes a way?



Does that change the nature of social relations? Mr. Eugene Smith asked how it would affect this question if one institution were twenty miles away.

CHAIRMAN KILPATRICK: I think some of our group ought to bring up the points made about the hectic week-end idea.

MISS KATHARINE TAYLOR: I remember we discussed the disadvantages of segregated institutions with their exciting meetings, or an isolated institution with extremely exciting week-ends in the city. It seemed to us that the more workable thing would be something, some coordinating scheme, that would allow work relationships as well as play relationships. Even that is possible with the coordinate institution at a distance. There is the possibility of all your choral music being a coordinate activity, and as the years go on working out certain other features.

PRESIDENT LEIGH: I think the only thing useful for us to discuss is not a possible Bennington isolated in a way that some institutions are, but it is a Bennington 14 miles away from Williamstown and Williams College, with the assurance that, for instance, the work in extra-curricula activities would be carried on jointly so far as the students control any situation. At Williams the little theater groups would work together, so in the case of music; and insofar as I have talked with people the idea of the house party would not be the Williams-Bennington

relationship. Amherst and Smith have pretty constant visiting back and forth, with the exception that Smith in the Connecticut Valley has about four times as many girls as Amherst has boys. I would like to have the real situation discussed of Bennington being 14 miles away from Williamstown, or having a coordinate college across the street.

MR. CARLETON WASHBURN: It does make a tremendous difference Williams being 14 miles away; but even then it is impossible to have the relationships that are desirable in a really coordinate college. You can transport a goodly number to Williamstown, or vice versa, for an occasional subject, for an occasional little theater group, an occasional social event. But co-education, even in its loosest sense, I think involves a great deal closer coordination than would be possible at a distance of 14 miles between a new college of the progressive sort and an old conservative college like Williams that is already thoroughly established for men. It would mean coordination of the intimate kind that you might have in the Claremont group, or else coordination of the still more intimate kind, Swarthmore, where you have true co-education.

PRESIDENT LEIGH: Now as to the Claremont group, do they have separate faculties?

MR. CARLETON WASHBURN: I don't know the Claremont situation well enough. If they are not meeting together in classes, then I should say that was not co-ordinated.



PRESIDENT LEIGH: They probably are not meeting in classes, but they are certainly working together. I am sure they would work together and play together 14 miles away.

MR. MORTON D. SNYDER: Claremont was originally a co-educational unit before the new Squibb's College was started, and it is now planned to start a third unit, which is a boys' unit, so that all the precedents there are for a co-educational college.

DR. ELEANOR R. WEMBRIDGE: Pomona College has been there for a long, long time; subsequently Squibb's College, or a girls' unit was added; and now a men's unit is planned.

PROF. JOHN M. GAUS: There is one practical point: If you decide to have a coordinate college here at Bennington for men along with that for women, you are certainly going to at least double the responsibility you put on Mr. Leigh and on the beginning faculty. The point was raised last night that there would be considerable suspicion and uneasiness in the town if we attempted to have the college co-educational, which would militate against it. I think there will be enough difficulties in the first five or ten years of this experiment in the way of adjustments of all sorts, without putting on the additional extremely difficult burdens which you will encounter in working out under experimental conditions as

to the type of student you will draw, the type of faculty you will draw and the proper relations between the two sexes in an institution of this sort.

I do think it would be an enormous burden to put on your initiating group. There is one point I would like to ask in regard to the figures of Swarthmore, do you know how widely Swarthmore drew its student body?

DR. JOHN J. COSS: I don't know, and I wish I did.

PROF. JOHN M. GAUS: I suspect that if you have co-education through a coordinate college here, or in any other form, you will limit the enrollment from Middle Western and Western communities.

DR. JOHN J. COSS: You mean to or from?

PROF. JOHN M. GAUS: From them to this institution. I mean in Minneapolis and St. Paul, my observation is that those boys who are going East to college will go to places of considerable social prestige, Yale, Harvard, Princeton, Dartmouth, that kind of college. They would probably not go to a new co-educational college such as your Bennington College would be, they in that case would go to the University of Minnesota, or some sort of a local college like Carleton.

I think most of those points are worth considering. First, what I feel would be the very severe risk for success which we would add to the institution by making a



co-educational scheme a part of the venture, with all the suspicion which there is at present in communities concerning the way people carry on in their college days. Secondly, the problem of possibly cutting down the typical character of your enrollment geographically.

CHAIRMAN KILPATRICK: Anyone else?

MR. EUGENE R. SMITH: I am a thorough believer in co-education in principle and in practice properly worked, and yet I am compelled to say that as a practical problem in this instance I am opposed to co-education in Bennington. I think that all of the objections that have been urged are sound objections. I feel very certain that the East and New England would send to a co-educational college only its poorer men, or the ones who had some peculiar reason for wanting to come, rather than its typical all around, strong young man. I think that, on the other hand, you would draw a great many of the very best of the young women. I believe, therefore, that the condition would be very bad. I agree with what has evidently been in the minds of a good many of you that it is a good thing for the men to realize that the belle of the ball is often the dumbbell of the classroom, and there are many things in the relationship of practically working together that are excellent. I think the question is: Would you draw the best student body with your experiment as a whole; would it be on a sounder ground with co-education than without it?

When an institution is trying to do a great many

worthwhile things, it had better be sure before it adds on other things that it cannot accomplish. Now, I believe that having the college co-educational would prevent the doing of some of these other things, and I would sooner sacrifice the co-education, in which I thoroughly believe, than to sacrifice the success of the general experiment on the type of education, the opening up of what we believe is a better type of college education. That is the most fundamental thing, and I am for safeguarding this even if we throw overboard something that would be fine to have. I don't mean that the college never could have a coordinate institution.

Suppose this type of education that is planned works out for the girls, and works out very desirably, the next thing that will happen is that it will be wanted for the boys. People will say, "That is a wonderful thing, the young men should have it also." A coordinate institution could be started, preferably under a different name so as not to make the boys think they were being taken to a girls' college, which would combine with this in some coordinate form, and eventually bring out all the benefits; but the opening departmental should be definitely for a women's college.

MR. MORTON D. SNYDER: Mr. Goss has suggested that the boys from the West would help to make a cross section. Mr. Eugene Smith feels very clearly that the best boys from the East could not be secured. From the New York area, I feel equally



certain that the best boys would not go to a co-educational college in Bennington, and that the people with the money which you want to raise will not contribute to the creation of a co-educational college at Bennington.

MR. HERBERT SMITH: The best girls from the East will not come either.

MRS. HELEN LYND: Dr. Kilpatrick has said that the attitude of Committee "B" was to the effect - and there seems to be a general recognition of that - that if the college were to be in Bennington, in order that some of the features of genuine experimentation might be carried out, which would include the long winter vacation and various things of that kind, it might be better to have it for women only. In order to get the advantages of the metropolitan area, it would be necessary to utilize part of this long winter vacation in work that could not be done at Bennington. In connection with that, I am wondering about the long week-end problem that was spoken of. I think that is one thing that will have to be very carefully thought through.

MISS KATHARINE TAYLOR: That was one point that our Committee discussed last evening. We were unfavorable to the idea of the long winter vacation, both from the point of view of the students and the faculty, because the longer summer vacation would be more valuable for the faculty.

MRS. HELEN LYND: It would be more used possibly.

PRESIDENT LEIGH: I find that almost 100 per cent of the faculty think that is the most attractive thing. They can do things in the winter they could not do in the summer due to the crowded conditions. At that time one can travel comfortably abroad, and so all sorts of things that one would not dream of doing during the summer.

MR. HERBERT SMITH: I move it be recorded as the sense of this meeting that co-education, though theoretically desirable, would be practically unwise if the college were founded in Bennington.

MISS KATHARINE TAYLOR: I second that.

DR. JOHN J. COSS: What I had to say was merely a continuation of the co-educational discussion, and I guess it has no place here now.

CHAIRMAN KILPATRICK: I think it has.

DR. JOHN J. COSS: I believe there is a positive factor in favor of a college for women as a separate institution, and that is that no institution which is co-educational at the present time allows adequate opportunity for the girls to run totally their own affairs. They are always subordinate to the boys, and there is no indication at all that we would be able, or anybody else would be able, to make that change. That I think is one of the most important things in favor of a girls' college of a proper type rather than a co-educational one.

DR. ELEANOR R. WEMBRIDGE: I want to heartily



second that, especially if we were eternally scanning the list of boy applicants, nervously to see if they were going to be good boys. Everyone seems to agree that it would be largely the second to third rate boys that would be attracted; that the first rate boys would rather go elsewhere. If you have second and third rate boys, they would be put in the leadership of everything, which neither the girls, who were first rate, would like, nor the first rate boys who do come.

MR. WILFORD AIKEN: May I say a word on the other side against this motion. I think I shall vote for this motion, and I think I recognize the difficulties that have been pointed out, the difficulties of getting good students. We have been told that from three or four sections the good boys would not come. I believe that if President Leigh and his associates can carry out their plans for the kind of educational institution they have in mind, they would get the good boys. I believe that every difficulty that has been mentioned here could be met if President Leigh had \$5,000,000. It seems to me that the meeting of the financial problem gives weight, in my mind at any rate, to these considerations which have been mentioned; but if there were plenty of money so that any financial emergency might be met, a small enrollment for a year of the kind of students you want would not be a hardship. Suppose the others did not come, you could wait a year, or two, or three, until they are ready to come. However, the money is not there,

so probably this is the wise thing to do. I should like to say this, that if it is not co-educational in the beginning, it probably never will be. The easiest time to make it co-educational is at the start.

DR. JOHN J. COSS: How about coordinate?

MR. WILFORD AIKEN: Well, I don't know.

MR. CARLETON WASHBURN: I would like to further what Mr. Aiken said. I shall vote against the motion naturally. It seems to me that the fact that we are almost unanimous in our feeling that co-education is right, the fact that we are making an institution which we hope is going to be very long lasting, the fact that it is to be an institution of national scope, the fact that after all we are going to have rather a small number of students at the beginning, and out of the hundreds of thousands of students who are going away to college we only want to select at the beginning from 40 to 60 girls or 40 to 60 boys, all these facts seem to me to make it possible for us to begin this on a plan that is right. I don't think the question of the larger amount of finances is the most essential one. I think that we have already worked out tentative plans by which we can get the thing started even with the money now in sight; that if we had to wait a year to raise more money, if we had to do any more specific things to get the thing started, that is more important than making shift at the foundation of an institution that seems to all of us to have great possibilities in the future for education.



CHAIRMAN KILPATRICK: Last evening we heard from Mrs. Woolley and Mrs. Carrie Smith on this question, and we would like to hear them say something.

MRS. CLARENCE M. WOOLLEY: I am thoroughly in favor. I relinquish co-education with a great pang, but of course I would not be against anything that would push the ball a little further on. If we started this co-educational college, we would perhaps get a greater percentage of first rate boys than we think because some of the pupils would be drawn from the progressive schools; and if we were going to work up the co-educational plan we might not find as much difficulty in finding a first rate co-educational student body as we think we might because it would naturally attract the schools which have already well established co-education.

MR. PERRY D. SMITH: It seems to me that I would agree with Washburne that we ought not to do anything for expediency's sake. I think theoretically co-education is an excellent thing; practically I feel that co-education at some stages is a mistake. I think we ought to begin by defining what you mean by co-education and what you mean by segregation. We say we are for it, but none of us may mean the same thing. I am sure that some solution has to be worked out on this problem, whether it will be for co-education like the Mid-Western Colleges or for two segregated colleges, more or less closely united, I don't know.

CHAIRMAN KILPATRICK: Wouldn't it be perfectly clear that no boys would be admitted to Bennington in any shape or form?

MRS. HELEN LYND: If it is in Bennington.

MR. WILLARD W. BEATTY: That would not exclude the establishment of a boys' college in Bennington.

MR. PERRY D. SMITH: It seems to me the problem would be hectic week-ends. I certainly agree with Miss Taylor. I am inclined to agree that is more nearly the solution than the other.

MISS KATHARINE TAYLOR: I don't believe that any of us think there is one perfect type of college. It seems to me that the country is open to half a dozen different kinds of experiments on the coordinated life of the sexes during college years. I have come to the conclusion that the experiment that Bennington is destined to make is the experiment of segregated colleges with all sorts of imagination and ingenuity of coordinate activities through the establishment of a men's college nearby or through the relation of nearby men's colleges, and working it out on that basis; and that there is room in the country for another type of experiment, which is a 100 per cent co-education plan.

MR. WILLARD W. BEATTY: I would hate to consent to separation or segregation of the sexes for Bennington, because it is a fundamental that they need to be educated together. On



the other hand, I think we would be deluding ourselves most seriously if we did not recognize that we would be increasing President Leigh's responsibilities, both financial and administrative, more than 100 per cent if we recommended the establishment of a co-educational college in Bennington.

I thought that the progressive schools represent the co-educational plan on the secondary level, and I find that every time I am faced with a problem that involves passing on to some progressive school boys or girls who are seeking co-education that the number of schools to whom I can send them on the secondary level is very greatly self-circumscribed. We talk about it, we preach it, but we don't carry it out in our own schools on the secondary level; and if we assume that it is a fine thing for the collegiate level we are again allowing our theory to delude us. Therefore, I am going to vote most emphatically for Mr. Herbert Smith's motion, not because I believe in the thing from a theoretical standpoint, but from the standpoint of practice at the present time. I do think that Bennington College is going to be enough of a target for educational reaction anyhow from the stand of its educational program not to complicate that problem by introducing the sex element, which would give additional mud to sling at that had nothing whatever to do with its educational problems.

MISS KATHARINE TAYLOR: I would like Mr. Leigh's opinion on this.

PRESIDENT LEIGH: I hate to say anything about a problem like this because certainly the object of the Conference is to get your opinion. I have thought a lot about co-education. I agree with all of the rest of you, practically all of the rest of you, that it is the desirable thing.

On the other hand, I am inclined to think that there is a great deal in what Mr. Smith and Mrs. Wembridge have said that has not been given full consideration. I think there are a good many of us are thinking of segregated according to stereotyped rather than actual situations. I believe that it may be that in the long run an institution which is coordinate, to a certain extent separated, will be a better thing than co-educational. I may be wrong. In the first place, I doubt that in a co-educational institution we can make that concentrated, thorough analysis of how differently women should be educated from men than we can do if we have in our own faculty the task of educating girls alone. Certainly in the world today these face different situations. Secondly, I think the question of whether they should be given co-education is a question of educating them in the right relations to the other sex, leading to happy marriage and family life. Now there are certainly co-educational institutions where there is no education of that sort. There are certainly co-educational institutions which have the equivalent of hectic week-ends. There are women's colleges which do not give any education leading to a happy married life, which I think rather obtrude themselves in



our minds because they fail so miserably.

I am not altogether sure that an institution which was segregated but socially accessible to a man's college, facing the problem of educating women normally, would not be the best solution. Still I agree with Mr. Washburne that we should not, because of our desire to get this thing started, be committed to a second best solution; but he has not convinced me because I have not seen the actual presentation was wrong. I am not at all sure that we are not making the better solution for the relation of the sexes, and I think that perhaps taking all that into consideration I am in favor, as a practical situation, of trying the separated institution for women.

MR. PERRY D. SMITH: We have experimented now with co-education for the first twelve years of a child's school life, and we are convinced that at least one of those years ought to be very much segregated. At the period of fourteen years of age, we believe that if you separate them, you will bring about a more normal relationship than having them together, always thrust at one another. We believe it will make them more normal and adjusted to each other by doing this.

MR. ROBERT S. LYND: Insofar as the future of these students is not just careers, not job-system getting, but careers in the married sense, which certainly monopolizes the energies, the best energies of most people, certainly of the women, I wonder if we are considering here enough the pos-

sibilities of new sorts of courses in the curriculum at Bennington, which would face squarely the questions of parental adjustment, adjustments within marriage. These children are brought up together, the sexes together, they are going to enter when they get out of college into a most intimate sort of relationship to each other in which all sorts of things, patterns of money expenditure, etc., that each one has inherited from his and her own family will bob up here and there; and there are in many cases going to be wrecked marriages.

I just wonder whether too much discussion has not been placed in carrying on the ordinary sort of college curricula material, history, languages, etc., and whether we are considering enough the possibility of a brand new sort of education, education in many of these personal matters, looking for a career, if you wish to call it a career, for a home.

MR. PERRY D. SMITH: I feel just as strongly on that point. If they are not separated at a certain stage, they see too much of each other, they get stale, and you have to separate them in order for them to get a proper perspective.

CHAIRMAN KILPATRICK: Mr. Lynd is stressing the motion for a different type of curricula, and there was something said about a continuance of the old type of curricula in too great a degree; but if I understand Bennington, it is not a continuance of the subject matter curricula, it is a definite, live program curricula. I think we ought to thank Mr.



Lynd for calling attention to that in order that we may emphasize that side of the question.

MR. H. P. McCULLOUGH: If you are going to educate girls along a new line, can the teachers teach them as well where they are teaching boys at the same time?

MR. ROBERT S. LYND: Yes, because the problem is the problem of boys and girls, men and women living together. That is the only way you can do it.

MR. H. P. McCULLOUGH: Can you give it so well where the boys and girls are mixed; that is, assuming the girls have one style of education and the boys are educated along another line?

MR. ROBERT S. LYND: When it comes to such questions as personal adjustments in life, I should challenge very specifically a difference there; when you talk about professions, there is a difference. However, when you come to the question of adjustment within marriage, children, budgeting, etc., I think they are the same.

MR. H. P. McCULLOUGH: Mr. Lynd feels that he can teach them better together than teaching them in separate classes.

MR. ROBERT S. LYND: My reason for saying that is: That I have heard one or two exciting descriptions of discussions in class at Swarthmore, in which there seems to be more in the class by reason of the fact that you had boys and girls

talking of some of these problems, of some of these adjustments, than you would have in a class if you had just boys or just girls.

MR. PERRY D. SMITH: We did some experimenting on that. We had certain classes of girls alone, certain classes of boys alone, and we had classes with both together. We found it is not as simple as it looks. We found that in the main they do a great deal better apart at the age of fourteen. Mathematics and science we found they do a great deal better apart. History and music they do much better together. Later on in life they do much better together in the main. Why even the parents, when they have them together, will not express the same sentiments that they do apart. I know, we have tried it.

MR. ROBERT S. LYND: They are going to do their mathematics together in connection with the family budget later on in life.

MR. CARLETON WASHBURN: It seems to me that Mr. Lynd's discussion is very cogent in connection with Mr. Herbert Smith's motion, because he considers active life problems. If such problems as he has mentioned are to have validity in the girl's life she needs to have the man's point of view on them, otherwise when she gets out of college she will feel and act only from a feminine point of view. The same thing applies to the men.



It seems to me that what we need is not subject matter courses or classes of a new sort; that one of the most important functions of Bennington, as it has been described, would be met by co-education and could not be met without it.

PRESIDENT LEIGH: I think they will get the men's point of view in a group under a well trained teacher, who is helping to lead discussion, and where that is the main topic. After all the social relationships of girls to men depend a lot upon the amount of social popularity of the girl, and the amount of relationship between Williams and Bennington is going to vary with the individual students; but in the classroom you have all of them, and it is not just the socially popular girl who has a chance to enter into these discussions.

MR. MORTON D. SNYDER: Are we not in danger here in consideration of the curricula and classroom procedure, in our desire to make sure these questions of human life and human relations are given due consideration, are we not over-emphasizing those? After all, Bennington is going to include art, music, mathematics, literature, history, and all the total sum of human experience, and not merely domestic relations.

MR. ROBERT S. LYND: Yes, but Mr. Chairman, isn't our first question as to what is the unique contribution of Bennington? Now at Swarthmore and elsewhere you are getting free learning of history, etc. Ten years ago the question of loosening up the college curricula in order to enable the better

students to go at their own pace was a real issue. That is not the issue today. It is then an issue of the type of subject matter, utilizing what there is in the old subject matter and adding to it. That is the real issue that college education is facing today.

MR. E. M. SIPPLE: It seems to me there should be at least some coordinate relationship, and it should not be left merely to chance as it seems to be left in most colleges, even in co-educational. There should be opportunities for men and women to meet as human beings rather unconscious of the distinction that you are trying to give a woman an education and a man an education, and where they are to discuss under some guidance and direction actual problems of human life.

I just wondered if President Leigh, since he knows the situation here, and since we are talking about Bennington, would answer the question whether or not it would be possible with Williams College, with its ideals of education and administration, to work out that sort of coordinate relationship with Bennington, or whether it would simply be the haphazard chance relationship that the popular girl and the popular boy make, while the shy girls, who need to know something about life, are left completely in the rear. Could there be worked out a satisfactory coordinate relationship with Williams?

PRESIDENT LEIGH: My judgment is the boys



are the best part of Williams College so far as you could get co-operation. I think you could get co-operation from the boys much more than from the faculty. So far as cases involving courses and curricula are concerned, you could get no co-operation very fast. Williams is a typical New England men's college. Insofar as it involves administrative control, I should say that you would have some difficulties to fight. I think we would be in a pretty favorable situation by and large in getting a reasonable degree of co-operation insofar as it meant getting it through different types of social arrangements. I think it would be impossible to coordinate Williams with another college, especially one with our ideas, but I think we could go quite a distance.

MRS. ROBERT D. LEIGH: I think it would be extremely difficult. I think we are inclined to overestimate the little theater and the few students that would just naturally co-operate. Considering the size of Williams to the size of Bennington as we have planned it, and the difference in the ideals throughout, I believe it would be pretty much of a chance if we could succeed, and then I think it would take a great many years.

PRESIDENT LEIGH: My guess is that we would try to do what we could with Williams; and if that were unsuccessful start a man's college.

MR. HERBERT SMITH: I don't personally regard it

at all as a second best program. The two programs that I am canvassing in my mind are these: a college in which the student body is composed of women only with such living conditions as Mr. Leigh has been describing, faculty families in this group, men largely composing the faculty, and introducing necessarily into the classroom a masculine point of view, because after all even teachers are not quite devoid of sex; a student body composed of such men and women as you would get if you announced the co-educational program.

Between those two there is not the faintest question in my mind, which is the better. So I don't think that the plan to have the college for women only is the second best program. It seems to me the type of life led by the student group of women entirely on all the grounds that have been mentioned, the grounds of student activity, every ground that has been mentioned, would be much higher than the type of life were we to announce a co-educational college and invite enrollment in that.

DR. ELEANOR ROWLAND WEMBRIDGE: I would like to add that I don't myself believe that discussions of some types of course, as Mr. Lynd has described, would be second best for girls alone and for men alone. I think it would be better until that type of course is worked out to have the women discuss it alone because it must be remembered that whereas there is a well established technique and history in other sciences



that there are very few adequate people or an adequate science for domestic problems of budgets and married life, and all that sort of thing. It is a problem that psychiatrists are dealing with now; but to say that anyone has taken his doctor's degree in long research into domestic relations is another matter. There are not those people. If you had both sexes together, you would not get an honest expression of opinion all the time, you would often have them playing to the gallery and saying what they were supposed to say rather than what they actually thought; whereas if you were alone, they would talk in quite a different manner about problems of children and home. I don't think the whole women's problem is enough standardized with anybody to make them talk naturally if there are too many men listening.

MRS. HELEN LYND: I should certainly agree with that.

MR. WILLARD W. BEATTY: We have found that on the high school level if you segregate them you get free discussion; if you combine them, the girls are wondering what the boys will think, and the boys are wondering what the girls will think, and they don't say what they think.

MR. PERRY D. SMITH: I found it on the parent level. I called separate meetings from which I got a very different opinion from the fathers and a very different opinion from the mothers than that expressed when they were together.

MR. EUGENE R. SMITH: I suggest an informal vote be called for a strong majority, and that we close the discussion. I call for an informal vote on this motion as a preliminary to further discussion if it proves to be an unbalanced condition.

CHAIRMAN KILPATRICK: We will take that course. Will you re-state the motion?

MR. HERBERT SMITH: I move that it is the sense of this meeting that desirable as co-education may be in theory, if the college is to be founded at Bennington it be founded as a college for women and not as a co-educational institution.

CHAIRMAN KILPATRICK: Are you ready for a straw vote. Hands, please.

The straw vote is 19 to 5. Shall we continue the discussion, or shall we say that the vote stands.

MISS KATHARINE TAYLOR: I move the discussion be closed and the motion be considered as final.

MR. HERBERT SMITH: I second that.

MISS KATHARINE TAYLOR: May I make the motion that this body approve President Leigh's plans from the beginning to have every coordinated activity between men and women in connection with Bennington College?

MR. MORTON D. SNYDER: We already voted blanket approval of President Leigh's plan, so isn't that superfluous?

MISS KATHARINE TAYLOR: Would you prefer that



I withdraw?

PRESIDENT LEIGH: That is not necessary.

... The motion was duly seconded and unanimously carried ...

CHAIRMAN KILPATRICK: We have now settled the question as to the kind, the next is where, if you wish to consider that as a separate question.

MR. CARLETON WASHBURNE: I think it is probably safe to assume that the vote would not be materially changed if we were to suggest having it in a different place, but in order to make that perfectly clear, I wonder if it would not be worthwhile to get an informal expression to find out whether the vote on Mr. Herbert Smith's motion on the question of co-education as a whole for this college if it were not to be in Bennington stands. He made it for women only on the condition that it be in Bennington.

CHAIRMAN KILPATRICK: Aren't you asking too theoretical a matter? Should we not stick to the agenda?

MR. CARLETON WASHBURNE: I was not being theoretical. I think probably the vote would be the same or very similar no matter where it is going to be located. If it is the feeling of the group that it should be coeducational, that it is desirable to have it co-educational if it is not at Bennington, that might influence the question of location.

CHAIRMAN KILPATRICK: The chair will rule that

we have sufficiently discussed the question of co-education as a topic in itself. It can be raised incidentally to the question of where.

We are under the head of where the college should be located. Is there a motion?

MR. MORTON D. SNYDER: Not to express an opinion, but purely to give a basis for discussion, as a matter of record I would move that the sense of last evening's Committee "B", namely: that the college should be somewhat nearer a metropolitan center, should be the sense of this entire Conference.

MRS. HELEN LYND: I second that motion.

CHAIRMAN KILPATRICK: It has been regularly moved and seconded that the discussion should be now limited to what was decided last evening by "B" Committee that the college should be located somewhat near, within an hour or two hours, of a metropolitan center. That would include Boston, New York, Philadelphia, etc.

MR. E. M. SIPPLE: I was in favor of that as a general proposition, and still feel in favor of it. I wonder if the practical consideration might not come up if we were to move away from Bennington - and probably Dr. Leigh could answer it - that is: A good deal of publicity has gone out for Bennington College, all the talk has been for Bennington College, naturally believing it was to be located at Bennington. Suppose



a change should be contemplated to move near to a metropolitan center, would that mean the whole program would have to be started over again, talking about a new college; what effect would that have on the whole program or movement to date?

PRESIDENT LEIGH: I should say quite plainly it would not undo everything that has been done. I think the powers of publicity are very great. Were it done in a spectacular way that it was thought better by responsible people that it should be at a different place, you could save a great deal of the work that has been done. On the other hand, it would present a very important problem. You would have to look at it this way: it would be a big switch to carry over from one thing to another. After all we are terrifically free, without any money to build, to do the best thing. (Laughter)

MR. MORTON D. SNYDER: Couldn't Miss Taylor, who made the report for last evening's Committee "B" summarize the points that were brought forward at that conference?

MISS KATHARINE TAYLOR: I wish you would do it, Doctor Kilpatrick.

CHAIRMAN KILPATRICK: You can do it, Miss Taylor.

MISS KATHARINE TAYLOR: Well, as I remember it, there were four points: The beauty of the location, the ardent interest of the people who originally thought of the College as being located in Bennington, the definite advantages as

balanced on the other side by the disadvantages of being far enough away from a city to collect your wits about life and to work out a decent living of your own. These were the advantages of having the College in Bennington.

The disadvantages, as I remember them, from various people's suggestions were: The disadvantage of being so far away from a normal experiencing of the cultural opportunities of a larger metropolitan city, really knowing what is going on in music and the theater, going and experiencing different good things instead of occasional expensive expeditions to the city or being imported, being so near the primary sense material which is being increasingly used in curricula, and which is found not only in the extraordinary museum opportunities of a great city, museums of all sorts, not just art, but also in the examples of the industrial life of modern America, which can be found in a great city; also the opportunity for sharing in a larger unit of ordinary living than your own in an isolated community, families, homes, individuals, many of them doing things together in cities, rather than making a special occasion of going to a city.

This point did not come up last evening, but it was in my mind at one time, and I forgot to bring it up: The opportunity that one has in a large city for calling in the help of experts on their faculty, not only experts for regular teaching, which is an extremely good advantage, but also experts for



psychiatric experts, for instance, consultation on individual problems and impersonal problems as well.

The disadvantages of being near a large city are the diversion and the excitement and the splitting of attention, the crowding of too many things into your life for its unity, for its development of repose, poise and unity.

I am sure some of the other members of the Committee will remember points that I can't at the moment recall, but I think those are the chief ones as I recall them.

MR. E.M.SIPPLE: It seems to me that the original motion leaves out a very important item: Merely locating near a large metropolis, near a large city, would not solve one of the problems that we seem to think are involved here. It will not take care of segregation in any respect. We might be near a large city and yet have complete segregation as far as our school is concerned. I would like to offer an amendment to that: That the location should not be merely near a large city to gain advantages, such as the libraries, art museums, and all the great facilities which a city usually has to offer, but it should also be somewhere where coordinate living is possible.

CHAIRMAN KILPATRICK: You mean that it be located either where a college for men already exists with which coordinate living might be established, or that the new living should include coordinate life?

I should state that one of the points under discussion last evening in Committee "B" was that if there were a new start it would be easier in this Northeastern part of the United States to have some coordinated arrangement nearer the metropolitan area than in a town isolated as Bennington is.

Anyone else under this discussion?

MR. WILLARD W. BEATTY: Is there any evidence, Mr. Chairman, that a decision such as is contemplated in Mr. Snyder's motion would unlock the coffers of people who might be expected to support such a thing of this kind any more successfully than Bennington has in the last six years? Is there \$5,000,000 hanging loose somewhere that can be plucked as the result of such a decision?

PRESIDENT LEIGH: I don't think we would have called the Conference if we had seen the \$5,000,000. I don't know. It is pure supposition that we could locate somewhere else.

MR. WILLARD W. BEATTY: Then isn't a bird in the hand better than a guess in the motion?

PRESIDENT LEIGH: If this motion were adopted by the Trustees, yes.

CHAIRMAN KILPATRICK: But it is a real probability that much money can be got from cities; in other instances Chambers of Commerce have taken up things like this.

PRESIDENT LEIGH: I would like to ask Mr.



Kent, who is the best authority we have on the problem of getting money to speak on that.

MR. FREDERIC H. KENT: I should say that the matter of raising an equal or larger sum from any community in which it was proposed to locate such a college would be very promising of success. The financial sacrifice in going away from Bennington, in my judgment, would not be great. It could be replaced probably with a moderate amount of effort.

MR. EUGENE SMITH: What kind of a community would you have in mind, large or small. Could you find a community as simple in its surroundings as this, or would you be forced to go into a fair sized city or town?

MR. FREDERIC H. KENT: I should say in the outskirts of a small city.

MR. ROBERT S. LYND: What is your estimate on how long it would take to replace the money that might be lost?

MR. FREDERIC H. KENT: With a definite proposition I should say that part of the money might be secured in from four to six months.

MR. ROBERT S. LYND: You mean a definite decision of the Trustees?

MR. FREDERICK H. KENT: A clear statement of it.

MR. MORTON D. SNYDER: I made this motion purely to bring last evening's Committee B's decision into the

record of this Conference. Miss Taylor has summarized all of the educational considerations that were discussed last evening. This is a rather delicate phase of this problem, the financial one. Mr. Kent has, perhaps, paved the way for what I should like to say on the assets and liabilities involved in moving from Bennington. With some experience in a highly personal school situation, namely in Scarborough, which as most of you know was largely financed by Mr. Vanderlip, I have in my own mind at least a question as to whether a good many people do not feel that Bennington College has been more or less sponsored by a local group and ideally set up, but whether Bennington College at Bennington will ever secure - when I say ever I mean in the next few years - the financial support of the country as a whole that it might expect to get in a new location devoid of the more intimate and personal considerations which might have surrounded its inception, is another matter. I believe that should be considered.

CHAIRMAN KILPATRICK: I think I might say this: that we are not discussing a purely academic question. It is a fact that the College has more or less before it a suggestion to move to another location, and accompanying that a suggestion of merger with another girls' institution. I say that is more or less in the air, it is more or less though before the Trustees, and the Trustees would be glad of the freest discussion on this point in order that we may be surer of our ground in



making a decision.

MR. HERBERT SMITH: May I state what seems to be the issue: It is really a choice between two different kinds of institution. On the one hand, the consideration in favor of a more metropolitan location are these, that the richness of the metropolitan area would be more suited to the kind of educational program that has apparently been in the minds of those who are blocking out the proposals for Bennington; that the most expensive items of the equipment of such an institution would already be in existence in such a location; that to a considerable extent the mischievous segregation of women by themselves, about which Miss Taylor spoke last night, would be corrected by geographical neighborhood, nearness to the homes of a large number of the girls and by dissipation all the year around in the life of the metropolitan. It is also true, as Mr. Perry Smith pointed out last night, that by far the largest portion of the girls who would make up the student body of such an institution would come from suburban areas, and a good many of them would come back home resenting the city living conditions.

On the other hand, there is the type of institution that Mr. Perry Smith also is advocating, the type that precludes adult life and the complexities of metropolitan living by four years of a sort of intellectual retreat, in which life is scanned and looked at with a certain amount of perspective.

Without advocating either one of these two types

of institution to the exclusion of the other, it seems to me useful to place before the Board that if you remain in a rural community you will have the one type of institution, and if you move to a metropolitan area, you will have the other.

MR. EUGENE SMITH: I think that point is well taken. I think we have, perhaps, not brought out one factor, that is: The drive of modern life on adolescence, and possibly adolescent girls, and I think that an urban or nearly urban university is going to make for a more or less hectic demand on the time of the girls partly because of the existence and bigness of the opportunities presented. Now it is very hard to draw the line and say how much opportunity you want to bring in and how much you want to leave out, but I have the feeling rather that an institution in the surroundings such as these would be wiser, and that a tremendous amount of good could be obtained without the continual draw of the great city. Our wiser parents are moving into the suburban and country sections as much as they can possibly manage it and get the men to work, largely for the sake of their children.

Now, personally, I would like to go a step forward. I would like to see these women have the best country environment with as much enlightenment as could be brought in. I believe that your college could work without the things mentioned along the lines planned right here in these remarkably fine surroundings of Bennington in a way that would be a real



contribution. Some other college may be able to do a somewhat similar thing in a different way nearer New York, etc., but I think there is a place in the country for a college, in a quiet, beautiful country location, that lends itself naturally to concentration, that could, without being monastic in its seclusion, at the same time furnish the best conditions for reasonable concentration on scholarly interests and world interests too, and need not be so withdrawn from the world that it would lose out seriously. I am not sure that you might not be able to get a better working out of your plan here because of the completeness with which the interest of the students would be bound up in this singularly beautiful living place.

You say that when you take a student in and out of a city, there is a breaking up of her interest that is not really conducive to making her like home. I think one of the contributions of a college in a place like this would be the living of the student in a rounded out fashion, a group of people working out common problems.

CHAIRMAN KILPATRICK: If I understand what Mr. Eugene Smith has said, he has accepted the Herbert Smith distinction, and has advocated the one type as against the other.

MR. WILLARD W. BEATTY: I would say that if what the Chairman suggested as a possibility now being considered by the Trustees, of merging with another women's college nearer

a central location, could be carried out - and I am going to mention a college to illustrate my point - it would be possible, for instance, for some kind of coordinate use of the plan such as that of Sarah Lawrence and the plan of a college such as Bennington, where Sarah Lawrence facilities would offer a metropolitan center to which Bennington girls could go for a certain type of use of metropolitan facilities, and Bennington, on the other hand could offer a center to which some of the Sarah Lawrence girls might retreat for certain other types of work; so that there were the two locations, each serving the needed interest of the girls. I think that would be a most ideal solution of the entire problem; but I would hate to see Bennington give up the possibility that is inherent in this location for the more hectic conditions that Sarah Lawrence has to live in at the present time.

CHAIRMAN KILPATRICK: I am very glad you brought up Sarah Lawrence because that is not the institution I had in mind.

MR. ROBERT S. LYND: I should like to ask Mr. Leigh as to what his opinion is as to the possibility of getting a real "A-1" curriculum for the two sorts of institutions - the Bennington and the metropolitan.

CHAIRMAN KILPATRICK: Do you mean curriculum, and does that include faculty.

MR. ROBERT S. LYND: I meant faculty.



PRESIDENT LEIGH: Since I am given the floor I would like to point out that insofar as we have prepared the plan, we attempted not to accept Mr. Herbert Smith's cleancut division, but to straddle the issue. We recognized that there were certain things that a country college could not do. Our planning in every possible way to get metropolitan living indicates the attitude on the part of the people who prepared the plan. You run into considerable difficulty on some of the subjects. In the case of music and that sort of thing, we ran against a snag. If we had plenty of money here so that the faculty could get salaries that could take them away vacation time, especially in the winter period, I think we could get, with the exception of the need of certain part time people in music and art, as good a faculty as you could get in the city.

In the case of music and art, the way professionally it has developed in those fields, I don't see how we can do a very first rate job in Bennington. On the other hand, we seem to be pushed by the situation of the emphasis on those things to trying to do very first rate jobs, and in order to take care of that it would be ideal if you had a suburban location for getting the best faculty in those lines.

MR. MORTON D. SNYDER: I wonder if we couldn't clarify this discussion a little to revert to Mr. Leigh's statement that he wanted to avoid the hectic rush of suburban New York.

It was never proposed that this College should be within easy commuting distance of a metropolitan district.

MISS E. LANGLEY: Mr. President: I voted last night for the location near a large city because of the advantages that a large city gave, and I also voted for co-education because there is where I have dedicated my particular life. Edgewood is a little more extensive than the average case. We have a boarding school and we have a co-educational boarding school up to the door of college. Then we have added to that men from colleges and young men who come in our training class, so we have a great deal of young life there; and from that evidence I believe absolutely in co-education.

I want to go back on what I said last night. I think beauty is an asset that can hardly be estimated, and Bennington has it, I think. Another thing, its aloofness from the city, which I thought last night so undesirable, I think the lure of Bennington is not really its location but the idea behind Bennington. I think all the talk today has been quite unconsciously based on our traditional course of study. We wonder if we can get a faculty because we are so isolated. I think the real student of this idea would welcome this idea that he might be away to work out this particular plan. I don't believe you want to be in the public eye until you have found yourselves; in fact, we feel it so strongly at Edgewood that while we are invited to have a column in the press because



all the schools have it, we have asked not to have it. We are trying to work very hard to keep away from the city. Now, when you analyze what the city has to contribute, I wonder if we take into consideration the great generosity of the city in terms of lending libraries and lending pictures, the things that come out of the Museum of Natural History.

On the other hand, we want to get these experts who will come and give us advice. We don't need them in the beginning. You do a good deal of work before you want that expert assistance. I think our children live in the museums in New York, but they don't live in them at the beginning of the year. We do a great deal of work to prepare for the use of the material that has been gathered in our great museums. If this thing were started in Bennington, I believe it would bring more people than you could think right now. You have no idea the letters that come asking when Bennington is going to open, and the quality of person that is asking that particular question. I presume we get a good many letters because it has sort of leaked out that the Leigh children are attending The Edgewood School. I had two letters from two distinguished families whose daughters have been in Europe, saying they are waiting for Bennington to open.

Now, I think that left alone to develop this particular idea that you will be very glad to be in Bennington. Another thing: President Hopper worked out a very definite basis

of extension work, and he was affiliated with colleges and universities in Europe, Leipzig and Paris, and his students were doing certain things in a creditable and constructive way. If you were doing things in such a way that it was necessary for you to specialize in French, he would send you to his affiliated school in France, where you pursued your particular line of work in French. His own children are linguists of high order. They speak Sanskrit, Russian, German, French, Latin and Greek.

I can see that Boston and New York might be extension centers of Bennington that would be very valuable, and it would be very wonderful to have the advantage to withdraw to the quiet of Bennington. We are an hour on the best train from New York. I wish we weren't. I wish we were further away.

CHAIRMAN KILPATRICK: How far away would you like to be?

MISS E. LANGLEY: I would like to be another hour. We had an opportunity to move out into the country. When Rosemary burned, one of our graduates promised to take down the chapel, brick by brick and erect it in a remote place, and the Trustees voted against it. I think now they are rather sorry because Rosemary is hedged in and New York is no near. You never heard of any great movement being born out of a city. I have been talking to some musicians of high note in the last ten days, who were interested in forming a musical center, and we discussed Bennington.



I said, "Bennington is going to start, why don't you wait for that?"

They said, "That is what we would like, if we could manage it, a month of a lovely conservatory."

I could mention two opera singers, who are leaders, who said, "Why we would love to go up there. This city kills you." I don't believe any great movement would be necessary to bring this about. I vote for Bennington, though I won't give up the coeducational course for anything in the world. I don't know whether Mrs. Woolley agrees with me or not.

CHAIRMAN KILPATRICK: We have, before we get through, to discuss "when." Possibly if we answer all these other questions we shall have answered the when, and possibly we need not take long on it, but this is a very vital question.

MRS. E. SMITH: One point that has not come out: Is there any way of getting any estimate as to how much the present colleges use the advantages of the city when they are needed? My experience is that the city is used mostly for shopping and social contacts, and not very much for education.

DR. JOHN J. COSS: I have failed to bring out that Bennington is not to be the ordinary college.

MR. ROBERT S. LYND: Yes, but you are to have girls.

DR. JOHN J. COSS: Righto, but I can bear witness that Columbia, which is for boys, has to date never in

an organized fashion made use of the facilities of New York in the Fine Arts courses; only in the coming year are we to utilize the industrial and political phases of New York, and in that course each student is to have supervised visits, three each half year, and three only. So that at the present time a College, which counts itself as being fairly progressive, which has a most convenient urban situation, does not do all the things that have been talked about as the essence of a successful college, that is to utilize all the contemporary activities of the work of its field. Now I am not defending that, that is a fact.

MR. ROBERT S. LYND: That is why we want Bennington.

DR. JOHN J. COSS: That is a reason why we want Bennington, but my vote is so absolutely determined by the fact that there is an awful lot more in life than is to be got from visiting the Ford plant, and that Bennington can do superbly, and the Ford plant can be visited even from Bennington.

MRS. HELEN LYND: Could you do that superbly without enough money?

DR. JOHN J. COSS: You can by organizing your trip to New York or Boston where your school does work. That can be done.

CHAIRMAN KILPATRICK: Mrs. Lynd has possibly some experience on this from Sarah Lawrence.



MRS. HELEN LYND: At Sarah Lawrence, New York is used constantly, not only for sporadic visits but the museums, libraries and various parts of the city are used as a part of the subject matter. My students have told me that this year the work they did in Harlem, to give them an understanding of the different types of civilizations, was of immense value to them.

At Sarah Lawrence there is a certain amount of rural quiet which they get too, but it seems to be the case that their inaccessibility to the city would mean a reversion to a subject matter curriculum far more than is at present the case.

I would like to ask Mr. Smith how much he feels there would be a modification of the Bennington plan as at present set up in a rural community.

MR. HERBERT SMITH: That seems to me the chief reason for favoring the shift to the metropolitan area. It seems to me the type of program laid out by Bennington lends itself to the exploitation of resources of a metropolitan area; it is precisely that reversion to verbal education that I should be afraid of.

PRESIDENT LEIGH: The holiday period from Christmas until Washington's Birthday provides a two months' period for field work, on which the student is to report, in which the same effect might be secured.

MR. HERBERT SMITH: If you use the two months' period for coming out and mere social activities instead of relieving the situation of the isolated women's college, you merely accentuate it, and have not only a hectic week-end but a hectic two months. I know my girls take off two months to come out, and spend the rest of the year recovering.

MRS. HELEN LYND: What constitutes the most unique elements of Bennington to be preserved at all costs, the advantages embodied in the program that can be carried out better in a metropolitan center?

MRS. ELEANOR R. WEMBRIDGE: Has there been any interest in this project shown by the State of Vermont, or other cities, or Department of Education of the State of Vermont? Have they any interest in the college?

PRESIDENT LEIGH: I don't think the State of Vermont has taken an interest in it.

MRS. ELEANOR R. WEMBRIDGE: Is there a Department of Education that has any money?

PRESIDENT LEIGH: I don't think so.

With regard to social and economic and human relations, we can dig ourselves into and build ourselves in the community. I think the art and music difficulty is greater certainly.

MISS E. LANGLEY: As to creative art work, a large part of it is done in the country settlements such as Peterboro, etc.



PRESIDENT LEIGH: I am pretty ignorant on art and music, and I am wondering if I am overemphasizing the value of the Metropolitan Art Museums and other museums, and seeking things in museums.

MR. MORTON D. SNYDER: Should you think that Sarah Lawrence would be a better college if it were an hour further from New York?

MRS. HELEN LYND: Possibly, yes.

PRESIDENT LEIGH: Because you are in the midst of a real estate development. Isn't that the only thing that you would say is wrong with that location?

MRS. HELEN LYND: Yes.

MR. MORTON D. SNYDER: If there were a larger campus, would it not be the same as if it were further away from a city?

MRS. HELEN LYND: Yes.

MISS KATHARINE TAYLOR: Have the Bennington College group considered maintaining barracks somewhere in the city, headquarters where you could spend a week or two weeks for different activities.

PRESIDENT LEIGH: We thought of using that winter two months for groups in the city. We have not purchased any land.

MISS KATHARINE TAYLOR: I think that would make me feel that it would not compromise the Bennington plan too

much if you worked out a set of correlated activities in a city.

MR. WILLARD W. BEATTY: Doesn't the very fact that Bennington is planning to operate during the summer months open up to us the big opportunities which Miss Langley just talked here about, of creating here a summer art colony and summer music colony. Woodstock and Provincetown and a number of other places are just instances; in fact, Bronxville was the first instance of that particular kind in and around New York. People could get away from the metropolitan area easily in the summer. With the proper approach, it would be easy to bring some of the finest people in the arts for summer to Bennington to give courses that couldn't be duplicated in the metropolitan area, and you couldn't give within two hours of the metropolitan area.

MR. HERBERT SMITH: It is not proposed to run during the summer months.

PRESIDENT LEIGH: No, but that is not final.

MR. CARLETON WASHBURN: Let us take a straw vote to see if we are unanimous or not. If we are nearly unanimous, we are widely divergent in our discussion. We can then discuss the next question.

CHAIRMAN KILPATRICK: It is so decreed.

The motion is that we approve the idea of locating our proposed college near, rather near to some metropolitan area or region where coordination is the effect.



MR. MORTON D. SNYDER: Do you separate that motion?

CHAIRMAN KILPATRICK: I separate it. It was part of the last - with the implication that it would be easier under such conditions to work out a better coordinate scheme than appears probable here. Are you ready for the straw vote. All those in favor of a metropolitan area, raise your hands.

... Eight hands were raised ...

CHAIRMAN KILPATRICK: All those opposed raise your hands.

... Nine hands were raised ...

PRESIDENT LEIGH: I don't think we are going to get any further along on a consensus of opinion with only 15 minutes left.

CHAIRMAN KILPATRICK: We shall go on to the next item: When. If it stays here, when?

MR. WILLARD W. BEATTY: 1931. I make the motion that if it stays here every endeavor be made to open in 1931.

MR. EUGENE SMITH: I second that.

CHAIRMAN KILPATRICK: The motion is made and seconded that if the college stays here every endeavor be made to open in 1931.

PRESIDENT LEIGH: But where are you going to get the money?

MRS. GEORGE S. FRANKLIN: That motion is subject to the general financial plan that Dr. Leigh outlined that we would have to charge what would approximate \$1850; that we would have to build our buildings on a building fund; and that we would have a very uncertain scholarship with the help of you people in the progressive schools who, perhaps, can eke them out for the first few years.

CHAIRMAN KILPATRICK: That is implied in the motion.

MR. EUGENE SMITH: I do see another possibility. I should go so far as to say that if it were impossible to put up any great amount of buildings, I would make the attempt to use the already available buildings in Bennington. I am by no means sure that a finer institution would not come out of something started on the college plan with available houses where one of those fine old barns was made into a workshop for dramatics and works of that kind. I am not a bit sure that you would not get a finer institution than if you built all the buildings at the start. It has been done over and over again. You have spectacular successes to point to, and Miss Langley will tell you some of their happiest days at Edgewood were spent in the reconstructed old barns partitioned off. All of us, I think, feel very enthusiastic about the possibilities of small beginnings.

Now, it is true this is a college, and it is



true that people have a certain feeling for the traditional college; but if we are going to break ground, and if there were no other funds available here, we could add such facilities as would be absolutely necessary and go ahead anyway and capitalize on the enthusiasm that may be dying rather than postpone building year after year in the hopes that something different will happen.

MR. ROBERT S. LYND: I confess that I am very dubious about planning to start Bennington on enthusiasm. I think it may be possible to take the situation of Mark Hopkins' student on a log in an elementary experimental school in a community that doesn't have such a school, then start from small beginnings and grow up gradually and eventually blossom out into a big proposition. I don't believe though that that analogy is as good in the case of a college. It presents too great a contrast between the sort of thing that is Harvard, Princeton and Yale. It may be that we are just being sentimental that we can compete in that.

One point that perplexes me a good deal: It is very easy to go ahead and say start in 1931, which means as far as I can see that is handing over to the President of this institution an authorization to raise money, to find a faculty, to build buildings, and do all the other organizational things that would be necessary to start the college. I confess that my own feeling is that if an attempt were made to start in 1931,

some provision ought to be made to lift entirely from the administrative officer of this organization all the responsibility for money-raising from this point on. I don't know whether that ought to include lifting from him all the responsibility of building the buildings - I suppose he ought to be consulted on that - but I should be inclined to move an amendment to the motion that has been made, that a strong recommendation be made by this Committee to the Trustees that if the Trustees go ahead in 1931, the Trustees themselves, through a Committee of their own, assume completely underscored all future financing problems, and possibly building construction problems, until the organization opens in 1931.

MR. MORTON D. SNYDER: I think it is generally considered, is it not, that the chief defects of the Antioch experiment are due to the fact that President Morgan has to take so much of the work to raise money that he cannot give the proper attention to the educational needs of the institution?

PRESIDENT LEIGH: The chief defect is that the President has only done sparingly on the educational problem, and has spent practically all of his time in talking with people who might give money.

MR. HERBERT SMITH: I would like to second Lynd's amendment.

MR. PERRY D. SMITH: Define very carefully that distinction between the duties of the President as a money-



raiser, which is none of his business, and he shouldn't be called upon to do it, and the educational problems.

MR. WILLARD W. BEATTY: If Bennington could find a money-raiser and an educator, and tie or team them up, it would do something that has never been done in American education before.

MR. ROBERT S. LYND: Our organization has always opposed that.

PRESIDENT LEIGH: M.I.T. is going to do something like that.

MR. EUGENE SMITH: There are a good many fine quarters available for living here in Bennington. It is not necessary to have a college dormitory if you have a sufficient number of really delightful cottages, and it might be quite possible on a rental basis or some basis that did not involve too much of a commitment of the funds of the college at the start, to arrange a group of cottages in which the first two classes could live while this thing is gotten under way, with the thought that if it proves more desirable to have a dormitory, a growing institution is likely to be able to provide it better.

MR. ROBERT S. LYND: You mean renting the summer cottages? Do those have heating? If not, you would be under the expense of installing heating.

MR. EUGENE SMITH: I am speaking of the all-the-year-around houses.

DR. JOHN J. COSS: You would have to put the heat connection in some of them.

PRESIDENT LEIGH: You would waste a lot of money on it.

MISS KATHARINE TAYLOR: I think the ones you can get are very limited, and the place is very small.

MRS. GEORGE S. FRANKLIN: You couldn't put more than one class in a building.

PRESIDENT LEIGH: That is our combined judgment.

CHAIRMAN KILPATRICK: The motion before us, I am not quite sure whether Mr. Beatty made the original motion.

MR. WILLARD W. BEATTY: Yes.

CHAIRMAN KILPATRICK: Will you accept this amendment?

MR. WILLARD W. BEATTY: Yes.

CHAIRMAN KILPATRICK: I understand the motion to be that we recommend to the Trustees to use every endeavor to open the school in 1931 with the understanding that they couple with this every endeavor to relieve Dr. Leigh from the financial work.

MR. ROBERT S. LYND: You might add that this recommendation is contingent upon action by the Trustees that they will relieve Dr. Leigh from such work.



MRS. GEORGE S. FRANKLIN: As a Trustee, I would like to say one word on that. I entirely agree with Mr. Lynd theoretically, but I don't know whether you realize that when a college has only a paper existence, nobody is going to give any money without seeing the President, Dr. Leigh, because Dr. Leigh is the college.

MR. EUGENE SMITH: He can talk about his educational plan, but not become responsible for attracting the money.

MR. ROBERT S. LYND: If there is, for instance, the problem of floating a loan to build your dormitory, he would not have to touch that at all.

MRS. GEORGE S. FRANKLIN: Of course not, and of course you are absolutely right I think. If the college is to be started in 1931 he can't be hauled off for all that sort of thing, it is perfectly obvious.

CHAIRMAN KILPATRICK: Suppose we put it like this: That we recommend that every endeavor be made for the starting of the College in 1931, but we understand that it is entirely necessary that Dr. Leigh be spared practically full time on the educational program.

MR. HERBERT SMITH: I think there is one other recommendation to couple with that, that is as to the effect of the building program. I quite agree with Mr. Eugene Smith that expenses should be cut to the indispensable minimum in order to

save resources for another end - that I am going to speak of in a moment - and because the buildings themselves will be better suited to the institution if the institution has been living for a number of years before they are built.

The project which I think should be considered is the substantial underwriting of the engagement of the faculty, not for one year, but for at least three years. The project is going to stand or fall by the men and women, if there are any women, to be on the faculty, who compose its first teaching staff; and at present the thing that would fill me, as an educator, with alarm is the extremely tenuous quality of the contingent fee arrangement. Adequate salaries must be paid from the start, salaries not commensurate with those in other women's colleges but far greater.

CHAIRMAN KILPATRICK: If I understand it, you are making an amendment. Will Mr. Beatty accept it? Mr. Herbert Smith believes we should couple with the recommendation an additional provision that the Trustees should understand the conditions under which the school is to be opened increases the obligation to make certain to the faculty ample salary and certainty for three years.

MR. WILLARD W. BEATTY: I would be very glad to accept it.

CHAIRMAN KILPATRICK: You have heard the motion with these two provisos added. Are you ready to vote on



it?

... The motion was passed unanimously ...

CHAIRMAN KILPATRICK: We stand adjourned.

PRESIDENT LEIGH: With a very sincere vote  
of thanks for the use of your minds.

... The meeting adjourned at one o'clock ...

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