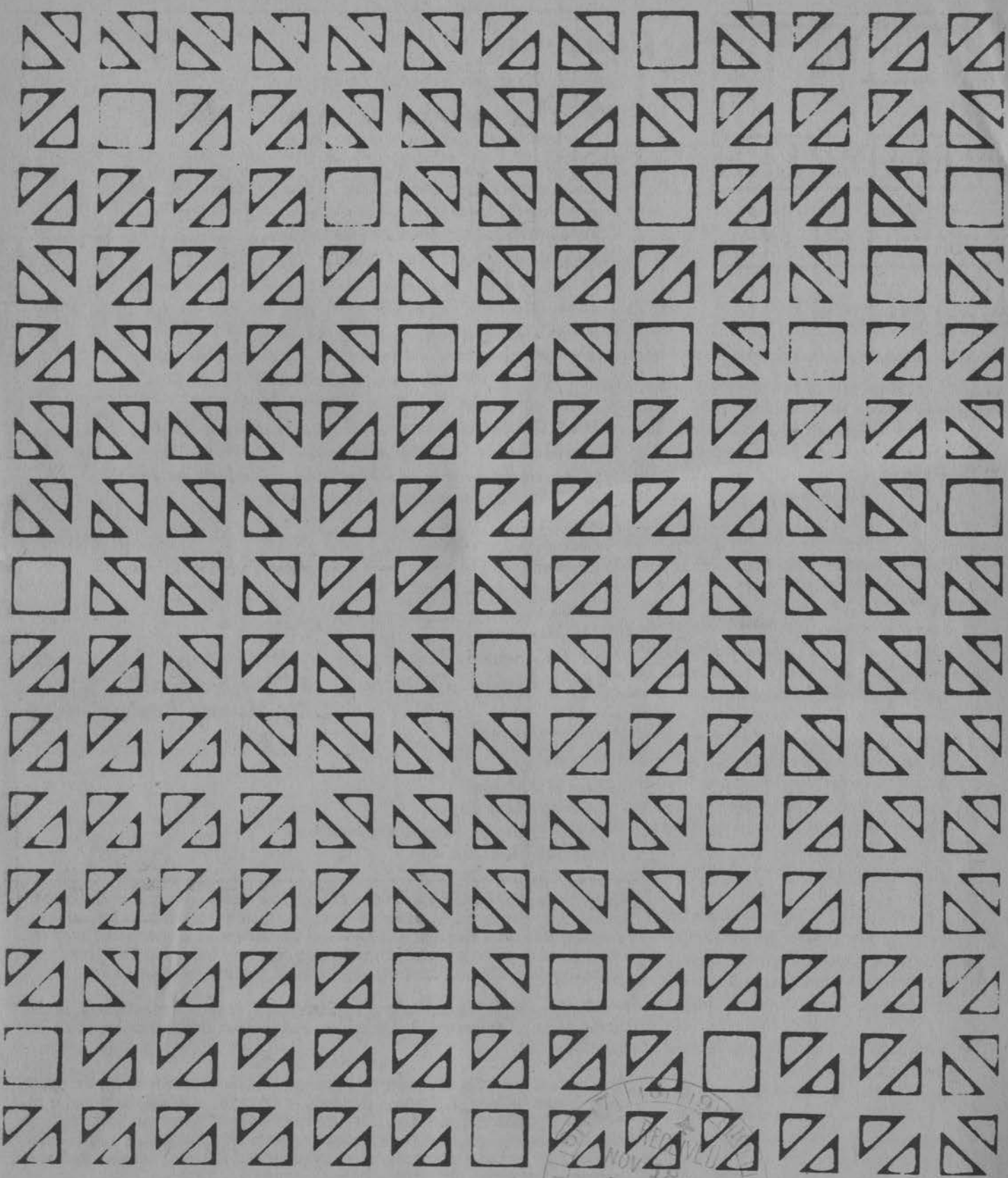


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QUADRILLE

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Quadrille is published at Bennington College four times a year. It is designed to reflect the views and opinions of students, faculty, administration, alumni, trustees, parents of students, and friends of the College. It is distributed to all the constituencies and is intended primarily as a quarterly journal in which members of the Greater College Community may expound, publicly, on topical issues.

The Editors of Quadrille invite articles, statements, opinion, and comment, letters to the editor, photographs, and graphics, and reviews from members of all the constituencies.

This issue of Quadrille marks several changes in style. Most obviously, the paper used is substantially different — due both to financial considerations and a re-evaluation of editorial priorities. It is hoped that the greatly increased forum space will increase dialogue in the community proportionally. Design has also evolved, due in large part to a new theory in editorial content stressing detailed studies of campus affairs.

These changes have been made under pressure of time and there are details only a subsequent issue can remedy. This is, however, essentially what the magazine will look like.

NOTES FROM COMMONS

This collection of galleys, correspondences, releases and statements reflect the attitudes of individuals and groups on campus during Fall, 1970. They do not represent the editorial view of Quadrille, but are reproduced to illustrate the spectrum of concerns and activities in the Bennington community.

Galleys

There are always numerous open messages to the community. They can indicate much about the tenor of the campus. It is, however, impossible to print each galley and notice; and many of them are much too lengthy to quote completely. A sampling is presented:

—o—
"In August Miss Stickney's office and I went through the 174 responses to "Leg-Line" questionnaire on food which came out last spring. . .the incoming class of 180 did not see the questionnaire and only 31.6 per cent of the current students answered it. From those replying 37 per cent claim to be either vegetarians or macrobiotic or health food admirers and it is safe to assume that there are more who are interested. It seems appropriate, therefore, that we add some natural foods to the menus. Some of these have been ordered and as soon as we learn more about sources, prices, etc., we will try to increase the variety during the term. . ."

—Joseph Parry, Director of Dining Halls.

—o—
"The bad thing is that I'm applying for financial aid and if they decide to accept me but the financial aid doesn't come through, they will assume I can't come. They will notify me and if I can scrape up more money, they'll put me on their waiting list."

—quote from a letter from an applicant to a Bennington student.

The experience of the applicant quoted above is not isolated. Scholarship applicants often find themselves confronting a system whose standards resemble those of a country club rather than those of a school. When is Bennington going to stop treating scholarship applicants as second-class students?

—Stanley Scott, Erik Nielsen, Thomas Patten

Galleys

Questions have recently arisen concerning the fairness and adequacy of the College's reduced fees policy. Thus far, we have dealt with the recent questions on an ad hoc basis and, as a result, we lack sufficient assurance that our policy is completely consistent or completely fair. Since the policy affects some 25 per cent of our students and the sums involved exceed \$200,000 annually, representing some 10 per cent of our fee income, it is obviously of first importance that doubts concerning it be resolved as soon as possible.

To this end, I am this day appointing a Special Committee on Reduced Fees Policy to be made up of four students to be designated by the Student Legislative Council, two faculty members to be designated by the faculty educational Policy Committee, two trustees to be designated by the Chairman of the Board of Trustees, and the Director of Business and Finance and Director of the Student Services Office, to serve ex-officio.

This Committee is charged with the task of studying and making recommendations upon all questions relating to reduced fees, including but not limited to, the appropriate level of reduced fees as a proportion of the College's income from fees, the impact of reduced fees policy and high tuition costs on the socio-economic composition of the College and on various segments of the College population, maximum and minimum awards of reduced fees and the appropriate balance of awards in terms of size, the appropriate consideration, if any, of the extent of financial need in the admissions process, the College's obligation to students or applicants who chose not to receive financial assistance from their parents, or whose parents refuse to provide financial assistance, and the procedure for determining financial need, with special reference to the adequacy of the College Scholarship Service procedures and the appropriate and fair amount of the student earnings requirements.

I urge the Committee that they un-

dertake this study at the earliest opportunity, that they attempt to hear the views of all segments of the college community and of others outside it, if they deem it necessary and important, and that they submit a report and recommendations to me on the matter no later than the first week in December. I shall thereafter bring those recommendations to the appropriate bodies within the college community for such action as is necessary under the college constitution.

—President Edward J. Bloustein

(Text of the pet proposal drafted last Fall by Sam Schulman and Meg Hunsnewell and proposed again this year by the Student Services Office)

1. All pets must be registered by their owners in the Student Services Office and licensed with the Town of Bennington, fulfilling health regulations. (Registration involves payment of a \$20.00 deposit as recompense for any damages to college property incurred by the animal; and as an insurance that the animal will not be left behind at the end of term. The deposit will be mailed to the owner when both he and pet have left campus.) It is to be understood that the owner will take full responsibility for his/her pet.

2. Each House (including college-owned off-campus Houses) must approve the presence of any animals living in it by a majority vote; and the suite in which the animal will live must accept it unanimously.

3. The pets are not to leave the House unless leashed within the center campus or if outside the center campus unless in the company of his owner. No pets may enter any of the College buildings except those Houses that welcome their presence.

4. The Judicial Committee will hear and act upon complaints against any pet. Three complaints against any one pet are sufficient grounds to demand the immediate removal of an animal from campus.

5. A pet-law-enforcement committee made up of several pet owners who are willing to make sure that the aforementioned requirements are carried out by every owner on campus, will work with Judicial and the Student Services Office in seeing the enforcement of this proposal carried through.

The Literature Division has asked the Lit student EPC to handle "the matter of Silo." This year, unlike past years when the magazine has been advised by a member of the literature faculty, Silo will be run entirely by students. There seems to be the feeling among some students and faculty that in recent years Silo has become cliquish, has withdrawn from the Bennington community, and has declined in quality. The magazine needs a new staff, for no one from last year's staff has decided to work on it this year. Perhaps it needs a new format, a new price, and new literary policies.

There will be a meeting tonight (September 29) in Dewey House for all those interested in working on Silo, irrespective of academic major and including those people that attended the previous Silo meeting.

—Phil Holland, Goldie Morgenthaler (Lit SEPC)

This year the format and content of Silo will change considerably. Our funds have been cut in half, which will have a simplifying effect on the binding and typography. The office of faculty advisor, held for several years by Claude Fredericks, will be one of the duties of the secretary of the literature division, a rotating office. This year's secretary is Richard Tristman. The staff of fifteen is composed of a managing editor, editors of business and layout, and boards for art, music, prose-fiction, poetry and non-fiction. This last board will read studies in the sciences as well as critical prose on the arts. We hope to publish the best efforts of the Bennington College community, and will rely very little on

outside material. Silo will cost \$1.00 per issue. We urge all members of the community to submit work from any field. We want to put out an issue this fall, so submit work soon. . .

—Alex Reed, editor of Silo, and staff

The governor's commission on Student Affairs, established by Governor Davis, became active last spring during the strike. Over the summer such temporary representatives as were accessible (Sheela Hardin and I were the representatives from Bennington) met several times to define the powers and duties of the Commission, so that when the permanent representatives take office at the end of this month they will not have to waste time on the preliminary organizational details. There are to be two permanent representatives from each of the 21 colleges in Vermont, as well as three college presidents and three faculty members serving on a rotating basis. Anyone interested in finding out more about the Commission or in being one of the representatives (Sheela and I have been authorized by Leg. to appoint them) come to a meeting tonight. . .

—Mary Barringer

Phi Gamma Sic Semper Tyrannis Epsilon: Dig it, girls. It's a great new idea — and not in ideas but in the things themselves. Sororities instead of houses. . . Selective Service Officers

Clarinet in Your Closet

The Music Division needs more instruments in its collection to meet the demands of increased enrollment. Allow your unused flute, oboe, violin and 'what have you' to escape from dark and dust into the fresh and mellifluous air of Jennings Hall. A musical gift to the College will not only earn your immediate applause from students and faculty but make a tune the Internal Revenue Service understands. Please send your gift to Lionel Nowak, Secretary.

Music Division
Bennington College
Bennington, Vermont 05201

(SSO) will decide the social disposition of their houses, and choose sorority sisters accordingly. (I recommend house chairmen for this office, since their willingness to perform such a duty, and, indeed, their effectiveness, has been proven just this term.)

You don't have to live with cretins, singers or pessimists — unless you are a

Events

and Douglas Houston participated in the third.

On October 8, Robert H. Woodworth showed two of his time-lapse motion pictures. He has made over forty films.

Dr. William A. Niering, professor of Botany at Connecticut College, discussed "Wetland Dynamics of New England" at Tishman Hall October 11.

The First Introductory Lecture of Transcendental Meditation was held on October 14. It was followed by a second orientation meeting on October 22. The series is sponsored by the Students International Meditation Society.

Poet Adrian Mitchell read in the Carriage Barn on October 14. Mitchell is a leading political poet in England and famous for public readings of his work.

Milton Potash, UVM professor, discussed "Our Deteriorating Lakes" in Tishman Hall on October 18. His talk was sponsored by the Noyes Foundation (See article on "Survival" in this issue).

Faculty Member Alan Cheuse discussed the relationship of artist and society in Modern Cuba and in particular Alejo Carpentier on October 20.

Michael Dennis Browne, faculty member, and two visitors, Scott Hewitt and Steven Schrader, presented an evening of poetry on October 26.

A Dance Concert was presented October 26, choreographed by Karen Lierley with music by Bill Dixon, performed by Connie Allentuck, Kathy Bernson, Karen Lierley and Kevin O'Neill.

cretin, singer, etc., in which case, why, you'll be right at home. New names are, of course, in order: Noise, Swank, Wilinwoolie, Finkland, and heaven help Bitch House. Don't you agree that this is the only reasonable living arrangement for objective mature students at Bennington College?

—Anonymous

A cursory look at happenings at Bennington, taken from the pages of COLLEGE WEEK and other sources:

A faculty art show commenced on September 29, featuring ceramics by Stanley Rosen; painting by Richard Haas, Philip Wofford, Sophia Healy, Pat Adams and Sidney Tillim; Sculpture by Isaac Witkin, Roger Williams and Joel Perlman; and a diorama box and two graphics by Haas.

Hilton Kramer, New York Times art critic, visited September 30, and spoke about "Some Theories of 'Action' in Recent Art Criticism," which dealt with the art of symbolic action.

Writer-in-Residence Eric Bentley planned to perform his play, "The Red, White and the Black," on October 5 in the Carriage Barn, but his accompanist and composer Brad Burg was unable to attend. Bentley instead read excerpts from the work, singing several of its songs and other related pieces. He accompanied himself on piano and pump organ.

A Meeting of Women was held on October 7 in Fels House. It was not, said its organizers, a women's lib meeting but an opportunity to come and to talk, or to listen.

Faculty music concerts were held on September 23, October 7 and October 21. Frank Baker, Jacob Glick, Maurice Pachman, Gunnar Schonbeck and Henry Brant participated in the first event. Baker, Marianne Finckel, Lionel Nowak and Michael Finckel presented the second concert. Glick, Brant, Baker, Louis Calabro and students Catherine Satterlee, Kimball Wheeler, Joel Katz



SUMMER PROGRAM: 30 Gifted High School students spent a month at Bennington this Summer studying with College faculty. The program, in its fifth year, is coordinated by Leonard Rowe.

Letter

An open letter to the community, prompted by the report from the board of Trustees drafted by Robert S. Morrison last spring. A copy of this letter was sent to Mr. Morrison:

It is not difficult to define a professional or technical education. TRAINING, in fact, is an apt synonym for either. A professional is expected to be proficient or expert in his speciality, and specialization, in part, defines the professional. A surgeon is expected to be proficient in operative skills, but not necessarily so if the teeth are at issue, for that is the province of the DENTAL surgeon. Specialization is not definitively the mark of the professional, however, for the family doctor is a professional even though he is not overly specialized — though medicine is his only acknowledged expert domain. The defining feature of a professional education is expertise, is the proficiency to be expected as a function of education, and, at times, that proficiency will be more or less specialized.

This skill or proficiency is a feature of all professional training. Physicians or scholars, researchers or sculptors, if they are to be accorded the status of professionals, must have achieved a certain level of technical proficiency. And their training reflects that aim. As part of their training all professionals are expected to be able to conform to the standards set by the profession and to achieve them at a level that does credit to the professionals who have trained them. These standards and achievements include the ability to utilize the methods which define the discipline and to know the past and present contents in their field. Indeed, the professional is expected to have a profound — even a complete — knowledge of his field; during training scholars and researchers, for example, are expected to be able to answer any question that a professional may ask. A professional education is relatively easy to define: proficiency achieved to a certain standard.

But how does one define a liberal arts education? Perhaps we could agree on this: A liberal arts education is not the same as professional training. Without agreement on that much there can hardly be agreement either "on what a liberal arts education should be" or "what a BENNINGTON education should be."

LOUIS CARINI

One of the byproducts of Bennington's Non Resident Term each year is a collection of student papers that make for excellent reading. Beyond the varying degrees of enthusiasm expressed toward specific jobs, the tone of most of the papers is thoughtful, exploratory, and very much alive.

There is a force of character and situation generated among them, simply through their collective presentation of NRT encounters. Daniel Myerson, employed by a messenger service agency in New York City, describes the kind of situation that increased his powers of self-restraint:

"Picking up a monstrous package at 1st Avenue going to 8th Avenue, finding it too big for the buses, spending \$1 out of your total cash reserve of \$1.40 to cross town in a taxi...only to struggle another half hour with the elevator made for a dwarf of Lilliput to arrive at the destination and be told that the package is the wrong one...and being asked in an offhand way why didn't I look to make sure that the package was going to the right address, to allow myself only the luxury of eloquence before I start out on foot for 1st Avenue: "Madam, obviously you have never been a messenger, or else you would realize that the vicissitudes of the job make individual scrutinization of the packages impossible."

Kim Wheeler comments on some of her encounters during night-shift duties at the Benn Pastry Shop:

"I enjoyed...the little old ladies who came in about 5 a.m. They were cheerful and human...It was gratifying to get behind the scenes of a small business and feel that the success of the bakery was somewhat dependent on me...reassuring to find that in a

relatively insular town, a complete stranger could buy a business—a man who had never baked a thing—and make a living for himself by it."

Bobbie Watkins, an employee of the Child Guidance Center in Schenectady, reveals in her paper a unique relationship to those she counseled:

"I lived with a welfare family in the Schenectady inner-city area...the 30 year old mother, psychologically termed a 'perpetual teenager', was 8 months pregnant with her 8th child when I moved in...Her nearly perpetual state of pregnancy has kept her a virtual invalid in her chaotic apartment;—and forced the responsibility of family management on her 14 year-old daughter...In living in such an environment, I did not attempt to reform it...instead endeavored to blend in with the situation as inconspicuously as possible...I, with the help of the children, did most of the shopping, cooking, cleaning, and errand-running. I was usually the one to get the 4-year old off to pre-kindergarten in the frigid early-morning hours, exhausted as she was from having watched the Late Show the night before. I snuck many an overdue Library book into the return slot at the Public Library, and paid countless installments on an ever-rising light bill. Having become a total, functioning part of the situation, I felt none of the classic sympathy for those involved in it: for the time that I lived in it, it was as much my life as theirs, and I could not, therefore, consider it superior to any other..."

But beyond the force of the students' awareness to work

situations, there is conveyed through their papers a larger, interpretive force. Students attempt to define atmosphere and personal feelings aroused and then reach for conclusions. Geri Vronman does this with her reaction to the morale fostered by large business organizations. Geri worked in several through her job as a temporary office worker sponsored by a personnel agency:

"I am determined never to fall into the indifference that would lead one to work for a firm that could fold under the next day for all I care...I learned from work when I looked at it in the light of some of my psych texts...that life for most people has reduced the value of work to this situation: You gotta do something to get money and as long as you don't make trouble you can expect it. Don't make costly errors or be inefficient. Quality — both of you as a person and of you as it shows up in your work — is entirely beside the point."

Judith Ogus reaches a new set of personal definitions through teaching dance therapy at Chestnut Lodge Mental Hospital — definitions which do not necessarily answer questions but which do contribute, she feels, to a foundation for more realistic thinking:

"Dance therapy may or may not be my future field. I was not prepared emotionally for the job, but experience is the only means of preparation...I went to Chestnut Lodge with the naive idealism of many inexperienced people who have never worked in a mental institution. By the end of my first week I felt the patients' problems draining my own resources of the 'joy in life' and realized that

mental illness ranks among the most insoluble of mankind's problems. It took me four weeks to get used to this idea and to really feel comfortable in the Chestnut Lodge environment. I had to recognize my role...I was there to bring these people a few short moments of happiness and release as long as they could accept it, but not to think of myself as a miracle worker."

There are many obvious benefits to the NRT program — among them the practical experience it offers, its relation to later vocational decisions, its broadening of a student's perspective toward his college education while he is still IN college—benefits which act on students in varying degrees and of which most Bennington-oriented people have long been aware. But the binding result, and the result that renews itself year after year and contains, always, an element of surprise, is its catalytic effect on students: indifferent and enthusiastic students alike are moved to handle their reactions and determine their value. The probing is what comes through in their papers.

It is likely that students this year will have difficulties in finding appropriate NRT jobs. Economic and unemployment conditions are not favorable, and there is a steadily increasing number of college and universities which have new work programs and which are seeking employment for their students. We need help in opening up opportunities for our students, and ask that friends and alumni of the College consider possibilities in their own organizations, or suggest names of persons who might be interested in hiring a student.

LESLIE ULLMAN.

The Entering Class: In Review

Since preliminary statistics concerning the accepted entering class for 1970 were presented last spring by the Admissions Committee, under the direction of Jean Short Aldrich, many modifications have been made. Of 1534 applicants, 269 men and women were offered places at Bennington as freshmen, and 40 as transfers.

The final report issued in late September indicated that 157 freshman and 36 transfers were attending. It is always assumed that some acceptance will be turned down by the applicants, but it is interesting to note that, of the 309 offered places, most refusals were by prospective female freshmen.

Four hundred thirty five applicants were male, of which 17 per cent were accepted. Thirty-seven of those accepted are attending. Twenty-one per cent of the 1099 female applicants were accepted and 120 of them now attend.

The average board scores for freshmen were 632 for the women and 659 for the men, Verbal; 589 for the women and 651 for the men, Math. For transfer women scores were 646 in Verbal and 617 in Math. Fifty-seven of all the entering students listed literature as their main field of interest and 43 listed social science. Seventy-two listed one of the four fields of the arts and 16 listed mathematics and science.

Thirty-three per cent of the entering students attended private schools and 63 per cent attended public schools. And 60 per cent of the students are from the mid-Atlantic states, 20 per cent from New England, and the others are from the rest of the United States and foreign countries.

To repeat a few interesting facts presented in the spring admissions report, a questionnaire was sent to those 111 applicants who refused Bennington. It was answered by 61. The six most prevalent reasons for their refusal were, in order of occurrence: the location of the College, financial obstacles, the unbalanced male-female ratio, the size of the College, the limitations or lack of concentration in certain departments (Art, Dance, Science and Music) and quality limitations of the curriculum or faculty. Among other reasons given were unpreparedness for total intellectual freedom, parental pressure, a feeling that NRT was invalid, the atmosphere of

Bennington — with different descriptions of its weak points given by each student — and the necessity of defending one's major before a faculty panel.

The class chosen was smaller than any

Calabro's Oratorio Recorded

The oratorio, "Latitude 15.09 N (Longitude 108.5 E)" by College Faculty member Louis Calabro, has been released by Century Records as a long-playing disc, and is now available. The oratorio, written in 1970, was given its world premiere in Bennington last May with a chorus of 100 and an orchestra of 85. Town residents and students from nearly all area schools participated, and Mr. Calabro conducted.

"The oratorio was written in reaction to the incident at My Lai," the composer explains in an introduction on the record jacket. "My first thoughts on seeing the pictures of the 'alleged' massacre were of sheer horror and disbelief." The performance, which was sponsored by the Mayfest Committee of Bennington, was the final work on a program dedicated to the theme of war. A review of the piece read, "it was frightening music, clear in its message, literal."

The text was also written by the composer. He explains, "as with all victims in all massacres, the My Lai people will be outrageously forgotten

of the last few years, since there had been complaints from both faculty and current students about too many new faces at one time. It was also noted that a total of \$73,000 in financial aid was awarded to 38 of the new students.

and, as usual, man will have learned little or nothing. This work is no more than a simple bouquet in dedication to a people I have never known, and yet have known all my life."

The recording was made from the performance tape and some dress rehearsal tapes, by the recording engineer, E. F. Auchter. It is a 33 1-3 recording, pressed as a 12 inch record. The jacket was designed by Christine Graham, Bennington '69, with a sketch by Sarah Cook Longacre, '69, and a rehearsal photograph by Greg Guma, Editor of *Quadrille*.

The recording is available by mail for the cost of production, \$3.00. Checks made to Century Records can be sent to Century Records, Colchester, Vermont, or to the Alumni Office of the College, and records will be mailed immediately. The recording was made primarily because of the great request and enthusiasm of the performers and listeners, but it is hoped that many who missed the premiere will now hear the record.



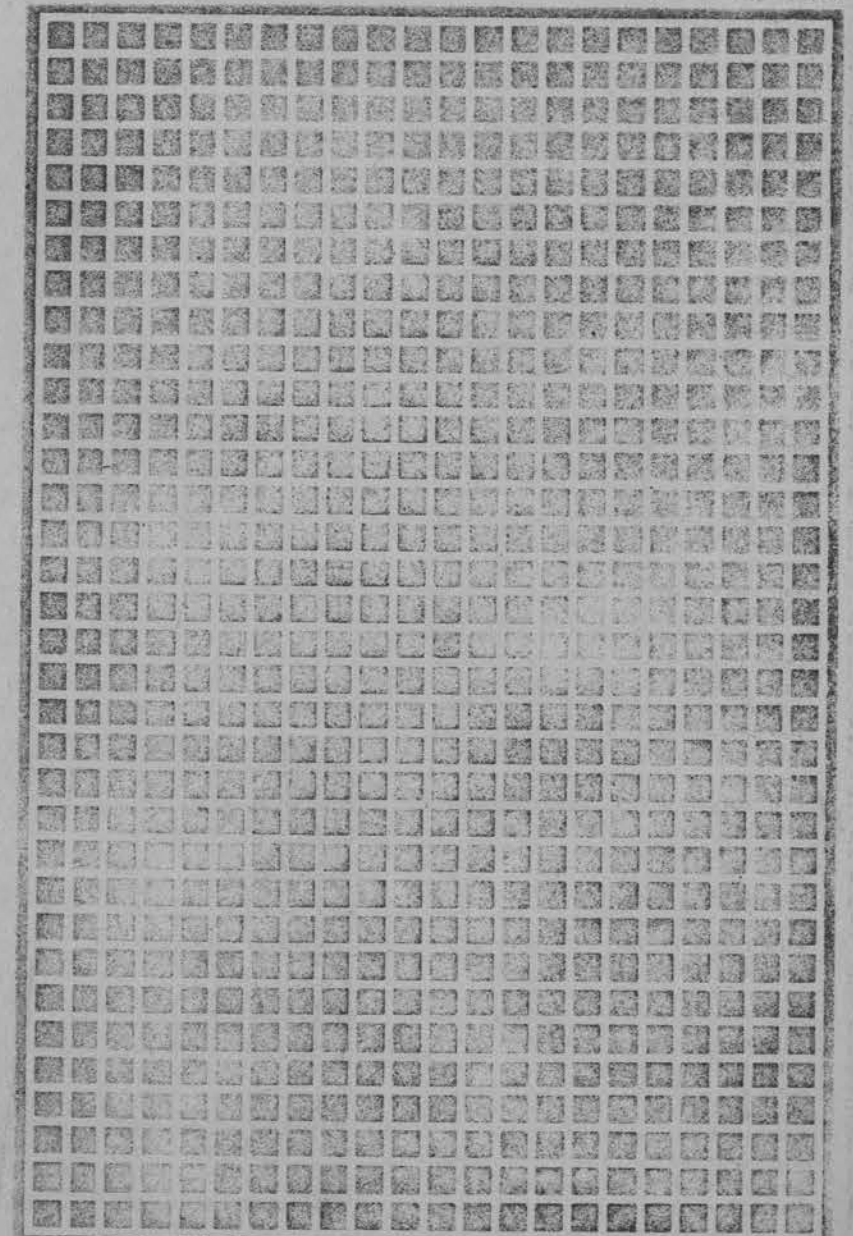
Grids

Straight (1969)

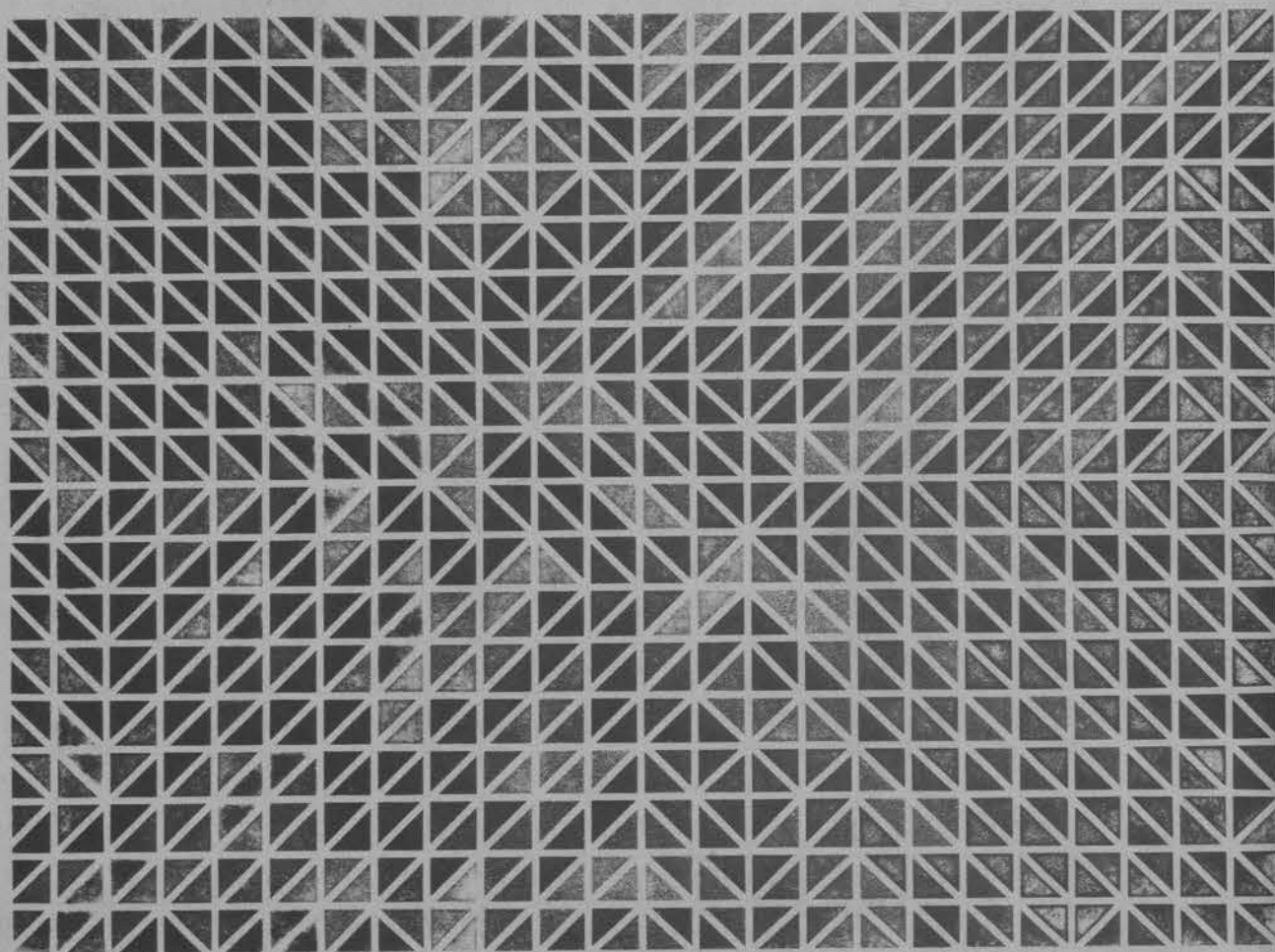
A showing of paintings and prints at the Bennington College New Gallery, October 15 - November 7, by Vincent Longo.

"Vincent Longo is one of the great printmakers of our time. His innovations in etching technique have extended the formal and expressive possibilities of the medium. Other master etchers have enlarged the medium by complication of their procedures — and their results; Longo has broadened the range of etching by simplifying his." *Gene Baro, art critic*

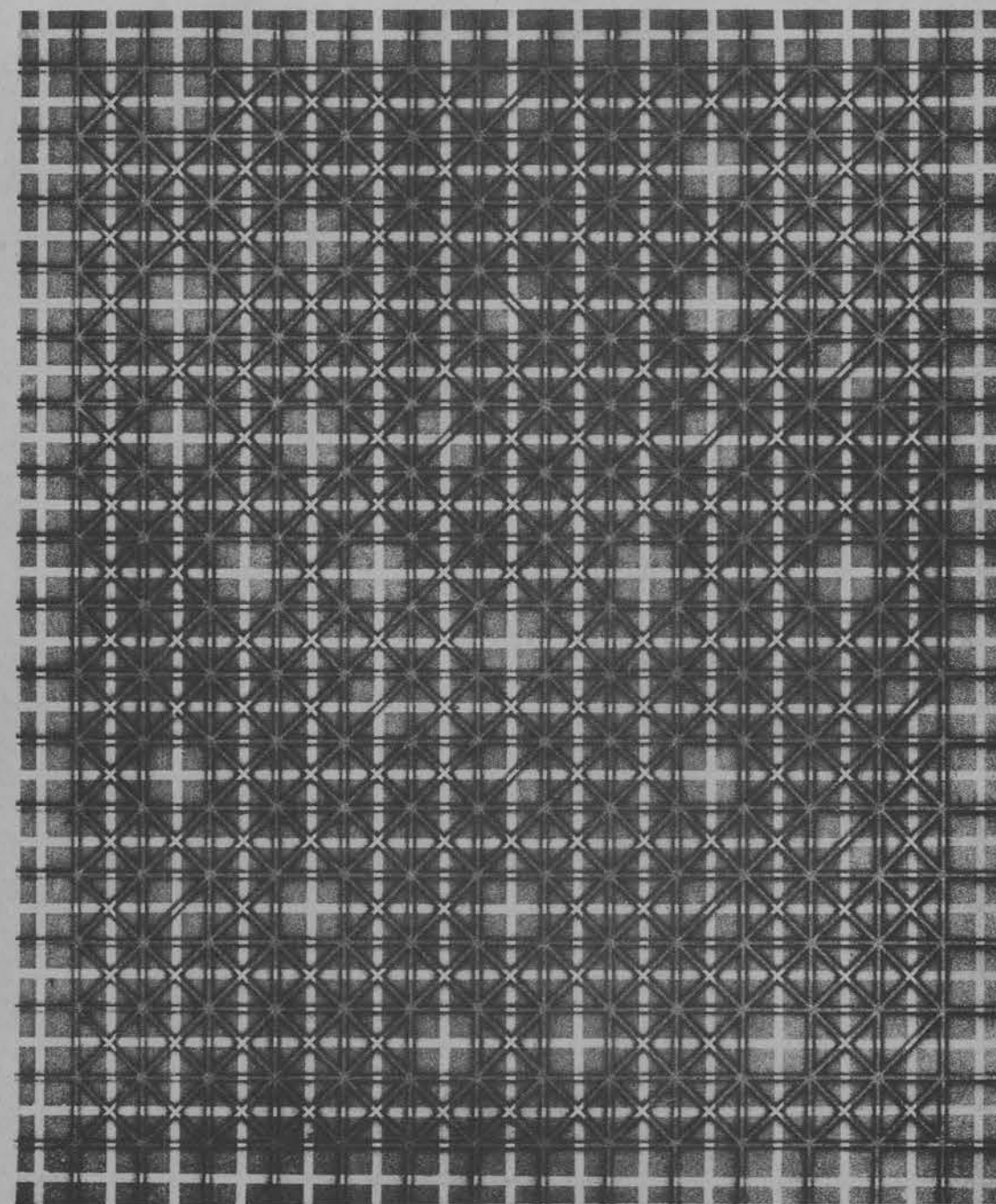
Mr. Longo taught graphic arts at Bennington College between 1957-67, and is currently associate professor of art at Hunter College, New York. His work has been in collections of the Philadelphia Museum, Washington University, Milwaukee-Downer Institute, Oakland Art Museum, Brooklyn Museum, Museum of Modern Art, Lyman Allyn Museum, Victoria and Albert Museum, Bibliotheque Nationale, Library of Congress, Fleming Museum, Erskine College, and others. One man shows include: Regional Arts, Korman Gallery, Zabriskie Gallery, Yamada Gallery, Area Gallery, Wheaton College, Thibaut Gallery, Robert Hull Fleming Museum, Corcoran Gallery and recent selection for the Venice Biennale. Prints on this page and the following few are part of Mr. Longo's Bennington showing.



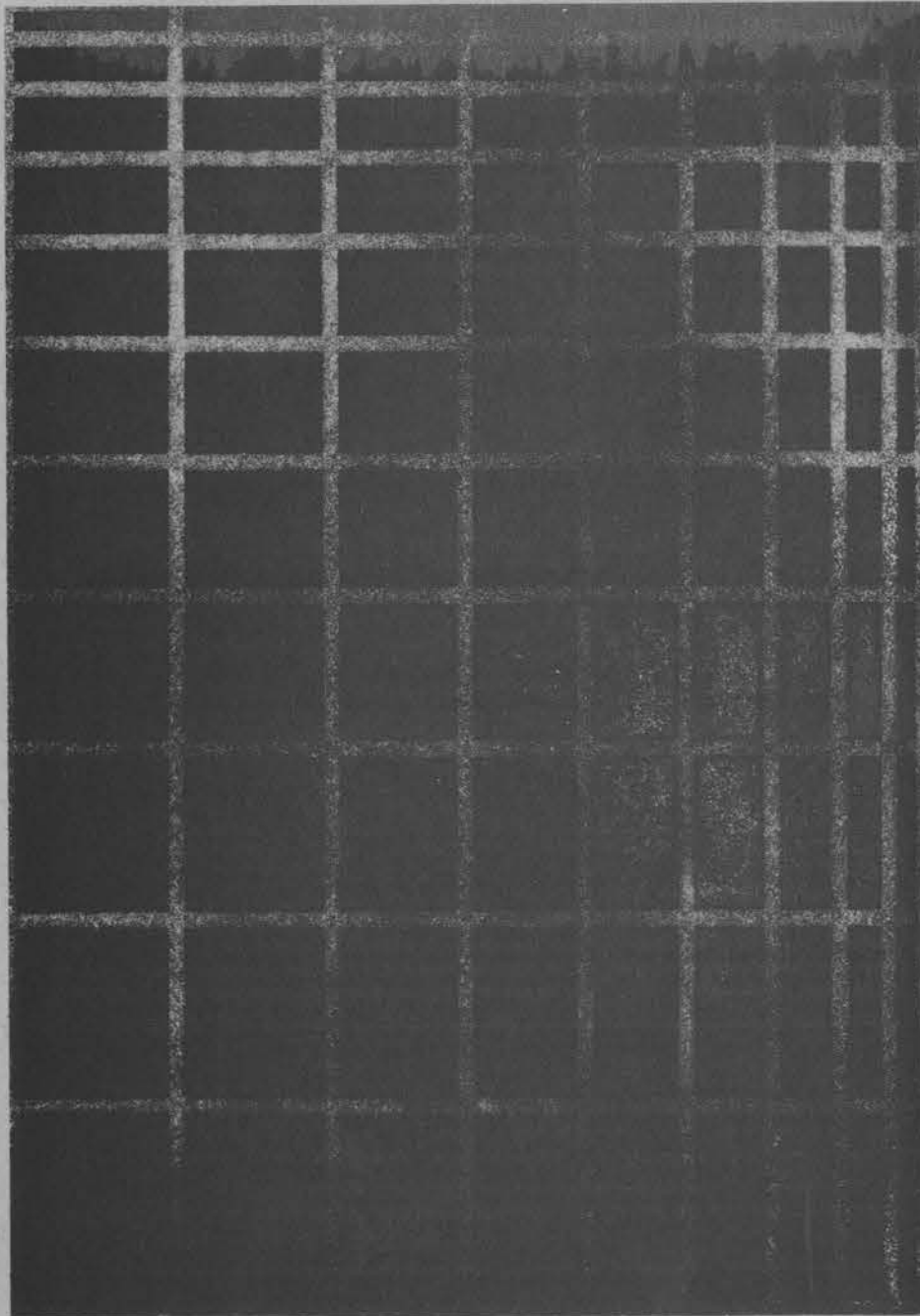
Lattice (1968)



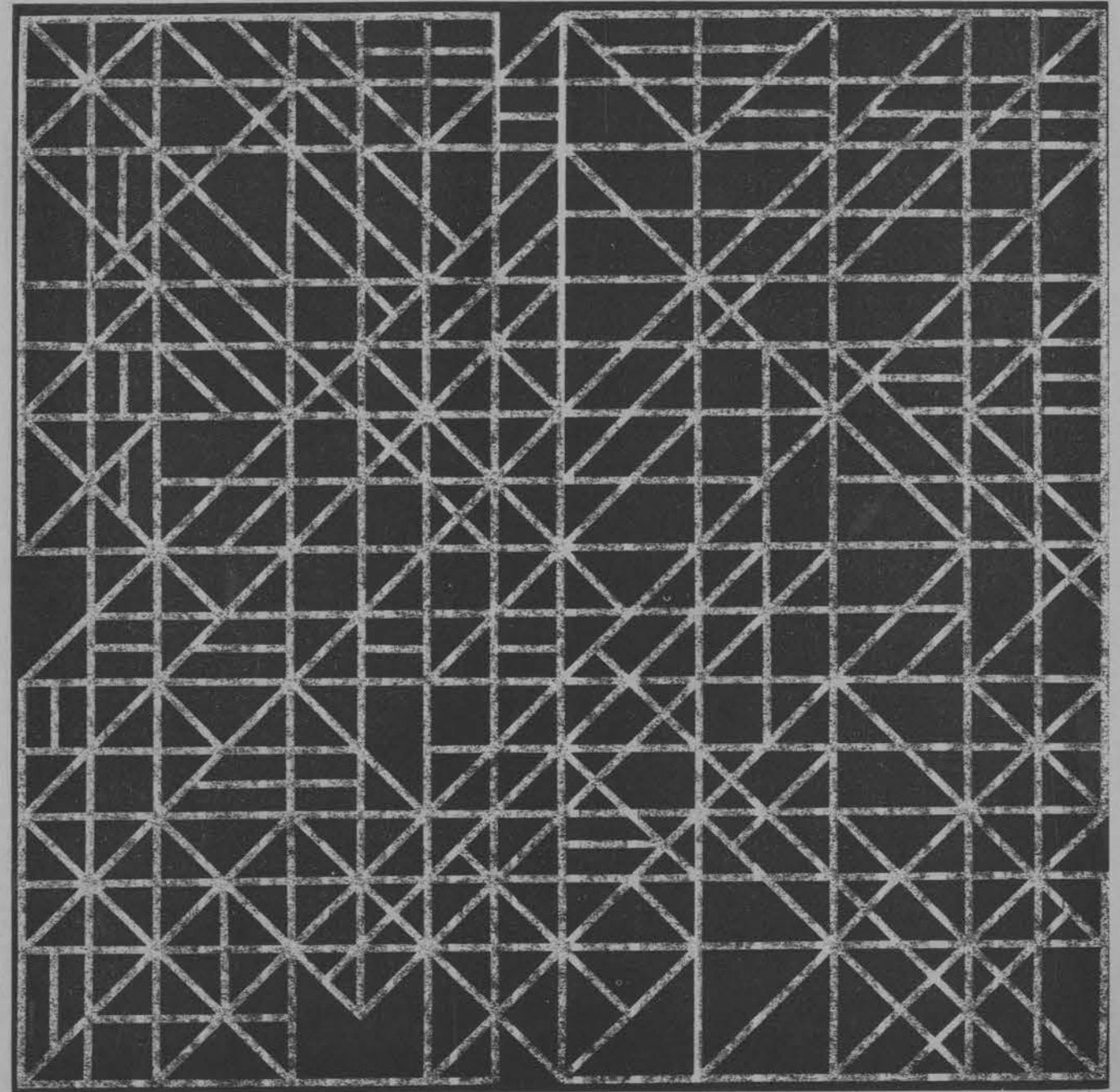
Plaid (1968)



Going Back (1969)



Broken Lattice (1969)





Q U QUADRILLE

Death of the Butterflies

*designed and edited by Greg Guma;
managing editor is Leslie Ullman;
Alumni Editor is Catherine Cumpston.
photography by David Scribner, Maurice
Breslow, Arthur Becker, Irene Borger,
Elna Barnet, Greg Guma; illustration by
Jay Brady; prints by Vincent Longo;
Photo at Right: Bruce Berman*



At the close of a spring semester marked by spiraling concern for the environment and sudden, dramatic political action at Bennington, commencement speaker Kurt Vonnegut told the graduating class:

"...The majority of the people who rule us, who have our money and power, are lawyers or military men. The lawyers want to talk our problems out of existence. The military men want us to find the bad guys and put bullets through their brains. These are not always the best solutions — particularly in the fields of sewage disposal and birth control."

This issue of Quadrille is an attempt to examine a few of the things the people with money and power are doing to our environment and the course of our lives. It is also an outline of alternatives, most of which are either being discussed each day by students and faculty or, in some cases, are already in effect.

The threats to survival, to the quality of life, are imposed not only by pollution, population and consumption but also by the bondage of women in the current social structure and the restrictions placed on men by the Selective Service System.

Though the campus mood this semester has been contemplative, concern and involvement are evident. You cannot visit the school for more than a few moments without hearing or seeing the phrases: Man is an endangered species, recycle, zero population growth, Women's liberation, resist the draft, natural foods, and We are all passengers on Spaceship Earth.

Another slogan perhaps captures the spirit of students most accurately. It says:

"The rich and powerful are killing all the butterflies.
If your children are to see butterflies you must be a
revolutionary and yourself take control of your life and
its surroundings."

The World-City The World-Slum and Disaster in the Mekong

John P. Milton has special competence in tropical ecology, has emphasized consultant work in national park planning, and led an expedition into an unexplored part of the Arctic Wildlife range in Alaska. He has wide experience in the relationship of ecology to such big development projects as the Aswan Dam and the Mekong River.

The Jesse Smith Noyes Environmental Studies Lecture Series commenced on September 16 with an address by John P. Milton, a member of the Conservation Foundation. Mr. Milton is an expert in tropical ecology and spoke to a group in Tishman Hall about "Ecology and International Development." His remarks, and those of subsequent speakers in the lecture series, are too lengthy to include in their entirety. The following pages contain excerpts from several addresses, in the hope that an accurate overview of the range of concerns is presented.

MR. MILTON: In the United States and the "overdeveloped" world we are familiar with a confusion of commercial process wealth, a confusion with the kind of wealth we have taken for granted: the wealth of clean air, water, beautiful surroundings, a quiet environment. Many countries around the world see the United States as a country that they want to aspire to in terms of its wealth. They perceive that the United States is a goal toward which they would like to proceed. Very few realize the kinds of environmental problems we've brought upon ourselves, few of them realize the extent to which the commercial wealth we have been able to construct is dependent upon our utilization of the world's resources.

MR. MILTON: One of the problems of the technological Pandora's box that we've opened is that technology seems to have picked up its own pace of change. It's beginning to accelerate at an increasing rate; some people feel an expedient rate. Each new cultural adaptation to this technology is also accelerating. In some sectors of society we're seeing an inability to adapt to these new technologies appearing. . . (P)erhaps we may be reaching a series of thresholds beyond which our traditional institutions can no longer adapt. Some of the problems of air and water pollution, most of the urban crises are characteristic of the inability of institutions to adapt to such rapid new problems.

MR. MILTON: (M)any of these technologies are potentially irreversible. This is particularly true of radioactivity and genetic changes which may be kicked off by such pollutions. It's true to some degree with certain kinds of chemical pollution. If a particular technology is irreversible and long term and slow and something which can't be ignored we may find ourselves in a very difficult situation. We'll be riding on a train that's going over a cliff but we didn't know the cliff was there—and there's no way to stop the train. Another aspect which disturbs me is that to my knowledge no work has been done on the cumulative impact of the various pollutions and kinds of technological problems. What is the total impact on an individual living in New York City of the pesticide burden he bears in his body, of the stress induced by noise pollution, of the stress induced by crowding, of the impact of the various kinds of air pollutants he takes into his body, and so on? Looked at separately, each one of these things certainly has an impact, but what is the total impact of all these things acting together as they always do in the environment? No one thing in an ecosystem operates separately. They operate together, and the total cumulative effect is often unpredictable and far more important. It's the thing we're really interested in.

MR. MILTON: Most of the two-thirds of the world's total population which is poor, malnourished, looks to the developed world and says, "I want in. I want a part of what you've got." They have very high expectations. . . (T)hrough governmental programs and multi-lateral agencies like the United Nations and the OAS, we are exporting a whole range of temperate zone technologies throughout the world which are having an incredible number of similar side effects to those which face us in the United States. But they are more severe due to the fact that the environments are different. . . There are very strong political and economic pressures to export. To a considerable degree, as pressures develop at home for pollution control, control of pesticides, the companies that are producing these elements are seeing that the end of the profit margin is on the horizon. They are going to have to stop producing many of these things if they can't find a market.

So if you can't sell it at home, you can export it.

And the countries that are usually the easiest to export to are the less developed countries. They are now bombarding Latin America, Africa and Asia with a burden of pesticides you would not believe. There are vast areas being treated with 30 to 40 applications of DDT a year for crop purposes. Nobody knows what this is doing.

MR. MILTON: We consume, just in our own country, approximately half of the world's total resources. . . Some of these are processed and sent back to the less developed nations. But we absorb about half the total resource output. We have about six per cent of the world's total population, and our percentage is shrinking. That can't continue for much longer. With the development of the very highly sophisticated culture in the U.S., Europe, Japan and Russia, we're seeing to development of a world-city—a very rich, upper 5th Avenue city—and a rich world-suburb in these nations. And we are finding in the other two-thirds of the world the

equivalent development of a world-slum and a world-sharecropper system. The same relationship which has developed within our own context in this country—the urban ghetto and the suburb—is really in process between the rest of the world and our country.

MR. MILTON: (concerning the Mekong Project in southeast Asia, which will take full affect within the next few years. The speaker was involved in an ecological survey on the potential impact of the development) It is proposed to develop approximately 60 dams which will be built from all the way near the Chinese border on down to very close to the ocean. We plan to pump in about \$30 billion. This is posed as the grand alternative to the War in Vietnam. This is what we are going to do after that is over. The benefits proposed are hydro-power, flood control, irrigation and transportation. I first tried to see how much work had been done beforehand on ecology. I found that about \$16 million had been spent on engineering and economic feasibility. About \$2,000 was spent on studies that might be related to environmental studies. . .

The 60 dams will be built on the tributaries, 9 to 12 of them on the mainstream. Several things will probably happen as a result. The seasonal flooding will be shifted over to a reasonably stable flow of water. The spawning which tends to occur in two ways. . . will be blocked by these dams because you will have a series of very large barriers along the river itself which will block the up and down movement, and the creation of an essentially stable water level will block the movement into the rice paddies from the sides and the spawning which occurs there. You can expect to have a severe impact on that aspect of the fish protein, in a culture where protein malnutrition is the major problem. . . The information we have on protein malnutrition indicates that when someone is deprived of protein, particularly in the period from six months on down to several months before you are born, it can result in a serious retardation of mental ability, lower the IQ by 20 to 30 points. Permanently. It's an irreversible process. Nothing can be done. . .

The only benefit will come from the reservoirs themselves, but the tropical reservoirs that we've studied have been relatively infertile. There's no seasonal turnover, as in the temperate zone. And the really fertile zone is quite restricted. . . The net impact on the fisheries would be very serious. Maybe a disaster. . .

Another aspect is soil structure and nutrition. Most of the tropical soils are fertile because they are flooded seasonally. . . There is an incongruity visible in one benefit: flood control. In fact, flood control in the Mekong is going to destroy most of the fertility of these tropical soils. Almost all the rice paddy cultures are constructed along the 2,000 mile length of the lowland river system. The construction of these dams will prevent the flooding and the deposition of sediment. It will mean that the people will no longer receive natural fertilization. Over a period of years the productivity will decline. The only way to keep them up will be to bring in fertilizers. That will help International Harvester, but not the local people who have to buy that fertilizer, and never had to before. In essence, we'll tend to get a reverse land reform: rich people will move in, buy the lands which no longer can be worked, buy fertilizer and make the former occupants tenant-landowners.

A third aspect of the project relates to disease. There are a series of water-borne diseases that you find throughout the tropics: shistosomiasis, malaria. Shistosomiasis is a liver fluke—a small worm which is carried by several species of snails. These snails, to live, have to move into relatively sluggish, permanent water bodies. There is only a little of it now in the Mekong, only a few small points where it lives. Curiously enough, these reservoirs will flood out two of the main focal points of the snails carrying the disease, and convert a flowing situation into one that is essentially stable. The construction of the irrigation systems and permanent water in them will allow the snails to move out into the ditches and infect very large populations. . . it gets into the bloodstream and moves throughout the body, perforating a number of internal organs and usually migrates, causing cirrhosis of the liver, spinal meningitis and a host of diseases.

It strikes me that the Mekong is a disaster on a par with the War in Vietnam. But even more permanent, because these people will never be able to go back to the land. This is typical of a massive misapplication of western technology, and yet it is going ahead. We're doing the same sort of thing in Alaska with the pipeline, where we've taken Eskimo and Indian lands without any consultation with them and propose to put a pipeline across the center of the state. . . We're having oil spills in many parts of the North Sea, around our own coasts. We will probably see them along the arctic coasts of Alaska where they will cause even greater damage because they will be more persistent there. But the oil companies are moving into the tropical regions, from New Guinea to Indonesia to the East coast of Africa, at an incredible pace. Nobody knows about this, but it's happening.



Energy is a Losing Proposition

Edward Kormondy has done extensive research on the ecology of dragonflies, on energy relations and population dynamics of aquatic ecosystems. He has written over 20 journal articles and is author of a widely used beginning text, "Concepts of Ecology." He has taught biology and ecology at the University of Michigan, the University of Pittsburgh and Oberlin College.

Edward Kormondy, director of the commission on undergraduate education in the biological sciences, in Washington, D.C., spoke in Tishman Hall on September 28. His topic: "Energy in Ecosystems: A One-Way Street." His remarks on energy flow were too lengthy to include in their entirety. Significant excerpts follow.

DR. KORMONDY: The starting point, of course, is the sun. A thermonuclear bomb sitting enough miles away from us that we feel only the beneficial effects of that bomb. . . It is not surprising that of all of that energy that's passed off by the sun, which dissipates through our solar system, that barely one two-billionth of that energy strikes the surface of this Earth. The rest — into space. . .

(B)ut what it strikes first is this outer envelope of the Earth, the Earth's outer atmosphere, and in the very act of transmission almost half of that energy is lost. So that by the time, if we were to start with 100 units of energy at any point on the Earth's outer atmosphere, that energy had moved across the envelope of the atmosphere, almost half would be gone. Again, a diminution of available energy. . . absorbed by the clouds in the air (about 30 per cent) and reflected of course. . . Some is absorbed by dust in the air and, in turn, much of that is reflected back. . .

This energy business is a losing proposition from the start. We lost it going through the atmosphere and going through space, and as you will see, we lose it as it gets transformed into an organism. So here is a plant, and the sunlight comes in to the plant, and it starts its photosynthetic machinery, its use of chlorophyll molecules and other molecules that are sensitive to light. It starts converting this energy into the form of protoplasm. But in the process of doing that job, energy is required. It's an almost self-defeating process, if you think of it in that sense. . . Although theoretically, let's say, 100 calories might be incorporated in the plant, in plant tissue, on the average we would expend about 25 of those calories to be consumed in the respiratory process itself, leaving a net gain of about 75 calories. . .

What happens to that material, this 75 per cent? Well, if it's a pond or in a field, some of the energy is eaten by the plant eaters (herbivores) or some of it may pass the route of the bacteria and fungi and be decomposed. And yet other of that energy may have nothing happen to it. This is energy stored as protoplasm; this energy simply accumulates. There is no other fate for the energy of an ecological system.

DR. KORMONDY: Playing around with numbers, playing around with the principles is fine for the ecologist. That is what he is paid for and what he enjoys doing. But the ultimate concern for this community of ours is not that. It is: What does this mean in terms of people? How many people can be fed by this amount of material? The problem is that unless you are a grain eater, as most of the cultures of the Orient are, this model is not sufficient because that energy goes through another step. It goes through the step of the cattle and the sheep and the pig and the chickens, and so on. So we have to modify this simple model into something that approximates the kind of thing that we experience, that is, most of the western world, experience. . .

The thing that eats the plant is a herbivore. How much of the plant material is actually consumed by most herbivores? Actually the total amount that moves from this level to another level is very, very small. . . We're not really carnivores, of course, but a great deal of our food intake is of the carnivorous type. We eat these creatures who, in turn, eat those other creatures. . .

If one starts out with a hundred units of energy in the plant, a tenth of that energy has moved across, and by the time you move across to the carnivore, you're down to one. You can see that it requires a fantastic amount of plant material to sustain something that is two steps away in the energy movement. The other thing is that energy that eventually ends up with us never goes anyplace back up or comes back to be used again. The only place it can be used is within this kind of system. Of course, a chicken or a bird might fly out of this system and go over to another and be eaten. But as far as fundamental input of new energy, no. And only at this starting point. If you cut off the sun the system eventually runs down. How long will it take to run down? As long as there is enough plant material to support the herbivores and as long as there is enough material of the herbivores to support the carnivores. After that it's death. That is why ecologists are upset about carbon dioxide levels. . . about particulate matter levels in the atmosphere that

are interfering with the reception of solar energy. If you cut off the source it is like turning off the lights. It gets dark.

Energy must continually come into the system in order to be of any benefit. That's true whether the system is a city or a pond outside the science building or a corn field somewhere on this campus, or the forest. Energy must continually be utilized in that system. It is lost from that system in the way of heat or storage. Actually, in the case of storage fantastic amounts of original energy are stored in the form of roots, as standing tree stumps, even dead ones. Because that wood will, if you burn it, yield energy.

DR. KORMONDY: The basic problem is, of course, that there is a very considerable population in the world, which on a worldwide basis is growing at a very considerable rate. The problem is too many of one thing and not enough of another. Too many people and not enough food, or at least not enough food to feed the right number of people because at least two-thirds of the world's population now exists on a diet of less than 2,400 calories a day. Most of us consume upwards of 3,500 to 4,000 a day. . .

You have two solutions if you have too many people. You control population and if you're not producing enough food the alternate solution is to increase food production. . . (quoting from a Congress of World Food Supply in August, 1969) "The amount of food required increases steadily from the time of birth to about nineteen years of age. Half of those people living in developing countries are less than 15 years old. To maintain the Indian population at its present level of nutrition would require 20 per cent more food by 1975 than in 1965 if no new children were added during this 10 year period." That is the severity of the problem: a burgeoning population is one in which there are large numbers of young children. And it is younger children that have highest food demands. . .

One fourth of all the acreage of the world is now either farmed or grazed. Potentially this could be increased by up to one half, that is, one half of the total acreage of the world that is arable or grazing land. However, in order to achieve this full use of land, many other things would have to come into consideration. The most serious one is in the tropics, for most of the land is very rapidly drained of its minerals in the process technically known as leaching. Heavy rainfalls tend to percolate through the ground just as water percolates through a percolator. You know, you drain the coffee out, drink the coffee and throw the grounds away. The same thing happens in the tropics. As water comes down in fantastic amounts, it percolates through the ground and you might as well throw the top away. . . The other problem in the tropics is that those soils have a lot of iron in them, and when they get wet they become as hard as iron. They're actually impenetrable for farming purposes. . .

You can move into the area of nutrients. If we increase food from the land (and it is estimated this might be increased as much as six times) it can be accomplished only by putting all this land into production, and only by increasing our fertilizer or nutrient use by some considerable measure, but diverting water in many places. . . It would involve at least a six-fold increase in the use of pesticides. . .

We can increase world food production from the sea by about two and half times. . . but one of the problems that is increasingly recognized is the problem that occurred in Lake Erie. You can overfish to the point that there are not enough fish to reconstitute the populations, the problem of exploitation. Another point about the sea: it's a great place for many things, but the sea can only provide about three per cent of the total energy needs of the world's population. Quite rich in proteins, very poor in carbohydrates. For carbohydrates the land is the source.

So the balance of land and sea, carbohydrate needs and protein needs, put all these things in a big box and looks as if with the increases I've suggested we could probably carry a world population of 30 billion. The only problem is that everybody would be at the starvation level, less than 2,500 calories a day. If you cut those numbers down to 15 billion, more people can have more things to eat or we don't have to use all the land. We can still enjoy some of it. The problem in meeting the world's food needs (whether or not one is concerned, as I am, about over-extended use of pesticides and fertilizers, the lack of space for me to bend my elbows and the fact that more of our land in that kind of production means more people and more people on a smaller amount of habitable land means less elbow room) is that no matter how much energy you put into the system, there are theoretical levels which are not explored, limits on the ultimate yield. There are constraints put upon the very nature of our existence that preclude us from utilizing 100 per cent of this energy. We are just unable to do it.



Disarming the Population Bomb

F.H. Bormann has done extensive research on root grafts, photosynthetic rates in forest trees and energy and nutrient budgets in small watersheds.

F. H. Bormann, Professor of Forest Ecology at Yale University spoke in Tishman Hall on October 4. His topic: "Subtraction by Multiplication — Population, Technology and the Diminished Man." His remarks on the population explosion were too lengthy to include in their entirety. Significant excerpts follow.

MR. BORMANN: The population bomb threatens all of us, but the nature of the threat is quite different for poor countries than it is for rich countries. For poor countries, mass starvation looms as the principle problem. Food supply is also a problem for rich countries but only when viewed in the context of ecological food chains. For rich countries, population growth is coupled with the growth of technology and the two together constitute a more fundamental threat to man than the simpler problem of food supply. This threat is directed toward the whole human life support system, the environment. As a result of the population — technology interaction, the quality of life in many rich countries has already been seriously diminished, there is widespread environmental decay with its inescapable effects on the dignity of man, the maintenance of law and order has become a serious problem, and the possibility now looms that the very potential of the earth to support human life will be seriously reduced. . .

For the poor countries, the primary problem is one of enough food production to keep pace with burgeoning population. These nations, with two-thirds of the world's people, have the highest rates of population growth and generally speaking a smaller proportional share of the world's productive lands. Various experts predict that famine will run rampant through these countries within a few decades.

More optimistically, the Green Revolutionists (those trying to develop modern agricultural technology in poor countries) claim that famines will be averted by the introduction of new varieties of crops, fertilizers, pesticides, and new farming techniques. . . However, the development of new varieties of plants and new farming techniques alone are not guaranteed to solve food problems of underdeveloped nations. Very difficult economic, sociologic, political and ecologic problems must be overcome. . . Price and credit systems must be developed that will maintain the incentive of local farmers to grow the new varieties. The new fertilizer-sensitive varieties will require millions of tons of fertilizer. This means substantial investments in new fertilizer plants and the development of transport and distribution facilities to get fertilizers to the fields and crops to the market. . .

Even if the "Green Revolution" lives up to highest expectations, in the face of a population growth rate of 2.5 per cent in the poor countries it seems likely the best the "Green Revolution" can do is buy a few years of time. This becomes evident when one considers that the Food and Agriculture Organization of the U.N. estimates that by the year 2000 overall food supplies will have to be increased 160 per cent for Africa, 240 per cent for Latin America, and 300 per cent for the Far East in order to provide a minimum diet for all.

MR. BORMANN: For the next few decades, at least, additional food supplies will not be a problem for the developed nations.

However, there is an important ecological consideration that casts food and population statistics from developed and underdeveloped countries in a different light.

Green plants form the base of all food chains. Thus, plant-eating animals are dependent on green plants for food. In turn, plant-eating animals may be used as food by flesh-eating animals. Ecological studies of wild nature tell us that the transfer of food from green plants to plant-eating animals to flesh-eating animals is far from efficient. . .

Man can fill either the role of a plant-eating animal or a flesh-eating animal. In poor cultures, man behaves primarily as a plant-eating animal and consumes relatively few animal products. In rich countries man behaves more like a flesh-eating animal and consumes considerable quantities of animal products such as meat, milk or eggs. In terms of production of green plants or plant products, it takes much more green plant production to support a citizen of a developed country than a citizen of a poor country. One estimate suggests that one American uses about six times the green plant production that one present-day citizen of India does.

This factor should be taken into account when figuring the effect of population increases on the world's supply of green food plants. The expected population increase in developed countries by the year 2000 is about 480 million. Since each new individual will require approximately six times the green plant tissue required by a citizen of a poor country, these 480 million additional persons will require additional supplies of green plants approximately equal to those required by the 2.8 billion additional persons expected in the poor countries by the year 2000. In other words, population growth in the developed countries will have about the same effect on world food supplies as population growth in the undeveloped countries. This places rich nations like the United States and the Soviet Union in an awkward position when they advocate population control abroad but fail to regulate their own populations at home.

MR. BORMANN: How does the interaction between population and technology work? In the well-to-do developed nations, on a per capita basis, citizens consume not only more food, but more TV sets, cars, gasoline, coal, lumber, iron, water, cloth, synthetics, medicines, detergents, pesticides, herbicides, food additives, fertilizers, and machinery. They live in larger houses, with heating and cooling, they have larger armies and navies, more roads, and airports. In other words, the average citizen of a rich nation uses a vastly greater quantity of the world's natural resources than does a citizen of a poor country. Using 1967 motor fuel consumption as a measure, the average American uses 250 times more than the average Indian. Even more startling is the estimate that although we in America are but six per cent of the total population

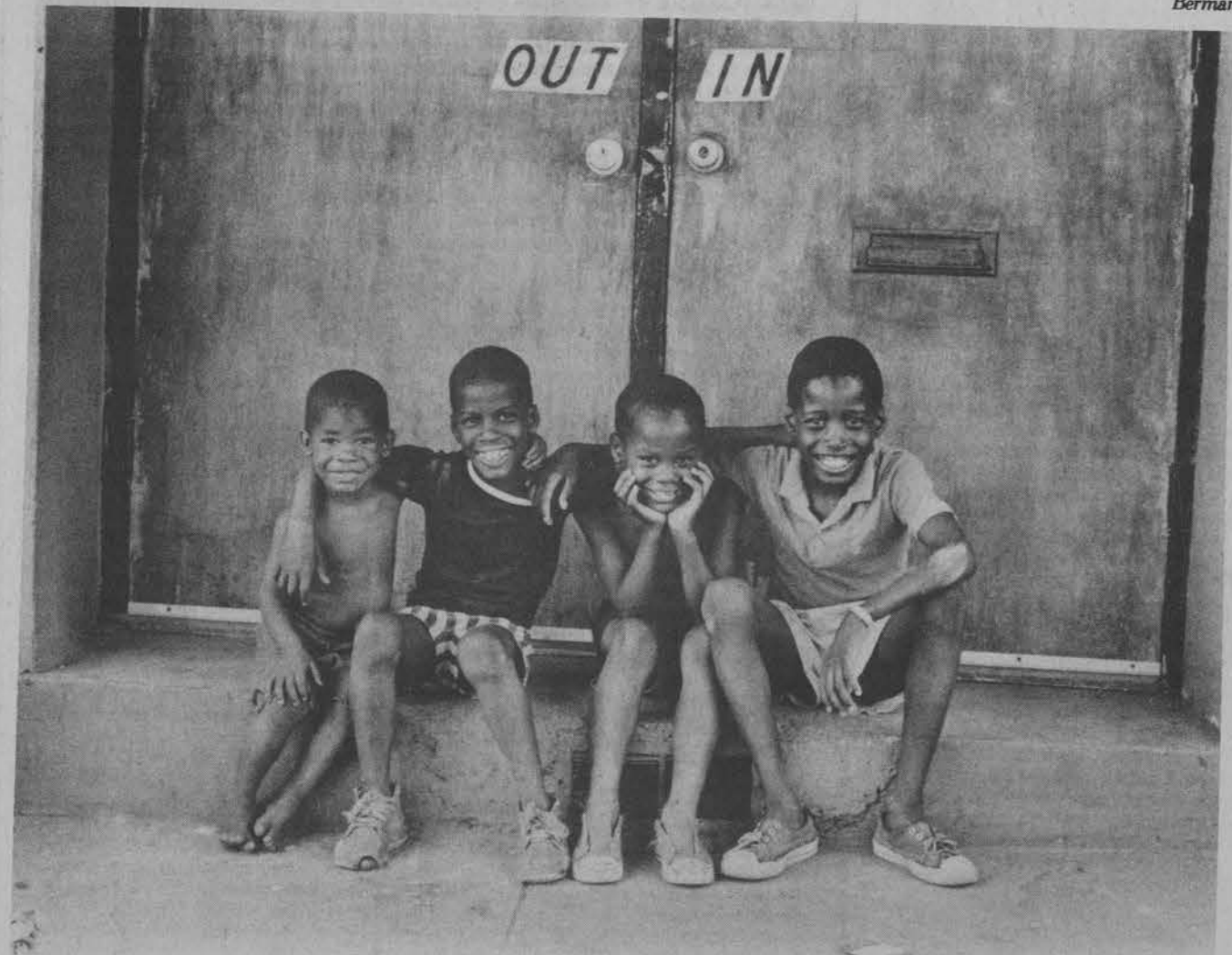
of the world, we use about 50 per cent of the principal minerals (iron, copper, lead, zinc) extracted from the world.

I should hasten to add that I do not advocate that we adopt the standards of present-day India or China, rather I want to emphasize that it takes many more acres of land, gallons of water, pounds of steel, cubic yards of air to supply the material wants of citizens of rich countries than it does to supply the needs of citizens of a poor country.

Not only do developed countries consume vast quantities of natural resources, but they produce vast quantities of waste products that are voided into the environment. The United States each year discards 48 billion cans and 28 billion bottles and jars — 1600 lbs. of solid waste per person. In 1965, 437,000 tons of pesticides were manufactured; presumably most of this found its way into the environment. In addition to 200 million cubic yards of sewage sludge produced per year by the human population, there are one billion cubic yards of animal wastes, much of which must now be handled as sewage. U.S. chimneys belch 100,000 tons of sulfur dioxide per day while autos emit 230,000 tons of carbon monoxide. By 1970 we will add seven million tons of nitrogen fertilizers to our fields, lawns and forests, a substantial proportion of which will be contributed to the pollution of ground water, streams, lakes and rivers. The U.S. Food and Drug Administration estimates that we are now exposing ourselves and our environment to over a half-million different chemicals, all of which must eventually be imposed on the earth environment. And so on, and on, the list goes.

MR. BORMANN: (I)n the U.S., we expect our population to double in 63 years. Does that mean that in 63 years we will be consuming approximately double the amount of world resources we now consume and that we will be producing approximately double the amount of pollutants? The answer is a resounding no. For while our population grows at a rate of about one per cent, our technology is growing at far greater rates; for example, production of electrical power is growing at about five per cent, production of trash is growing at four per cent, use of nitrogen fertilizer is increasing at four per cent, and the annual growth rate of industrial production is five per cent. . . If we assumed that our total effect on the environment grew by four per cent, roughly the rate of which our GNP is growing, then in 63 years our effect on the

Berman





Survival: A Program of Combat

Shaun Bennet just earned his doctorate at Dartmouth, where his research concerned population dynamics and homing in amphibians. He is concerned with the development of new philosophies and lifestyles to deal with environmental problems.

world environment would be about 12 times greater than it is now. This is astonishing for it is about six times greater than the environmental effect we would expect by population growth alone. This means that we would have to improve pollution abatement about 1200 per cent in the next 63 years merely to maintain the unacceptable environmental conditions we have today. There is evidence that with continued unrestricted growth of population and technology, even with the most sophisticated pollution abatement, we simply will not be able to control the cancerous growth of pollution and the deterioration of the environment. . .

(M)an has great power to alter the environment and these alterations are not held within the borders of one nation. Many environmental effects are spread over the face of the globe by the great circulatory systems of the earth — air, water, and biological food chains. We know we have the power to drastically change the face of the earth by radioactivity generated in nuclear war, and we now suspect that the same results may be achieved by more subtle means such as alteration of carbon dioxide or dust levels in the atmosphere, circulation of DDT in the biosphere, or by some unanticipated effect resulting from one or several thousand of chemicals we dump into our environment. Nor can we forget incremental damage done to our earth. The list of damages grows longer with each passing year: Lake Erie, the polluted rivers of the world, the Baltic Sea, the growing destruction of the world's wetlands and estuaries, the worldwide increase in soil erosion, the smog induced destruction of forests miles from the source of pollution, the increasing number of oil spills, the increasing destruction of parts of the continental shelves, and the thousands of less spectacular insults we inflict on the earth each day. MR. BORMANN: At the root of the population-technology question, there is a fundamental question of values. As individual citizens we must ask ourselves what it is all about, what do we want from life, what should be our relationship to our fellow man, for whom does society exist, does man's technologic brilliance free him from a fundamental dependence on nature? I think the great unrest among our youth today stems from the perception that we are failing to address ourselves in a serious way to these questions. It is imperative that vigorous discussion of these questions be pursued at all levels of society — it is the only hope if our democratic society is expected to make rational choices as to its future.

My belief is that our crisis of the environment is so all-pervasive and growing so rapidly that present political approaches must be regarded as temporary palliatives — patch and plaster tactics of yesterday. The real answer, if there is one, is in the development of a new kind of society. A society less devoted to the cultivation of individual consumerism and more devoted to larger social goals. A society in which we can regulate our own population, one where we will enjoy the fruits of technology but where our technology is in harmony with the maintenance of the biosphere, and where all citizens are guaranteed a decent environment and a maximum opportunity for individual fulfillment.

Shaun Bennett of the Vermont Environmental Center spoke in Tishman Hall on September 21. His topic was "Ecology, Technology and Materialism." Since his remarks were too lengthy to include in complete form, emphasis here has been placed upon his perceptions concerning personal philosophies of action.

DR. BENNETT: Despite a lot of unfortunate romantic and anthropomorphic misconceptions, the environment doesn't give a damn which route you take. Our population growth and our consumption of matter will be limited whether we impose the limitations ourselves or not. Most ecologists will go along with me to this point, but to extend these lines of reason further to personal actions in the real world is not in the scientific tradition. . .

I believe that it is possible and necessary to develop a philosophy of personal action, a philosophy of existence which has its roots in the concept that ecological systems of the biosphere are absolutely necessary for man's survival and therefore all choices of human activity must be made in a way that preserves the integrity of these systems. It has been pointed out that western man has an attitude of superiority, the mere nature of his belief in his own god-like qualities which stems from genesis where we learn that man was created in the image of God.

In this tradition, nature exists solely for the convenience of man and can be and should be manipulated freely by him. Such beliefs have been strengthened by our capitalistic private enterprise system and North American vast amounts of natural resources which foster the misconception of limitless supplies. It is time for man to shake off his feelings of superiority and to recognize his complete dependence on natural systems. He cannot continue to make vast environmental modifications with impunity. Solutions to our problem of population growth can only come — must come — through a majority decision to impose sanctions against large families. . . It's not likely that any technological improvement in our methods of birth control will change the situation.

We must realize that the decision to implement programs of population control or to implement programs of material recycling and the reduction of exploitation of natural resources, are basically moral and ethical choices. They are essentially religious, especially with all the modifications of the misconception of man's god-like invulnerability to the consequences of his environmental actions.

The technology for the implementation of these decisions already exists, or it could be developed on demand. There seems to be an increasing tendency among us, however, to condemn technology as the cause of our environmental dilemma. . .

I find it difficult to believe that technology's position is not obvious, but this fact is brought home to me frequently. Technology itself is neither good nor bad. It's the moral decision of what use we make of technology which is the basis for value judgements. Thus, while the technology of putting humans on the moon is neither good nor bad, the practice of allotting \$800 million to

NAS, while at the same time giving Health, Education and Welfare research funds of \$400 million, or the National Science Foundation \$300 million, is clearly reprehensible. We must understand our technology as fully as possible in order to assess its value. But while it is patently impossible for anyone to comprehend all technology, it's also foolish for us to stick our heads in the sand when the topic arises.

I feel, in other words, that every single action we take should be understood and weighed in terms of its environmental consequences. One of our greatest failings in this area is in the field of economics. Economics should reflect the degree of success man or a particular nation is having in getting on in the world. Most economists believe that they do this. But although my understanding of the intricacies of the field is very slight, I do not believe that economists reflect very faithfully the survival capacity of man. Our cherished gross national product is mainly a measure of clothes, of material and services to our system. This is the type of flow which, in ecological terms, we should try to minimize.

Ideally our consumption of material goods and our death rate should equal our production of material goods and our birth rate, and in both cases these rates ought to be minimized. The production of material goods has two important aspects: the size of the existing stock and the durability of the stock. By keeping the existing stock at a minimum, we can minimize our depletion of natural resources. By making materials completely durable, that is, by recycling everything we can, we would also minimize the need to introduce new raw materials to compensate for losses from the system. If we then slow the rate at which each cycle turns, slow the rate at which we recycle things, although still recycling them as completely as possible, we can minimize the thermopollution which is resultant from the energy required to keep these cycles turning and material pollution from the frictional losses in our cycle.

Of course, such a system requires a cessation of growth of population (that is, the market) and of material wealth. And this is not likely to please those who believe that the terms extending the market and healthy economy are synonymous. On the other hand, I'd point out that in such a steady state system we need not see a cessation of improvement of the human condition. The quality of life would continue to improve indefinitely, through increases in leisure time, cultural development and even through technological improvements.

On the national level there are many paths of action open to us. If you believe, as I do, that our budget represents our priorities, it's damn clear that our defense budget should represent a great deal less of our tax dollar.

There are other environmental evils which can be combatted only on a national level. The Army Corps of Engineers projects and the federal highway programs bring so much money to the location of their devastation that it is impossible, most of the time, to arouse sufficient local support to halt their activities. We must have a stricter control of these powerful forces on the national and federal level. Similarly, our regulation of pollution must be done with strict and uniform federal standards. Otherwise, it is all too easy for offenders to close shop and move to another location where regulations are softer. On a state level you can support strict environmental legislation and its enforcement. Officials close to the governor of Vermont (Deane C. Davis) have warned of backlash affects due to the cost of sound environmental actions. Be prepared to recognize these reactions and resist the death rattles of the pork barrel and pollution profiteers. . .

On a local level, you can pay close attention to the development of polluting industries, like the proposed pulp mill in Pownal. The argument here is that the factory will create local jobs and income and, therefore, will be beneficial in spite of some emissions into the air and into the Hoosic River. My feeling is that, on one hand, you are subsidizing this industry with your health and your environment if you allow it to befoul your air and water. The income, therefore, is partly your own health being transferred to the pockets of the factory's owners and employees. Second, if the mill makes Kleenex or any other non-essential throw away tissue it is making an ecologically unsound product. . .

By weight, 50 per cent of our solid wastes in dumps are paper. My handkerchief is still going pretty strong after more than two years of recycling. If my efforts, and those of people like me are successful, the market for the Pownal plant's tissue will falter. And I think it would be preferable to find a better industry from the start. . .

The key is to live ecologically, and I mean by that that you try to understand the environmental consequences of every single action. Aldo Leopold once said that the danger of not being a farmer is the tendency to think that the heat comes from the stove and light comes from the bulb. We have to know the real sources of those things. Pogo said, "We have met the enemy and he is us." He IS us, that is important in the long run. So you cut your consumption to the minimum, encourage recycling, do organic gardening, stop water pollution by building an outhouse, use the products in your garden, don't let your teenaged son use your car to pollute the air with fumes and pulverized rubber from drag racing, don't buy the huge gas-guzzling, iron-consuming monsters that emerge yearly in new forms from Detroit just to rust into oblivion in three to five years. Do buy things that last. People in Vermont are in an enviable position because of the large number of craftsmen present in this state. Furniture, clothes, pottery and many other utilitarian items are made right here and usually with far less waste and far greater durability than items found in the giant store. Use these items. Use of them accomplishes several things: You reduce consumption because these things last and you value them more. You pay more, but you are buying labor and skill and neither one of those things pollutes. More importantly you influence the market by discouraging planned obsolescence and shoddy work. . .

I hope that it is patently obvious that all the efforts I've suggested are in the long run worthless if they are not coupled with a cessation of population growth. Means to zero population growth are much more obvious than those to ecologically sound living. . . Basically, any action



which will produce a replacement rate of one or less — one offspring for every parent — is desirable. This works out to an average family size, an average number of children of 2.2 per family. Once again, the need to influence every level of human action and interaction is necessary, is crucial in achieving this goal. Starting with basics, a thorough and sound program of sex education is a necessity. It's impossible to talk to anyone about more or fewer babies unless they understand the production of babies completely.

Inducements must be legislated for small families. It's very unfair, I think, that I should be taxed more heavily because I'm a childless bachelor. I strongly favor a trial tax on a scale proportional to income. Contraceptive agents must be made more easily available and understandable. We have far too many babies that are wanted and it is a tragedy that we should add to their numbers those that are not wanted...

Women in this country have too long been regarded as manufacturers and custodians of children. Women deserve to have careers and should be encouraged to do so. The postponement of first childbirth will have a very salutary effect on our demographic condition. For instance, a hypothetical example: if mothers averaging thirteen years old at age of first childbirth had an average of three and a half children, they would contribute as much to the population as mothers at 25 years old at age of first childbirth having seven children. Postponement of first child bearing is very important in our demographic situation and population size. Women's lib is ecologically sound.

Many people feel that they can financially support more than two children, but there is good reason not to do so. It has been demonstrated that with an increase of family size the physical health, mental health, intelligence, vigor and independence of children tends to decrease.

Personally I don't want any children because I'm pessimistic about our future and unwilling to be responsible for forcing any individual to face the problems which are likely to occur in the next few years. I have colleagues who are already parents and are convinced that the quality of the lives of their children will be significantly diminished from the quality of their own lives.

Finally, I want to end by urging you to take some sort of action. You must not reject solutions available now because of their imperfections. You do not have time to wait for better answers. We are moving very fast and our status quo is not a stationary condition. It is a rapid course in an unfortunate direction.

And this is the reason that I do not believe a scientist or anyone can be neutral. To be neutral is to advocate the present disastrous course. And once again, you are either part of the solution or you are part of the problem.

Below: Effluent of the tissue mill near Bennington College, in Paper Mill Village. On facing Page: Site for the proposed Spruce Valley Tissue Mill in Pownal.



'From Riverbed to Featherbed'



An Environmental Case Study

I

The headwaters of the Hoosic River are in Stamford, a town of several hundred residents in southwestern Vermont. From the wild eastern sides of the Green Mountains the Hoosic tumbles south through meadows and forests to North Adams, Massachusetts, where, joining the south fork, it heads west and then north into Vermont again. Its remaining journey in Vermont is a twisting course on the floor of a deep valley where over thousands of years the periodically flooding waters have deposited a cover of soil which farmers in the area claim is the richest in the state. The fields here are not separated by stone walls — so common elsewhere in New England — because the land was free of boulders to break a plow, and this virtue was acknowledged by the district planning commission which, in a master plan for the region, designated the valley as suitable for agriculture, rural residential and forest uses. After flowing north for five miles, the Hoosic meanders west again into New York, eventually merging with the Hudson about twenty miles to the west.

II

Vermont, with a population of 400,000 is an eight hour drive from 50 million people crammed in the urban crush along the eastern seaboard. Fearing that the state's rural countryside would be vulnerable to developer and industry, the Vermont Legislature this year adopted what was boasted to be the most effective package of environmental controls in the nation, a model for other states. And there was considerable political profit to be made. Concern for the environment was becoming fashionable: mercury was discovered in most of the state's waterways, land developers were discovering the rich lode of quick money in leisure home tracts (and some of the money, the attorney general hinted, was derived from organized crime).

Politicians eagerly jumped on the bandwagon, and legislators, who a year ago had never heard of ecology, passed laws which they confidently expected would save Vermont from polluted and despoiled air, water and land. And besides, it was an opportunity for the Republican-dominated statehouse to confirm the policies of the Nixon Administration. The heart of the environmental package was the creation of nine district environmental commission which would watchdog pollution and control development. "Here is an opportunity," Gov. Deane C. Davis told the General Assembly, echoing a Nixon phrase, "to apply our creative localism theory..." The district commissions, the governor added, would be subordinate to a state commission to which appeals could be brought.

The environmental controls were adopted not without some criticism, primarily from certain legislators who felt the laws were not strict enough. They pointed to certain loopholes, argued that they were drafted without consultation with environmental experts, did not adequately coordinate various state

agencies, and particularly, that they excluded a determination of what environmental damage was incurred by government projects.

And they also noted with suspicion that a state land use map proposed by the governor looked more like a blueprint for economic development rather than a means of designating an environmentally sound process of community growth. These indications led critics to declare that concealed beneath the veneer of environmental concern were attitudes and assumptions that would lead to an inevitable ecological crisis.

III

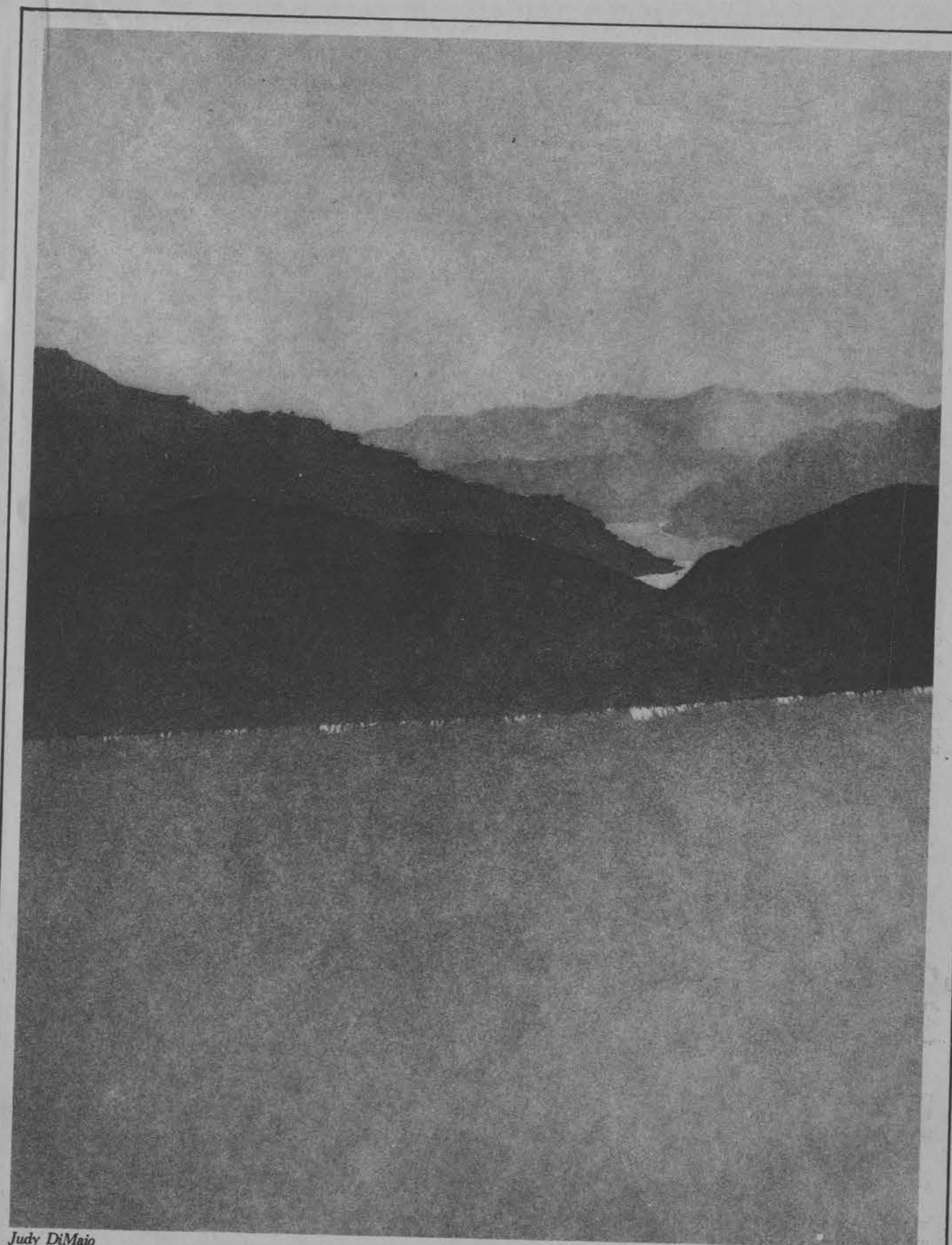
Late last spring Spruce Tissue Mills Inc. of New York City approached a Bennington County Industrial development group about the possibility of locating a plant in Pownal. The company had four requirements: available cheap labor, proximity to a railroad, a river adequate for effluent discharge, and a state-sponsored loan. The industrial development group, it turned out, had an ideal site, a 300-acre plot along the Hoosic River of which 35 acres could be used for the mill. And there was another advantage: the law firm representing the county industrialists was comprised of partners who were either state legislators themselves or else enjoyed influential positions on state commissions — there would be no difficulty in securing a state loan for capital investment. In June the Bennington County Industrial Corp. announced that, acting as agents for a New York firm, it had obtained a \$7.2 million loan from the Vermont Industrial Building Authority for the construction of a tissue mill on the Hoosic. And the application to the local environmental commission from Spruce Tissue Mills would become the first test in Vermont of the newly enacted controls. (There are two kinds of industries that a community definitely doesn't want," commented a Bennington industrialist on the Spruce Tissue case. "A paint factory and a tissue mill.")

IV

Meeting in late June in a rural firehouse, the Bennington District Environmental Board was aware that its rulings would be precedent setting. And its members, all long-time residents of the area, took their job seriously. They stipulated, first of all, that the proposed plant be required to discharge an effluent which would permit the river to be classified as suitable for swimming, fishing and recreation, but not for drinking. Secondly, the board ruled that the mill burn a low sulphur content fuel to eliminate sulphur dioxide pollution, and it also made various recommendations concerning the release of noxious chemicals and metals which might be used in the tissue-making process. In general, the commission adhered to what they felt was the intent of their legislative mandate — to prevent the establishment of another source of pollution.

V

The local commission's conditions did not suit Spruce



Judy DiMaio

'...it's just this incredible honesty that we want from everybody, and it's so difficult to get it because you've been taught all your life to lie and to live it out.'

EDITOR'S NOTE: In September and October QUADRILLE conducted panel discussions at Bennington on Women's Liberation and related issues.

A panel of women students included Pat Barr-Webster, Callie Goldstein, Debra Levitt, and Darrell Nichols, plus Susan Pattison Dawes, who graduated from Bennington in 1964 and now lives in Chicago.

A panel of men consisted of faculty member Tom Standish (Economics) and students John Cauman, Dave Himmelstein, Tom Ollendorff and Sam Schulman.

Those participating in a third discussion were faculty members Anne Schlabach (Philosophy) and Sharon T. Shepela (Psychology), Director of Alumni Services Cappy Cumpston, and Sally Sugarman, who is a Teaching Associate at Bennington, head of the College Nursery School, and wife of faculty member Robert Sugarman.

The men's discussion was moderated by Greg Guma; the women's discussions and general editing were done by Leslie Ullman. All three discussions were much longer than space allows; the attempt has been made to isolate those points which best represent thinking at Bennington with regard to Women's Liberation and its relevance to the individual and society.

SUSAN: I don't see Women's Lib here on campus — I don't mean the organization, I mean the feelings. I see women passing each other in Commons, or passing each other on campus and if it makes sense to talk about something they'll talk, but building a relationship — the kind of time and everything it takes — they just don't put themselves into that. And the only relationships that seem to make sense are relationships with men.

PAT: I think for most people coming here their orientations haven't changed. When they grew up their orientation was always to be pleasers for men — you know — a man-is-the-goal kind of thing. They got that everywhere, and when they got here there wasn't anything dramatically done to make them think differently.

CALLIE: I think that Bennington teaches you to be selfish — it's a school where you "do your own thing." It emphasizes the arts and that's basically a selfish, self-centered thing, so you have a lot of women concentrating very heavily on themselves and not on anything collective, or beyond themselves.

DARRELL: I think it's a logical extension of the fact that you design your own education, you're forced to act in a very individualistic way rather than cooperatively or communally. On projects with other people it's entirely an individual research situation.

'Do we want the kind of jobs our society offers? I mean-- I don't want to be a bank president. I don't want anybody to be that.'

SUSAN: I have a feeling there's a real contradiction and it's hard to get at. It seems that the real self and individuality is destroyed, and it has something to do with a kind of competitive thing. Not a kind of competition where two people are going side by side to see who will get there first; it's more like when you walk into Commons you feel all these eyes on you. People are not looking into their own heads, they're very busy judging what everybody else is doing and seeing how far they've gotten. I have a feeling that the faculty set the tone — I know there are a lot of personal politics in the faculty that kind of tear people up. A kind of cliquishness. And I have a feeling that that might reflect itself on the students.

PAT: Two years ago some people were very interested in Women's Lib from Chicago, and they made a lot of mistakes — in organization, probably, but the hostility they met on this campus was incredible.

DEBRA: But the whole thing was misconstrued, and this is when Women's Lib becomes a therapy group. Every girl stood up and said "I just broke up with my boyfriend..." That's not the movement. You can settle your own hassles with your boyfriend. We're interested in you.

SUSAN: Women's Lib is really loving yourself, and it follows that you really start to love women...

QUADRILLE: That is something I said the other day — that you have to love yourself before anything you do politically will do any good — and some of you argued that you have to get political first.

DEBRA: But the point that you love yourself is political in the Women's Lib movement.

CALLIE: But on the other hand there's that part of Women's Liberation of realizing your own oppression. I remember once reading a really good definition of the difference between a liberal and a radical; a liberal is a person who sees other people's oppression and tries to do something about it, a radical sees his own oppression and tries to do something about it. And at the same time that Women's Lib gives you a lot of feelings of strength, it is a centering on yourself and an attempt to move out into society from what you've experienced.

DARRELL: I'm just wondering at the fact that Bennington, ever since its inception, has been geared not to graduate schools but to a complete education in itself so that what you get is essentially a dilettantism which forces you to go to secretarial school when you leave. It doesn't equip you at all to compete or to be able to make it with any self-confidence in a professional area. I wonder if that doesn't have something to do with oppression.

QUADRILLE: But with most schools now the education you get isn't enough to qualify you for something without another degree. And men have the same problem as women.

DEBRA: Except with women, they can have Ph.D.'s and still have the same problem getting jobs. You know, \$6000 and only be a teaching assistant for 10 years. So that it's not the same.

CALLIE: Equal job opportunities is not really getting at the problem. I think the problem is more along the lines of what are we going to do about our whole society and the whole capitalistic structure and what it does to people. Do we want the kind of jobs our society offers? I mean, I don't want to be a bank president. I don't want anybody to be that.

DEBRA: But we can't think about a whole societal change without thinking first about a whole women's change, because there's Kate Millet, who said it better than anybody else, that there's this master-slave relationship that permeates everything.

CALLIE: I had an experience last year of going to Williams to hear two speakers on Women's Liberation from Boston, and the reaction of the audience was incredible. Here were all these Williams students and they were the future Ruling Class — white, upper-middle class, bright, mostly WASPS, and they were so antagonistic, because they had everything to lose.

PAT: They have everything to lose from one point of view, but they have an awful lot to gain. The roles they have to play won't be as strong.

DEBRA: That's another thing with this society — the priorities are all messed up and nobody wants to deal with what comes first, which is the woman's role. If women don't have faith in themselves, nothing's going to have any possible repercussion on men.

DARRELL: If you have a revolution and women are in the same position as they are now, chances are, after the revolution they're going to be in the same position.

CALLIE: I have a lot of conflicts about this because I think that Women's Lib is very important, which is why I'm here now, but I also think racism is incredibly important.

SUSAN: But to go back to your other definition, the thing where you made the distinction between liberal and radical, I think that each person has to start with himself... There's a lot of master-slave stuff going on in the Black Movement — a lot of black sisters are starting to come to us and say "I've been supporting my family for years, and I've seen my mother raise our family and all of a sudden I'm told by my old man that my place is in the kitchen and I'm not used to that!" Some Black men are into a thing of "If I'm to overcome my own oppression, baby, you've got to go back to the kitchen." I think it's important for us to keep thinking of ourselves as women and to really create alliances with the Black women and to help them strengthen themselves.

DEBRA: Another thing about the Women's Lib movements that's so nice is that it tries to get rid of the whole ego-possession trip, which can be seen on newspapers run by collectives where they don't use a masthead — but also in a larger thing as far as children go — possession of one's child — it's healthy.

QUADRILLE: What do you mean by "possession of one's child"?

DEBRA: I'm talking about the concept of a nuclear family, where a child says "I am my mother's child," as opposed to a collective, or communal situation.

SUSAN: The idea is that you, *own* your own child, you say "Susan is my little girl," and that puts the need on her to live up to your expectations. Part of what Women's Liberation says is that people are people and children are people too, and you say, "I don't own Susan, she lives with me and there are some things

'Every girl stood up and said, 'I just broke up my boyfriend...' That's not the Movement.'

in which I'm a little wiser or I have resources that she needs, but she's pretty much her own person and it's up to her to make her own decisions."

PAT: Also she doesn't have to look just to me, there are other people around that she can look to or he can look to so that if I am struggling to break her down to my own role, I can join with other people who are doing it also. Our children don't have to grow up with the same role idea we had while we were growing up. They have more people to look to.

QUADRILLE: Do you think communes are the answer? You are straining out a lot of the problems, but aren't you dodging the issues that gave rise to the problems in the first place?

DEBRA: I think it's making it easier to cope with them.

'If you develop a commune along the same roles that you've been having in a family nothing is going to change...'

PAT: If you develop a commune along the same roles that you've been having in a family nothing is going to change, really, except their kids will have more kids to play with at home. But most of the communes that we've talked about have been started with a different assumption — that we have to break down the rules, that it's not inherently a woman's role to do all the cooking and it's not the man's role to bring in the food and it's not the woman's duty to change the diapers every time they have to be changed.

QUADRILLE: Do any of you think you'd like to live on one?
(General affirmative...)

SUSAN: I think I am going to. It's a painful thing though — a lot of hurt involved and a lot of guts — self examination and group examination.

PAT: And you have to break down so many things that have been drummed into your head about privacy and possessions.

DARRELL: One argument I have is that most of these communes or cooperatives so far are middle class people. How do you reach the working class woman who is entrenched in the heritage of the woman as the mother and homemaker and has to work too? This is so abstract for so many of these women. In a way, they can't see they're unhappy, and maybe they aren't. Maybe we don't have a right to say that "you're unhappy doing this."

CALLIE: That's a really important thing. I don't have an answer... There was an article this summer in a Black Panther newspaper about the abortion laws in New York which said that they were genocide — that Black women love babies and they should have more babies and this is murder, etc., etc., and it made me realize how different their situation is from ours and how Women's Liberation as it is now is really a white middle-class movement.

PAT: The really dangerous thing about the New York laws is that they've appeased the middle-class women because middle-classwomen can pay for the abortions. The reform's done but it will be years before the reform's done right, and the way to do it right is to let anybody be able to get an abortion.

CALLIE: Another thing that's bothered me is that there's no place really to turn for advice or guidance, in terms of other women. Helena Deutsch wrote a book called *THE PSYCHOLOGY OF WOMEN*, and it's incredibly disappointing. She says that women's main psychological thing is identification and how "healthy" it is for women to identify with men and to subordinate themselves to men. You know Freud is on the wrong track, and you hope that a woman can help you, and this is what you get as an answer.

SUSAN: It's up to us, and that's why it's exciting and that's why it's hard. Most of the new ways of thinking and new ways of getting into things come through people that are our peers. You learn from people that you'd never think of as being teachers. There are not many stars yet, but what's great is when you find that your best friend has some remarkable insights, and you learn how to listen to her.

PAT: I think that what it was two years ago was that the people really had the right ideas but working in groups was a new thing, and the easiest thing to do was to talk about the dramatic things rather than sit down and listen to each other. I think there's a lot to be learned about how to listen and work in groups. It takes time. I think also there's not as much hostility

as there used to be among women, and that makes a big difference.

DEBRA: It is an emotional issue, and we don't want to have to suppress our emotions any longer because they're not in the right place or the right time or whatever — it's just this incredible honesty that we want from everybody, and it's so difficult to get it because you've been taught all your life to lie and to live it out.

QUADRILLE: You mean to lie, or just not to say anything?

SUSAN: To not show your feelings.

DEBRA: To not show your feelings is just as much a lie as anything else.

PAT: It's like the kind of half-truth that's more of a lie than anything else.

SUSAN: It goes back to what we were saying before about Bennington. There's this myth that somehow at Bennington you're able to be yourself and it isn't that at all. You find when you're here—

DEBRA: You're the definition of everybody else's self.

PAT: Everybody's scared to be themselves or to say what they are.

SUSAN: And like in academics, you read textbooks but you need primary sources. What women should realize is that they are their own primary sources.

II

QUADRILLE: We're on our way. From a male point of view, or from your point of view, what is Women's Liberation? Social, political, what?

JOHN: It's a political movement, but it has social and psychological implications which are vast. Women's Liberation is a movement of social change which grew out of a response to the male chauvinism which permeates our society and in fact which has permeated all human societies since precapitalist days.

TOM O.: I don't think that women are any less liberated than men. I think that both groups are oppressed but I think that it's very good tactics to divide it up and refer to one of them as oppressed and begin to work on them right away. Women are oppressed in a very special way, directly related to men, and it makes it an easy job to work toward liberation to say that women need liberation, but I would eventually hope that Women's Liberation liberates men.

JOHN: I agree and disagree with what you said. I think women generally are more oppressed than men and I think it's also true that the oppression comes from the relation that women and men have in our society...

SAM: Men are the oppressors, but it's not men who are the enemy. It's the system which forces men to be oppressors and women to be oppressed.

JOHN: ... In many respects, it's analogous to racism. You can say racists are the oppressors and in a certain sense some racists are the enemy, and deflect everything towards some kind of system.

TOM O.: I don't think we should deflect it. I don't think men should be any less a target of women's liberating activities... I think women have picked the right target and they've picked many of the right tactics.

'...Women's Liberation, as it is now, is really a white middle-class movement.'

'Males are often proud of their chauvinism and they identify it with their masculinity and with their pride in themselves as individuals.'

JOHN: In a sense we're going to have to give up some of our privileges. It's going to run against our short-range interest.

DAVE: But the question is whether our interest is really tied in with those privileges, and it is for some of us but it's not for others.

QUADRILLE: Well, that's all pretty general. They're not talking about that, at least not from the discussions I've heard. They're talking about you personally oppressing them. They want you to change your basic attitudes towards them.

TOM O.: Yeah, but they've got to do it by getting tough. The point is we're all too selfish, many of us are. I lack the willpower to move myself in a politically sound manner, even though I know it would be politically and socially correct for me to put an end to some of my oppression of women. It will never happen by my wanting to do it, it will happen when women get tough and take a firm hand with me and my actions.

SAM: I think that's especially true, at least for my own part, since it was women who formed a good deal of my oppressive attitudes by demanding them of me.

TOM O.: In adolescence the girl demands that you be a man, and in her unliberated notion of what a man is she expects a certain amount of abuse, and her idea of a man's toughness is tied up with a certain amount of really unpleasant activity which she forces you into.

QUADRILLE: You're saying now "Well, I know all this and I know I'm wrong, but I can't do anything about it, and they're going to have to force me to..." Is that the idea?

TOM S.: That allows the male not to take responsibility for his own actions... There is a point at which you must take responsibility for how you oppress women.

TOM O.: Well, I haven't given them enough respect for their intelligence or creativity; however, I can justify that and say very often because of their oppression, they don't have very much intelligence or creativity. I'm not saying this is something about them personally, this is something society has done to them and I want it to end. Yet to be realistic about this, it's hard to give people a lot of credit for intelligence they don't always use.

QUADRILLE: It's like an underdeveloped country?

SAM: It's like slum kids doing worse on I.Q. tests.

TOM O.: In the power of conversation, for example, a male tends to score better than a woman, simply because his voice is louder, he's been used to arguing more, he's more aggressive. I'm not saying I'm more intelligent than a woman, just that I've been put in the position of scrapping in a conversation and a woman isn't in that position.

QUADRILLE: Or basically perhaps because you know she has been in a position to think that if there's a tie she loses?

TOM O.: Right.

JOHN: Well, we could look into ourselves and try to be critical of our behavior and adjust it to non-oppressive modes of behavior. But we're going to have to be guided by what women say because we don't know what it is to be a woman and we can't feel with the same intensity of consciousness the oppression that they feel.

QUADRILLE: You know they have specific goals in mind. They're not worried about being able to react specifically on a social level, or just talking with you. They're worried about the whole issue of family life, the whole issue of employment and a career, which are things that none of us at this table can really affect too much.

DAVE: They are things that all of us at this table affect all the time.

TOM O.: I agree with that. Many of us may be employers one day, or may be able at any point to put in a good word with employers. We can certainly run our own family lives on an equal basis.

TOM S.: Let's face it. The roots of women's oppression are in many respects economic. When early industrial capitalists started to be beaten out by manufacturing techniques, the art of their trade was supplanted by the machine. Women and children were brought into the factory at lower wages than men — and it had an economic root. I think that we have to see those roots and trace them up to the present in order to deal with some of the elements in this society which are systematic and lead to the tendency for women to be oppressed... The question is, what makes us think the way we do now, how do we change that, and what are the conditions which would be necessary for a whole society to change that mode of operation?

QUADRILLE: The people in the discussion group before mentioned the family unit and the fact that they have seen attempts to equalize that, to make no distinction between who does what work in a home. Do you think that that would be a solution, or a workable alternative?

JOHN: Definitely. There's no reason why men can't do just about any work that women do in the home and vice versa... For each according to his needs; I mean, if men like to cook they should cook. We've all lived in apartments, or our own, we can all do those things.

TOM S.: Well, there are some kinds of work that men can do better than women, let's face that — heavy physical work. It's just a biological fact that you have to accept... Let me ask a question... Do we start in the family or do we start elsewhere to change the role of women in the family? It may be that the role of the woman as well as that of the man is derived from relationships found elsewhere in the society, and then they have a feedback effect... Where's the key element in change?

QUADRILLE: A couple of girls who were involved actively in groups elsewhere mentioned being involved in sort of equalizing the structure of some businesses. They talked about a collective newspaper, and they mentioned communes. That seemed to be a very important thing to them, that the commune as a unit works a lot better than the structure they're in now, and they all seem to feel that if they have the chance they'll go and join one. They see it as an alternative to male domination.

TOM S.: What do they mean by an alternative? ... Can you

'...it was women who formed a good deal of my oppressive attitudes by demanding them of me.'

propose that we start communes for all of society because the new social organization would be less oppressive to women? — and even if oppression is eliminated, what are the conditions under which you could start a system of communes? I would argue that if the movement grew to the extent that a large number of communes really began to transform the society, there would be elements in that society that would be threatened by and would react to the new form of social organization. That's what has happened in the past, and I don't see any reason why we should expect that it would not happen in the future... It seems to me that you have to deal with what's necessary to be able to bring your individual solution to the whole society. And those are the kinds of questions which I

don't think a lot of Women's Lib groups ask.

QUADRILLE: It's very interesting that nobody here seems to feel that anything said in the movement is directed against you, that nothing you personally are doing is hurting women.

TOM S: I don't think anybody's recognized that at all, I think to the contrary, we all recognize that the society in which we grew up creates us as individuals where we become oppressors. I think that I'm an oppressor in some ways, I don't think there's a male in the room that isn't an oppressor in some ways...If you recognize that you're doing things that are oppressive, you've got to do what you can to stop it.

JOHN: If you look at the way some men have responded to accusations that they are oppressive, you find that the responses of men when confronted with their chauvinism are a lot less defensive than the responses of whites when confronted with their racism... Males are often proud of their chauvinism and they identify it with their masculinity and with their pride in themselves as individuals.

QUADRILLE: Do you think women students or faculty are — I don't know if you want to use the word — oppressed any more?

'Sometimes we do it by mistake. We do it just by our personalities, without meaning to.'

SAM: There's something which is tied in with my objections to Women's Lib activities here. It seems that many of the people who consider themselves involved in Women's Lib on a political discussion level tend, in the context of Bennington's politics, to submit themselves to male father figures in the administration and faculty.

JOHN: The status quo at Bennington is extremely indebted to male chauvinism. The faculty is overwhelmingly male and the faculty is oligarchic, paternalistic, contemptuous of students, uses the students for sexual objects, and maintains its rule upon the submissiveness of women which exists because of their social conditioning...

TOM S: You have to face the fact that males who have been here a long time on the faculty went through a period when this was an all girls' school and that the people with whom they related daily in the classrooms were females, and the way in which they related to them, through counseling and so on, was paternalistic. That whole identity structure is now being challenged by new males on campus.

TOM O: I've noticed that some of the women faculty members defer nauseatingly to male opinion. I think some of the women's liberationists are male chauvinists and...it's somewhat appalling that some of the leaders here really sell out their women.

TOM S: In one case I don't think your appraisal of faculty members in the Women's Liberation group is correct, but in any case let's say that it is correct, and that the movement grows. It seems to me that out of that could come a more radical stance in the women's group here. I think we've seen that evolution even from last year to this year. The women involved in the Women's Lib movement on campus now are taking a more militant stand than they did in the past, and I think we can expect that to continue in the future. So it would seem to me that unless female faculty members change their male chauvinist behavior,

they could be eclipsed as the movement grew.

JOHN: I just want to acknowledge that among the male students on campus, I certainly felt that the male students were afforded privileges by virtue of their being males, by virtue of their being minorities.

TOM O: We were let into closed classes.

DAVE: A male student hardly tries. I mean wherever I've gone, I've been just automatically admitted into peoples' classes.

JOHN: I've gone to a number of meetings since the beginning of the term, and I think it's interesting that just about the only people who speak up at these meetings are males. Males drafted most of the galleys. It's an interesting phenomenon. Sooner or later the radical movement, if it ever becomes any kind of movement on this campus, is going to have to deal with its own chauvinism.

TOM O: It really frightens me to sit and watch males take over all the females'—

JOHN: We don't want to do it, but somebody has to do it.

TOM O: Well, no, it's not only that! Sometimes we do it by mistake. We do it just by our personalities, without meaning to.

DAVE: One thing you can edit into the movement is that one of the reasons that males dominated was because everything that males considered the way to do things was defined in terms of the way males did do things. For instance, in producing a newspaper in the kind of individualistic society we have now, a man goes and writes an article alone and then gives it to a typist who types it up and then gives it to an editor. A lot of females don't work that way.

TOM O: When you have people getting together, you very often find that the girls aren't speaking...I would like to see them talking to each other, coming out with what they're thinking.



(We began discussing the women students' support of communes, trying to determine the kind of commune they'd said they wanted to achieve. When the tape started, Sharon was discussing Father Daniel Berrigan's idea on the subject.)

SHARON: ...during the time he lived underground he came to the conclusion that what we needed were political, underground communes that would allow married people to act out their political morality without fear of what the consequences would be for their children or spouses. The idea was, you could join a commune and know that you could put yourself on the line with a political activity and not jeopardize the way your children would be brought up.

ANN: What the students were discussing sounds almost like a sisterhood that is designed to give women an opportunity to become aware of themselves as women. Did you get that sense from the students?

QUADRILLE: Yes. They seemed to want basically to screen men out — or if not screen them out, at least to control the situation so that roles would be interchangeable. They felt that this was the way to make a start.

SALLY: Why did they make Bennington College co-ed then? At least you had a good test situation here, as in any girls' college. Why not just have a girls' college, which is in effect a commune?

ANN: That view was seriously presented by a number of

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'A situation where you just have women together is not a very legitimate one. It's the same argument that says for Blacks to go to Black colleges, in order to identify with their Blackness.'

faculty members who opposed co-education precisely because they felt that women would have, in the context of a women's college, more opportunity to develop as women and take pride in their own minds and have an opportunity to consider their own life objectives — to gain strength, so to speak, for a world that is not particularly hospitable to that kind of development.

SHARON: Was co-education opposed by women faculty members, or men?

ANN: Those objections were — I'd say exclusively by men, if I remember correctly.

SHARON: I don't think the idea about this being a women's community is true, because all the power is held by men.

ANN: As a matter of fact, I must confess that my apprehension about this thesis had to do in part with the fact that it seemed there was something distorting about a situation where women, in their educational dealings, were always dealing with men who were older than themselves and were experts where students were not. But, also, the fear was voiced that if men were present in classes, girls would not speak up as they always had before. I myself don't see that as having happened, but of course maybe my presence as a woman changes the situation.

SHARON: I would think that most men, in their normal experience—especially the ones just out of high school — are not used to interacting with obviously intelligent, articulate women who are not reluctant to put them down. It may be an awfully good experience for men coming here, even better than for the women. I don't know about a commune though. A

'When you're giving to your children as much as you can and you're giving to your career, then you find that you truly have almost nothing left for yourself...'

situation where you just have women together is not a very legitimate one. It's the same argument that says for all Blacks to go to Black colleges in order to identify with their Blackness. That's fine, but in order to be really useful individuals for their brothers and their sisters they must learn how to fight. Otherwise they're not going to learn the techniques they need in order to really push their cause against an aggressive majority.

SALLY: I think that even in the new society they would have to be real women. I resent the idea that women have to be protected in this way. I think it is very important that women learn how to function and that men learn how to function with women who are active and articulate. It's not just an educational process for women, it's an educational process for men too.

QUADRILLE: Do you think there's too much paranoia on the part of women?

SALLY: I think there's a great deal of justification for this paranoia. For instance I must say that when you called and asked me to come as a "faculty wife" I bristled at what I consider an archaic term "faculty wife." I work at the nursery

school all day long and yet I am designated as "faculty wife." I'm not more than normally paranoid, but I do feel that this is an indication of where we are at, that people are still thinking in terms of saying one can represent "faculty wives"...The people I know on campus I know as individuals, and I really could not say anything about the morale of faculty wives as being faculty wives. Most of them are working women who I don't think think of themselves as faculty wives. Bennington isn't the kind of place where women who are married to male faculty give teas for their students, or things like that.

QUADRILLE: I apologize for my error. You're absolutely right.

CAPPY: I really think that's interesting, what just came out there.

SHARON: One of the arguments I heard for just that particular thing is, you can find out what an honor it is to be Mrs. Whatever your husband's name by hearing the tremendous horror in men's voices when they speak of Richard Burton being "Mr. Elizabeth Taylor." Like "UGH! Isn't that DISGUSTING! He's not even a PERSON!" And they speak of this as being the most demeaning, horrid thing that could happen to a man. But it's an obvious honor for a woman.

SALLY: It's so bad because it really distorts the relationship between a man and a woman. I have a nice relationship with my husband and it has nothing whatsoever to do with all these — social insults — which are sort of heaped upon this relationship because of the way man and wife are considered in our society. I go along with students when they say they want to break this down. I think most of them don't really want to destroy the valid male-female relationship, what they want to destroy are all of the social forms that keep the male-female relationship from being a good one.

CAPPY: Well, I suppose the reason I like being called "Mrs. Edward Cumpston" is because I look on what we do as a family proposition. I come here to work, and I find it challenging and exciting. My husband works like a dog and he's terrifically involved in it. But it all comes together into one thing, and I feel very strongly about that. And I'm very proud to use his name as well as my own.

SALLY: I think an important concern in Women's Liberation is the care of children. I suppose that one of the reasons why the students want communes is to find some way to avoid the traps that they may see — not necessarily their parents, but with friends of their parents — where children are victims of a situation in which parents are also victims — where they're locked into a kind of relationship which at this particular time in history doesn't seem to be working. The family as we know it is certainly pretty shaky, and so a commune where you can guarantee consideration of the needs of children appears as a good solution.

ANN: But even there, if you're going to think from the point of view of children, it would be better for them to be in a group where there are men and women.

SALLY: I was thinking of a community as a group like the political community we were talking about. I always presuppose that there are men around.

CAPPY: Can't you see that the problems we see in the nuclear family could be magnified in a commune?

SALLY: If you change the basic quality of life in a commune, you will change the problems. I don't think you would magnify the present problems.

'What kind of life is it when a family knows that it is in a particular area for five years or ten years and then on to the next? What can you give to a community if you know you're just a stranger passing through?'

ANN: Isn't this need for community associated in part with the development of the family as almost the only responsible connection the child has outside of school hours? It seems that the tensions of family life could be modified if only families were associated with other families, in terms of a larger community.

SHARON: I think what is being proposed for communes in their emphasis on child care, is really the ideal of what some people are now thinking the whole society should be like.

ANN: But I really wish that we had learned from American history that experiments in this sort of thing, like Brook Farm, have not been satisfactory ways of handling problems. What I would fear, if it were intended as anything more than a kind of temporary retreat to think things out, is that there would be a diversion of the energies of the very people who were most aware of the social problem. If the women who take themselves seriously do it by going to communes, that means leaving the rest of the wretched society to its own fate. It seems much more constructive, if one can get a foothold, to forge the way and provide models for a new kind of thing. That is much healthier for the whole society than having individuals go off into some small but really socially insignificant kind of group.

SHARON: Well, if you think of it in terms of the political commune idea I mentioned in the beginning, then it would be an even further forging of the way because it would free women who are enough ahead of the crowd to want to live this kind of life, to go outside the commune to do their work without sacrificing their children. Another problem that exists, even more than we like to admit, is that a lot of women who have accepted careers as an important part of their lives have children, and they also think the children a very important part of their lives. They are often required to sacrifice the children for the career. They put them into day care centers whose quality they are not sure of, whose childrearing techniques they may not approve of, or they're forced to give only part of their time to their careers.

SALLY: All I can say is, the isolation that an individual feels in this, the cost that an individual pays — I speak from personal experience. When you're giving to your children as much as you can and you're giving to your career, then you find that you truly have almost nothing left for yourself... it's very difficult — isolated individuals make it work at a tremendous cost somewhere along the line, and they should be supported by society, and they should have the kind of help that would keep them from having so much of their energy go just into keeping things balanced.

ANN: But wouldn't it work better all around to work within society for the quality of day care centers which would be available to everyone? The trouble with the commune is that you get only one set of notions, which strikes me as a bad situation for youngsters to grow up in. The world just isn't that way. A more direct way of getting at that is by insisting upon day care centers that child psychologists encourage as suitable for a child in this kind of situation. It might very well be tied in with community programs which would have a continuity of life for the child inside and outside the home.

SHARON: Well, another social problem is that not just for children, but for all of us, this sense of community is lost

because we're always moving — and again, this is a basic social thing that we have to re-evaluate. What kind of a life is it when a family knows that it is in a particular area for five years or 10 years and then on to the next? What can you give to a community if you know that you're just a stranger passing through?

CAPPY: You give your all, wherever you go, I think.

SALLY: Well, I think so, but how many times are you asking the family and the child to start all over again?

SHARON: It's very difficult for us to think of ourselves as anything but transients. We just move when we have to move. We move to another rented place, make friends, do what we have to do, and that's it.

CAPPY: I think that mobility is still a problem in a commune. Given our economy and assuming that business is still going to move you from one plant to another...

SALLY: What students are saying is that life styles must change. They really do see an opportunity for a change.

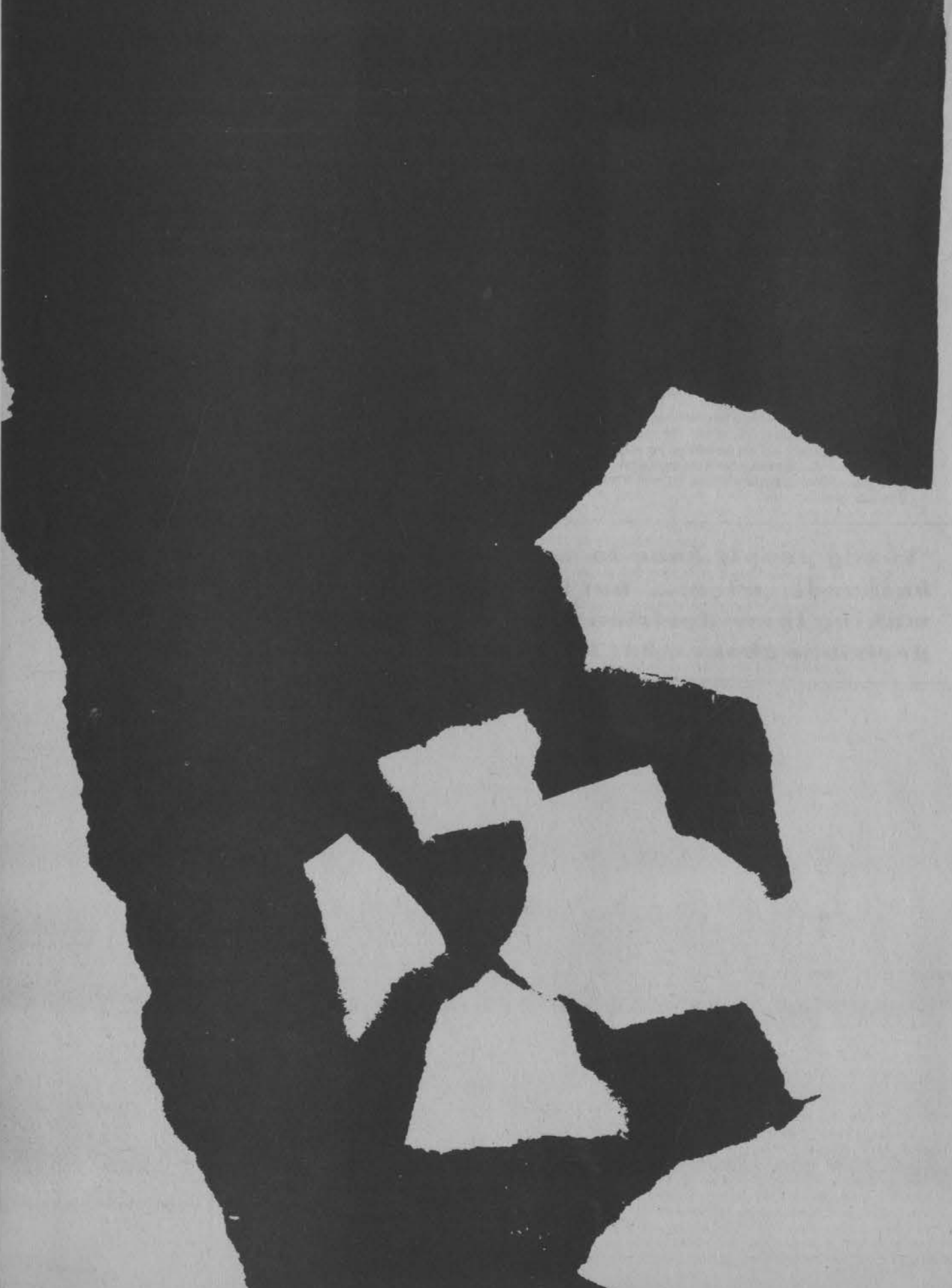
SHARON: But there is a problem because it does assume that you have to say, "I refuse the enslavement of the capitalistic system. I will not be told by my employer what my life must be." Which means that if the capitalistic system is here now, you're divorcing yourself from it, which can mean considerable hardship.

CAPPY: ...I think that both young men and women are thinking in long-range terms... This long-range planning is frightfully hard on young people, at least I see it in my own children.

ANN: Young women have so much on their minds — choosing majors, choosing husbands, the usual college decisions — but it's precisely when they are making those decisions that they are making rather crucial decisions about what happens to them at age 35. It's not wise, I think, that they start shooting for a certain job or a certain kind of career but that they develop interests and provide themselves with opportunities they can really take with them and of which they can make something.

SHARON: Don't you think that this idea of long-range goals is exactly what these kids are talking about? Because what they're saying is, "the only thing we can take with us is our values. The whole materialistic culture is so strong and so all-pervasive that unless we somehow manage to separate ourselves from it, or unless we can at least associate as much as we can with other people who are also trying to separate themselves, we're going to get caught up. They are going to get us somehow. They're going to make us — run a company. And once we've done that it's going to be so hard not to buy furniture." It's so hard not to do the whole thing. It's constant circle. I think all of life — for kids who are growing up now — is extremely tough...

'Young people have so much on their minds--majors... husbands...wives... but it is precisely when they are making these decisions that they are making crucial decisions about what happens to them at age 35.'



The Draft is not an Extracurricular Sport

"LIBERATION" HAS BECOME a household word in the last half decade, at least in younger households. There are oppressed nations awaiting liberation, and American blacks who claim that the constitution has not yet found a way to adequately free them, and women the world over who protest their more insidious serfdom. And as Stokely Carmichael said once, "Peace is not liberation. You can be very peaceful and not be liberated."

Almost every young man between 18 and 26 can also very neatly fall into the category. For all of them the United States Selective Service System represents the most direct threat to their freedom — of choice, of occupation, of philosophy — and to their lives that they will face perhaps through a lifetime. It is also the first government agency a youth comes in contact with, and that contact, marked by intimidation, can color a young man's view of the entire American governmental structure.

In spite of the crucial nature of the draft, it is a law which still finds its philosophic basis in the Napoleonic War and which many political analysts agree is in drastic need of reform. Additionally, few educational institutions take an active interest in educating — counseling is the official term — their male students about alternative paths of action.

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BENNINGTON, through Bruce Mikel, assistant to the Dean of Studies and faculty member, has initiated this year a broad program of draft education and counseling. As Bruce put it, "Bennington didn't even know it (the draft) existed until last spring. It began with the Strike." But when the thought finally penetrated that Bennington, as a coeducational school, had a responsibility in this area also, cooperation followed closely.

Bruce had done counseling previously, with the American Friends Service Committee in Wisconsin. And during that time

he learned a personal lesson about the nature of draft laws.

A student of his was given non-combatant status or I-A-O ("That helps to fulfill the draft quota," he noted) and was eventually sent to Vietnam. "We continued to correspond, and time revealed that he was indeed a CO. His integrity was definitely being violated.

"He was killed in February. That's always the fate of the I-A-Os, who often serve as medics. It's as good as a death sentence. That awakened me to the responsibility in education of dealing with the reality of the draft. It's not extracurricular. It does involve the integrity of the human being. It's a matter of education."

WHEN BENNINGTON made its political statement during the Strike last spring and was initiating draft counseling on a modest level, an organization in Princeton called UNDO (Union for National Draft Opposition) was also being formed. Its purpose, stated in a circular distributed at Bennington, was "to organize students to resist the draft. As individuals alone we can't do much — we are isolated and afraid. In joining together, there is power...Many of us do not believe in the principle of compulsory military service, and have even less faith in the legal and moral validity of the war that draftees are being forced to fight, nonetheless believe wholeheartedly in the power that the institution of selective service holds over us."

Bruce added the more tangible information that UNDO wanted to collect at least 100,000 draft cards and turn them over to the system in protest. Ultimately, they planned to organize nationally a center for draft legal services. "When people came up for prosecution they would have good legal counsel available. At Bennington we turned in all eligible male student bodies about 25 per cent. They were eventually forwarded to UNDO to be turned in on Anti-Draft Day."

Although over 5,000 cards were collected on the east coast, the Selective Service authorities refused to accept the protest. UNDO instead mailed them. No action followed.

"There had been no coercion to turn in cards. It is an individual decision," said the counselor. But the statement soon became old news, and UNDO faded away.

THE COLLEGE, HOWEVER, continued its involvement with a music department sponsored benefit concert, open to the public in the garden behind Jennings Hall. Over \$100 was collected for the Town of Bennington draft counseling program, under the auspices of Marshall Knapp. Out of that effort grew the idea that Town and Gown could perhaps meet in this project, and Bruce offered his services to the high school. He now counsels each Monday.

"It was proposed last year that Bennington declare itself a sanctuary to those fleeing the draft. This wasn't accepted by the President or Trustees — for good reasons. The fact that this might bring the law onto campus, for example." Yale, Swarthmore and Haverford reacted similarly. And yet Bennington has become involved in "dealing with" the draft — or perhaps one might say "Mastering the Draft," a term used in a new book by two young lawyers who claim that no one — with careful planning — can be legally inducted into the service.

On an official level, files are kept on every male student and a form was circulated in September asking questions like "Did you register as a Conscientious Objector at 18 or prior to this date?" and "Would you prefer civilian work for 24 months to military service?" Bruce noted that servitude was a more accurate description of the relationship of men to the armed forces.

To uncover the full spectrum of possible reactions, other questions offered to non-cooperation or resistance and leaving the country. Over 90 per cent of the Bennington males returned the forms.

WITH THAT REFERENCE material in hand, Bruce provides both reading material and personal guidance with the assistance of trained student counselors Eric Richter, Mark Lusner, Ellen Schulman and others. Eric was Bennington's draft committee head and worked in New York with the Catholic Peace Fellowship. His feelings about possible courses

of action lean more toward resistance than his administrative colleague.

"The most important thing is not the law or knowing the deferments," Eric commented about his counseling work. "It is the fact that you are a counselor, providing a chance for someone to talk. It may be the first opportunity they have had to feel free about their expectations. Being objective is very important."

"A CO, for example," said Bruce, "involves a whole philosophy of life. It is not a way to avoid the draft. It represents something much larger." He mentioned the traumatic affect this first contact with government authority can have, adding "It's also the most corrupt, unfair and capricious. And there is a lot more aid for dealing with the Internal Revenue Service than for the Draft. And H-R Block on every corner."

Eric added, "The difference between that and what we're doing is that we don't get paid. It's not commercial, and definitely non-profit."

THE TWO MEN TRADED views they have developed through contact with nervous potential draftees. "Most people avoid a decision about this," they don't deal with it. They avoid it by a 2-S. "The boards know this. They tell students not to turn in a statement of conscientious objection at 18 or 19, to take the 2-S." And the students are afraid that declaring a CO will jeopardize the 2-S. He concluded that after four years with a 2-S (which shouldn't be used until age 19 anyway since no one between 18 and 19 can be taken) "They passively get drafted."

Eric injected that "counseling is not at all subversive. It doesn't hinder the armed forces from functioning." But he added anxiously that resistance is also present at Bennington. "I think it should be said. Bennington is constantly talking about its progressive view and radical politics. There are some deferments, opening themselves up for induction."

Hopefully, these actions will eventually point to the view held by the authors of "Mastering the Draft" — that no one can be issued a valid induction order.

"The boards are ignorant of the laws," Bruce argued. It does take money. The draft is something you can buy your way out of, through a 2-S or the court. It strikes the poor and the ignorant.

WHAT ARE THE alternatives available in a confrontation with the Selective Service System? The two counselors outlined the spectrum, noting clearly that the opponent is not the Armed Forces — which, incidentally, usually would not want someone in the troop who clearly did not want to be there.

"You might go into court litigation, possibly for years, after which the whole thing would be invalidated and the person would probably be over 26," Bruce wryly added. "The Army doesn't want people that old, people more difficult to train."

Or one might claim a CO and take that into court. "No federal judge would deny it."

Or one might decide to go to jail — often a free choice for the sake of a political statement. "Resisters receive harsher treatment than felons," Bruce continued.

Or perhaps a 4-D (religious vocation) might be suitable. "It's a cop-out for the churches. They are kept in line by the draft boards, and don't have to face the issue existentially."

Facing the issue seems to be something few people are ready to do, and the SSS provides many ways to avoid commitment. "The draft discourages maturity. A person is not free in any sense of the word. It does not develop self-discipline. It's imposed servitude."

That led to an intriguing tangent. The two men were now recalling personal reactions to the system rather than the more obvious objections. Bruce noted that "The draft and any notion of freedom are contradictory. As an institution, it's totalitarian."

"And mothers are one of the greatest perpetrators," Eric responded. "They prepare their sons for the draft, and build romantic ideas about the Army."

The final alternative open to the draftable man is resistance — by giving up a 2-S or not registering. And when the fateful number is reached in the lottery, and the draftable young man does not appear...

"Fathers have been prosecuted for supporting their son's resistance. And wives. But when you're done with resistance, if you do nothing against the draft you support it." The reasoning is elementary: if you are not serving, someone is holding a gun in your place.

Incidentally, the final alternative in the resistance vein is leaving the country, not encouraged by the Bennington counselors but at least understood. "There is trouble getting work, and working for an American Corporation is impossible. The biggest difficulty is emotional. You're a man without a country for a while, until you are accepted as a landed immigrant," said Bruce. There are, despite the difficulties, over 50,000 Americans (including relatives of resisters) who have made this decision.

One of the adjustment problems, at least for southern resisters, is obtaining warm clothing for the cold Canadian weather. Bruce added the plug that contributions — clothing — might be sent to Montreal Council to Aid War Resisters, P.O. Box 5, West Mountain Station, Montreal, 215.

In order to avoid further growth of an expatriate population, Bennington College has cooperated financially by making counseling an integral part of administrative services. Bruce's office is a center for information and advice. He plans in the future to contact all I-A men in the nearby Town — with the assistance of the local board — and hopes to organize a trip to Washington with students to work with Senators during NRT and in June on draft repeal with the Committee to Repeal the Draft.

Perhaps an appeal may even be made to Alumni, who could

provide assistance in terms of contact with lawyers, doctors and psychiatrists as well as funds.

The ultimate goal — although the resistance and reform movement seldom speaks in ultimate terms, more concerned with specific cases — can only be the abolition of the system which confuses national obligation with servitude and forces each young male into decisions that may seriously alter or even end his life.

POSTSCRIPT

IT IS DIFFICULT to be male and healthy and in your early twenties without having strong subjective feelings about the Selective Service System. We all have our own draft stories, our own secret fears or compromises made because of this sword of damocles. The system rescinded its Channeling memo long ago, but the funneling of men into certain life-styles and professions is still intrinsic to the operation of the SSS. I cannot personally conceive of how different my life might have been had I not been forced to make several important decisions in the light of my relationship with the Armed Forces.

Men have continued education, married, had children, claimed to have mental problems, feigned homosexuality, attempted suicide, gone underground, left their birthplace, perhaps even entered religious life mainly out of fear of military service, the fear of having to kill or be killed. That, for me, is enough to mandate the repeal of the Selective Service Law, not merely the sleight-of-hand created by a lottery.

Story by Greg Guma
Art by Jay Brady

Jay Brady is a Bennington College graduate.



Natural Foods, Organic Gardening: 'And We've got to get back to the Garden'

Health Foods reviewed
by Steven Cartwright
Gardening notes
by Catharine O. Foster

Steve Cartwright is a Bennington College Student. Kit Foster is a former Bennington faculty member, organic gardener, member of many environmental groups and columnist for the Bennington Banner.

Certainly the current growing popularity of what are loosely termed health foods is conformity to the latest style. It is "in." Perhaps, though, there is more to it, perhaps some people are genuinely concerned about health and diet, and are thinking independently in this respect. Both observations of this interest and trend toward organic (natural) foods are probably accurate. As Beatrice Hunter of Hillsboro, N.H. said in "The Natural Foods Cookbook:" "Today many thoughtful people are turning back the pages of modern food-processing history, seeking out the good old flavors, textures and nutrients of the natural foods their grandparents enjoyed."

The assumption is that there is considerable validity and justification in following organic eating habits, in believing in organic growth and preparation of foods. This assumption is based at Bennington on an opinion poll taken of all students and faculty, as well as on discussions with Joseph Parry, manager of the Commons kitchen and cafeteria, and with Debbie Brown and John Jennings, proprietors of The Gingerbread House, a health food store in Bennington frequented often by the campus community.

The poll, a one page questionnaire distributed in mailboxes, elicited over 200 responses, about 40 per cent of the community. It was simply an outline of purpose, "...to be a representative reporting job," and asked these questions:

Do you believe in the value of health foods?

Do you use (cook or eat) health foods?

Should Bennington try to really include some of these foods in the menu?

Any suggestions as to foods; or remarks on the subject in general.

People spent much time with this form, comments extending often onto the back of the sheet, evidently giving it careful thought. Out of 214 responses, only 11 gave any negative replies to the questions, 6 were unsure or unclear, and 197 responded favorably to all three questions. Responses from 85 included additional comment of some sort, often quite lengthy and detailed.

"Health food" ought first to be defined, even though it cannot be neatly nailed down. In general, health foods can cover organically grown (no chemical sprays, additives or modifiers), organically prepared (no man-made substance, no substitutions, enrichment or refinement) naturally flavored foods. Implicit in the idea of organic is the retention of protein or nutrients so easily and often cooked or processed out of food. A sampling of what people consider health food is suggested in the poll returns: fresh fruit, yogurt, brown or unrefined sugar, brown rice, raisins and other dried fruit, honey, wheatgerm fresh raw vegetables, whole grain breads, Granola and Familia (both cereal combinations), fresh fish, soybeans, nuts, eggs, cheese, bean sprouts, alfalfa, rose hip tea, egg plant, and on and on. All of the above are specialties available at places like The Gingerbread House, but obtaining large quantities does pose a problem. Walnut Acres of Penns Creek, Pa., and other outlets deal in large quantities, but often big prices, too. Several people voiced this concern, that health foods are perhaps another luxury in a luxury-ridden society. Alternatives were also suggested.

Remarks from the College Community proved most intriguing and helpful. They ranged from a complete recipe for homemade Familia (several students have offered to make it, while others would like to bake bread for the school) to the crisp comment that "They (health foods) tend to taste better." One person considered it "most important: serve less food but better quality." Another said she would rather have two higher quality meals than three less good ones, with a less starchy, more balanced diet. It was also apparent from the returns that many students are vegetarians, a few call themselves macrobiotic eaters.

Other remarks: "I would like to see a nutritional analysis of the actual foods that are served (at Bennington)." "This summer a study was done on (the usual breakfast) cereals which concluded that they had almost no nutritional value. I

think if possible something should be done to rectify this at Bennington."

"Perhaps health foods mean taking more care for what you eat, cooking it more carefully, growing it with care, organic gardening. At Marlboro (College) they have one house called the Grazers, a group of people who want to eat and cook together macrobiotically."

"Goddard College has a vegetarian line and a non-vegetarian line. It would be nice to have two lines here. Maybe kids interested in eating health foods would be interested to work in a health foods kitchen. I would."

This kind of desire to participate in the feeding of this community was expressed widely. It can be interpreted best as a willingness to help, to work rather than as a complaint.

"Turn over a few good acres of this campus playground," began one admittedly atypical view — at least in tone, "to some students who will commit themselves to maintaining it as an experimental organic farm. This would furnish cheap food (and nutritious, too) to the college while simultaneously meeting an increasing demand for an education that is real."

Another student seconded that motion: "Maybe we could start planting a giant garden."

There was a certain amount of dissent. "Health foods, sh-mealth foods, as long as you have what to eat," wrote one skeptic.

And a more studious question: "Please research the value of such foods in ecological perspective; whether use of meat substitutes could prevent famine in 30 years, etc." Although room for such research is not available, the inquiry is reminiscent of Dr. Edward Kormondy's remark in a lecture he delivered in Tishman Hall early this fall. He said that, in terms of resources and ecosystems, if we all became vegetarians there would be far more food for much longer.

In sum, a few practical suggestions included an alternative (organic) menu, a food refund (so students could eat elsewhere), to pay students to bake bread to use at meals. Most people seemed to agree with the student who noted simply "We don't need any more chemicals in us."

Eric Bentley, a faculty member residing on campus, added the sobering thought: "A community kitchen can only be economical if everyone eats alike. It is un-economical to cook kosher for some and not others, to provide macrobiotic food for some and not others. I think everyone should agree on a common way of life." That may be a reality in the future, but currently (a small forward step as opposed to a bold leap) Mr. Parry is willing to consider proposals and to experiment.

In any case, it would probably not be denied that what you eat can determine your day; it affects your spirits, your fitness, your being. Students are attempting to say, through personal action reflected in diet, that we need to work toward the balanced good health of ourselves and our environment.

No one factor seems to totally explain the growing number of natural foods disciples. It is, in some cases, a cult-like preoccupation. There may be too many motives to pigeonhole. Some of the motivation is readily explicable, but due to coincidental interests and trends of the time. There is the new sensitivity to the ecological crisis: the air, the food, the sea, the "whole earth." More and more people are reacting to rapid mechanization and automation of society, its processes and functions. This is seen, in some quarters, as a great hindrance to the human spirit, as dehumanizing phenomena. It is a reason for escaping the factory cities and coming to the Bennington community, a reason for seeking natural things, undefiled by unnatural processes.

It is easy to adopt a prescribed life-style, to live by someone else's morality and custom. There is a certain element of this escapism in the forming of any cult or commune; and yet, living organically, living in closer touch with nature, is a conscious attempt to be humanistic rather than simply human. It is an attempt to be physically involved in direction of your life.

As with most causes, the natural foods movement seems to include superficial devotees and deeply confirmed adherents.



Gardening Primer

Organic gardening is as valid on the Bennington College campus as it is on a large acreage farm. Perhaps a small patch of land, a few flats or a window box is all a student can find. Regardless, the only rules of (green) thumb are to grow untreated seeds in unpoisoned soil with a good mulch and aim for a minimum of three per cent organic matter and no nutrient deficiencies.

The best way to be sure about deficiencies (as well as the pH or acid or alkaline condition of the soil you plan to use) is to supply samples to an extension agent or state university for soil testing. Be sure to select a sample that has been free for five years from any use of chlorinated hydrocarbons such as DDT, aldrin, dieldrin or heptachlor.

An organic gardener, of course, refrains from using such long-lived poisons himself, or any other toxic repellants, herbicides, artificial fertilizers, stimulants or hormones. Non-toxic repellants and sprays such as garlic and onion cloves blended with water or nicotine or pyrethrum mixtures are gardening aids an organic gardener does permit himself. A three per cent miscible oil dormant spray is often a favorite with organic gardeners. It can be purchased at a garden supply store to mix with water, but be certain it does not have some lethal, undesirable substance in it like Bordeaux mixture, arsenate of lead or lime-sulphur. It is appropriate for use in the spring, when the leaves are ending their dormancy, not when the leaves are out full.

There are various reasons people decide to become organic gardeners, more of them apparent each year. One person may decide to garden because he likes to have birds and small animals that share his immediate environment visit. They, too, need something to eat, and non-biodegradable toxins like DDT are lethal in short-time terms for small creatures, and in long-term destruction of the reproductive system's requirements. Birds at the top of the contaminated food-chain simply do not make eggshells. (An organic gardener remembers all day and evenings not to use DDT, even if someone in the family pleads to have the mosquitoes removed from the yard for a cook-out.)

Other people choose to garden organically because they can no longer bear the thought of eating foods treated by any one of dozens of unnatural methods. Some hate the dyes applied to oranges to make them all the same orange color. Some hate the

pesticides used to control nematodes and keep the root vegetables like carrots or radishes blemish-free and of equal length. Some despise the sprays used to ward off flying insects that might leave a tiny bite hole in a spinach leaf or on a berry. Still others detest the commercial fertilizers, especially when mixed with insecticides or fungicides and sprayed out from the nozzle of a hose. And many loathe the preservatives, and all the implications that our economy runs on the basis of huge more contamination which allows that if a man fakes up a bit of color, or contaminates with a little preservative, or wraps up everything in false exteriors that look attractive, it is acceptable since all those deceptions help him make money. Many loathe most of all a business which plays on the fears of the nervous housewife and makes her panic at the thought of anything that is not spotless.

Organic gardeners like to get their hands in the dirt. What to grow in it and how to grow it are the primary questions.

The first question is best answered by considering the ecology of a small farm and the interdependence of plants, birds, insects and animals. If you grow lettuce and peas but throw the weeds down and don't keep your lettuce thinned or your paths picked up, you are likely to encourage sowbugs or earwigs, which are now moving up from the areas to the south quite rapidly. If you don't put down hollow tubes of bamboo or cardboard to collect the bug, you'd better keep the birds coming or buy hens (they eat these insects in large numbers). If you have no other source of manure for your garden, you'd be wise to find hens. And if you are aiming for one of the really high sources of the nitrogen your garden needs, feathers will suffice (15 per cent nitrogen), and eggs (2.25 per cent) and eggshells (1.19 per cent) are fairly helpful. You will not meet many gardeners who use the egg meat, but all organic gardeners use the shells, which supply calcium.

If you don't mulch deeply — and a good mulch is the key to good organic gardening — you will soon find all sorts of pests who lay their eggs in the top two inches of soil. Fall plowing helps to control such eggs. And crop rotation. White grubs from June beetles will eat grass and its roots, but not legumes such as beans or clover. Thus, if you have these grubs, try switching.

Other controls include nasturtiums to repel aphids, marigolds for nematodes, onions for rabbits and woodchucks who discover the beans and lettuce, digger wasps to attack tent caterpillars. Or you can use yourself as a control, picking the egg cases off the trees during the winter. Keep toads, and keep the birds well fed and continuously attracted to your garden.

Plant things they like to eat, and develop places they would like to use as nests. In the hedge put multiflora roses, coralberry, various viburnums, high bush cranberry, Russian olive, autumn olive, gray dogwood and honeysuckle. All of these attract the birds. Near your vegetable garden plant a mulberry tree. The birds come in fast as soon as the fruit ripens, so if you want some of the mild, sweet berries yourself to eat fresh or to make jelly or jam, retrieve them.

The various berries are good to have in the garden both for yourself and the birds. Raspberries, blackberries and loganberries make quite a bramble and are hard to care for, but berries and low bush blueberries are a joy in any garden.

Cherry trees are so attractive to birds that people often have to wrap up the whole tree in cheesecloth when the fruit ripens. A nice healthy pear tree or two, a Macintosh apple or two and several varieties of grapes will fill out a small garden very satisfactorily. You are lucky if you have wild grapes, Virginia creeper and bittersweet for the birds and the garden.

If the birds remain reluctant to come with all that summer enticement, provide a rock pile under a brush pile, and feed them all year round. Use suet, sunflower seeds and cracked corn. Sunflowers are very easy to grow, and valuable for your own diet. Aside from berries and insects, birds eat many weed seeds.

A well-supplied environment for your garden and its birds will include an essential population of small animals. Some gardeners rave about a squirrel or chipmunk who steal seeds or a few nuts. But one must remember that small animals eat grubs, and even the skunk, though he may dig your lawn or add

an odor to your dog, is invaluable in keeping down the number of Japanese beetles that can infest your asparagus ferns and grape leaves in late July.

In the vegetable garden itself, with a healthy garden environment full of living things, you can grow food needed all year. The first spring vegetables can be leeks and parsnips planted the previous year, which have wintered over in the ground. Next, dandelions no one planned, but which popped up throughout the yard in April. An asparagus bed, well limed and mulched, provides the next crop, and then the stems of a row of rhubarb which can grow yearly at the side of the yard with very little attention. If you have enough to preserve, a combined strawberry and rhubarb jam is easy to make, and a conserve of rhubarb, orange peel, raisins and walnuts is delicious.

When the frost is out of the ground, a garden can be planted that will feature a spectrum from early radishes and lettuce of several types not ever seen in markets — oakleaf, bronze, black simpson and various endives — through the summer beans, corn and tomatoes (if started early) on to winter squash and late onions and carrots. Build a root cellar or find a cool place to store potatoes, beets, turnips, carrots, onions and winter squash so you can have vegetables during the winter. Several that keep for a few months are cabbage, leeks, scallions, shallots and brussels sprouts. Plants to dig up and keep on the windowsill all winter are parsley and herbs such as mint, basil, marjoram and thyme. Vegetables to dry are corn, beans, soy beans and peas for soup.

Young, green, fresh vegetables right out of the garden are best for anyone who wants to eat natural foods. Most gardeners plan to plant more than they can eat, and to freeze, can and preserve whatever they have time to prepare and process. Peas, green beans, lima beans, broccoli and sweet corn are especially good for freezing. Summer squash, cucumbers, radishes and lettuce, however, do not do well. Fine pickles can be made from left-over cucumbers and dill, and tangy relishes from cucumbers, tomatoes, onions and spices.

Much of this part of gardening is done in the planning and harvesting stages, from the time of pouring over the seed catalogues to the time of putting the last cap on the last preserving jar. The hard work in between has to do with the soil its preparation for the garden, its perpetual care, and feeding for the best results. Organic gardeners, however, are better prepared than most gardeners in this respect, since they use a deep mulch which not only keeps the moisture in and the ground soft, but cuts the weeding down to a low level.

A normal soil will be 49 per cent minerals, 25 per cent water, 25 per cent air and only about one per cent organic matter. Soil in a virgin forest or prairie will have up to 10 per cent organic matter. The aim of an organic gardener is to have at the very least three per cent, but to aim for five to ten per cent. This aim is what keeps him busy all year gathering compost, shredding it, piling it in his compost bins or heaps, adding sludge, bacteria if he wishes, earthworms and keeping it turned and working to be decayed until it is ready to transfer to the garden: all grass clippings, vegetable garbage the year round, wood shavings, wood chips, leaves and more leaves, corn cobs, spoiled hay and straw and whatever he can cadge from people along the street who do not want to be bothered or who don't know what to do with plant refuse. If you possibly can, you might buy a shredder and find a rototiller to work the organic material into the topsoil, add the deep mulch, work that in the next fall after the garden has been cleaned up for the winter, add a winter mulch and start the year again.

The main aims are to keep the water in, the soil moist and rich, the weeds down and the plants rugged, clean and healthy. One well-mulched tomato vine, fed with corn cobs and dried manure in the planting hole and watered daily very slowly for several hours at the root, has been known to feed a whole family after proper debudding. If insects came, the plant was washed or sprayed with slightly soapy water. It was also given a bag of lady bugs who ate other pests in the neighborhood of the tomato.

The idea was to give it a rich, living environment. It prospered.

Faculty Notes

In October President Edward Bloustein organized and chaired a conference of 12 college presidents on Social Responsibility in College and University Investment Policy at the Taconic Foundation in New York. Accompanied by Jean Short Aldrich, Director of Admissions, he attended three Guidance Counselor Dinners in Detroit, Denver, and St. Louis. While in St. Louis he spoke on "Measurement and Relevance in the Assessment of Academic Quality" before a panel at the Annual Meeting of the American Council on Education. While QUADRILLE was at press in late October, President Bloustein was to be in Washington D.C. participating in a meeting of the Commission on Students and Faculty of the Association of American Colleges. An article on "Students and their Families" will appear in a January issue of LOOK magazine.

A one-man show of color prints by Maurice Breslow will be held at the Sierra Club, 250 W. 57th Street, New York City, from January 5 through 31, 1971.

This summer Bill Dixon lectured on "The Black Musician-Composer" at a Nassau County Special Program for educators, and received a grant from the New York State Council on the Arts.

Judith Dunn collaborated with Mr. Dixon on projects at Columbia Teachers College, where they gave a guest lecture in a seminar on "The Arts in Contemporary Life" and taught experimental composition for Dancers and Choreographers and classes in Advanced Dance technique. The Judith Dunn-Bill Dixon Company belongs to the National Endowment Residency Touring Program, 1970-71.

In October Jacob Glick played two concerts with the Contemporary Chamber Ensemble at the Library of Congress. The program of new composition included the premiere of a work by Pulitzer Prize winner George Crumb. This month Mr. Glick will perform a program of student compositions with the Philadelphia Composers Forum at Princeton University. One of the compositions, by Diane Thome, is for electric harpsichord and amplified instruments.

During his leave in Spring Term 1970 Paul Gray lectured on the impotency of the "new experimental" theatre at LaSalle College in Philadelphia and previewed the visual track of his dramatic film *Aphasia* at the State

University of New York at Oswego. On locations in Morocco, Spain, and France he shot a new film *The Voyage of Zahara*, based on ideas of British psychiatrist R.D. Laing. In August he premiered his documentary film on the training and racing of thoroughbred horses entitled "Out of Look Ma by Native Dancer" at the Saratoga Performing Arts Center. Most recently he has completed a screen play for Bernard Malamud's *The Bill*.

Dick Haas exhibited boxes this summer at French & Co. Gallery in New York. A hologram of one of his boxes was shown at the Museum of Contemporary Art in Chicago in September.

Irving Lyon lectured on "Atomic Energy in Vermont" for Women's Fellowship in Dorset, Vt. this October and gave a talk on "Nuclear Power in New England" for a workshop and seminar at Dartmouth College. During a two-day visit to UVM he spoke on "Life Style and Survival; an Ecological View" for one of the numerous workshops and seminars he attended there. During the visit he also lectured on nuclear power in Vermont. He has been invited to speak with Larry Bogart on nuclear power in late November, for Cortland Conservation in Ossining, N.Y.

Jack Moore is Associate Director of Dance Theatre Workshop Inc., now in its sixth consecutive season of dance instruction and performance in New York City.

Anne Schlabach included in her sabbatical leave visits to classical sites in Sicily and Southern Italy, and a summer in England to study at the British Museum in London.

In July Thomas Standish gave a testimony before the Ad Hoc Subcommittee on Urban Growth of the House Banking and Currency Committee. The testimony and an appendix entitled "The National Urban Model and Urban Policy" will be published later this fall in the Hearings of the Subcommittee. He has also developed a grant proposal for further research on the National Urban Model, which is being sponsored by the HUB Council, an organization of professional urbanologists in government and business.

Martha Wittman has received a grant from National Endowment for the Arts for the purpose of doing a new piece of choreography. Joseph Wittman will do corresponding music.

MEMORIAL (submitted by health service; Dorothy Hager, M.D.) — Flora Aja died September 9th. She had worked as a nurse at Bennington College regularly since 1962 and intermittently for many years previous to that.

We were always glad when she came on duty — cheerful, warm, full of outside interests — gardens, clothes, skiing — sympathetic to the interests of others. Outspoken when there were kind things to be said about someone else, reticent when the opposite was true.

She had many friends in town and at the College. Certain students used to come in and visit with her when she was on duty. She had remained in touch with some of those who had been here during the Foreign Student summer programs. We shall miss her.

DECEASED — Foster R. Dulles, aged 70. Mr. Dulles taught history at Bennington during Spring term, 1939.

Bentley Awarded First Hadley Fellowship

Theatre Critic and Author Eric Bentley has been appointed as the first Katrina Boyden Hadley Visiting Fellow by Bennington College.

The one-year teaching fellowship was established last year by members of the Hadley family, friends of the late Katrina Boyden Hadley and the Rubicon Foundations, to be awarded by the College to a distinguished scholar, artist or scientist. Mrs. Hadley was an alumna and trustee who died suddenly last year.

It is intended that the Fellow undertake regular teaching assignments and offer one lecture or performance each term for the college community.

Mr. Bentley has been dramatic critic of the New Republic and is a regular contributor to the Arts and Leisure section of the Sunday New York Times,

as well as being Brander Matthews Professor of dramatic literature at Columbia since 1953.

He was the Charles Eliot Norton Professor of Poetry at Harvard in 1960, and has been a Guggenheim fellow twice. In 1966 he won the George Jean Nathan Award, and is a member of the National Academy of Arts and Sciences.

His most recent work, a play titled "The Red White and the Black," will be performed at the La Mama E.T.C. in March, 1971.

Mr. Bentley has also authored: "A Century of Hero Worship" (1944), "The Playwright as Thinker" (1946), "Bernard Shaw" (1947), "In Search of Theatre?" (1956), "The Life of the Drama" (1964), "The Theatre of Commitment" (1967), and "A Time to Die" (1970).



FIVE PIECES OF DANCE

performed October 9, 1970

Commons Theatre

Photography by Irene Borger

Irene Borger, a Bennington student, is a regular contributor to Quadrille.

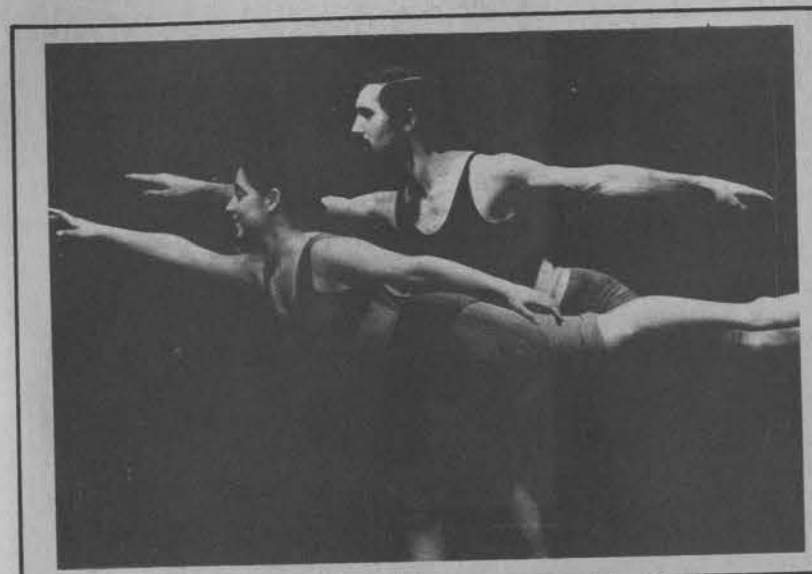
1. Robert Kovich, from "Pigeons;" 2. Kathryn Bernson and Kevin O'Neill, from "Hold Me Back, Honey Pie;" 3. Nita Little and Kevin O'Neill, from "Not With a Whimper;" 4. Kathryn Bernson and Kevin O'Neill; 5. Kevin O'Neill, from "Monk Piece;" 6. Connie Allentuck, from "Pigeons." Other performers and choreographers included Michele Geller, Mary Pat Carey, Mary Kinal, Jeanne Rosenberg, Emily Siegel and Karen Lierley.

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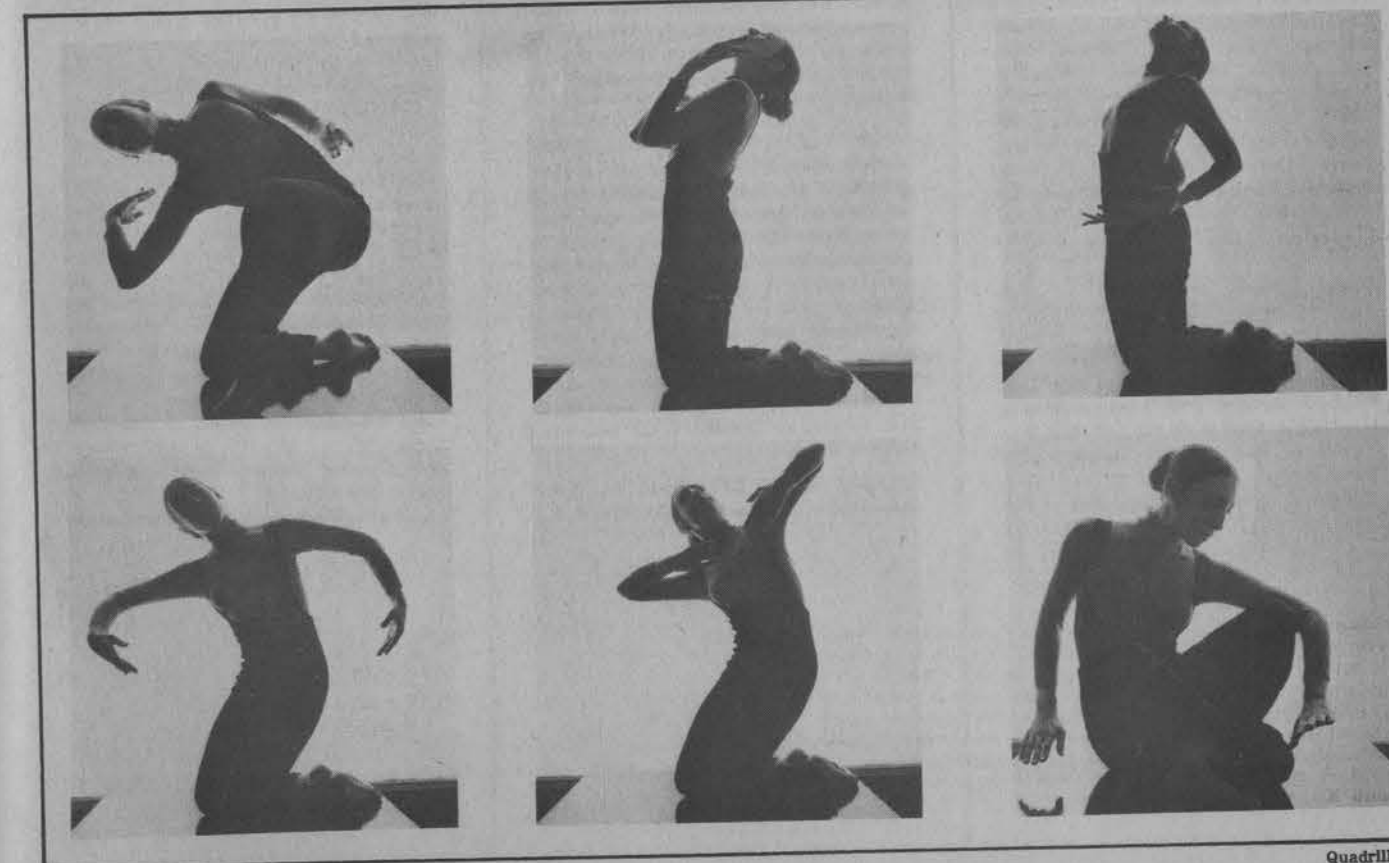
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Changes

New Faculty

ERIC BENTLEY (Literature) — B.A. Oxford University, 1938; Litt. B., 1939; Ph.D., Yale, 1941; professor of dramatic literature at Columbia, 1953-69; dramatic critic for *The New Republic*, 1952-56; Norton professor of poetry, Harvard, 1960-61; Guggenheim fellow, 1948-49, 1967-68; George Jean Nathan Award, 1966. Member of American Academy of Arts and Sciences. Author: *A Century of Hero Worship*, 1944; *The Playwright as Thinker*, 1946; *Bernard Shaw*, 1947; *In Search of Theatre*, 1953; *The Dramatic Event*, 1954; *What Is Theatre*, 1956; *The Life of the Drama*, 1964; *The Theatre of Commitment*, 1967; *What is Theatre?* and other reviews, published 1968. Editor: *The Importance of Scrutiny*, 1948; *From the Modern Repertoire*, 1949-56; *The Modern Theatre*, 1955-60; *The Classic Theatre*, 1958-61.

MAURICE BRESLOW (Drama) — B.A. Cornell University, 1956; M.A. Tufts University, 1960; Doctoral candidate, Yale University Drama School; Herbert and Patricia Brodtkin Scholarship in directing, Yale Drama School. Instructor, Wellesley College, 1961-63; Director of Drama, Connecticut College, 1965-66; Assistant Professor, University of Montana, 1966-67. Stage Director and Director of Theatre School, Studio Arena Theatre, Buffalo, N.Y., 1967-68; Artistic Director, Long Wharf Theatre, New Haven, Conn., 1968-70. Has directed at Loeb Drama Center, Weston Playhouse, Poet's Theatre, Michigan Professional Theatre; Member, executive board, Poets' Theatre; Managing Director, Millbrook Playhouse. Author of plays for children: *Bible Tales*, *The Flying Doctor*, *Pinocchio*, *Silver Bird* and *Scarlet Feather*.

ALAN CHEUSE (Literature) — B.A. Rutgers University, 1961. Teaching Assistant, Rutgers University, 1968-70. Graduate Study, Rutgers University. Managing Editor, *Studies of the Left*, 1965-66. Articles and book reviews in *The Nation*, *Studies on the Left*, *The New York Times Book Review*. Co-editor: *The Rarer Action*, 1970.

STEVEN G. HARRIS (Philosophy) — B.A.

Columbia College, 1964; Graduate work at Columbia; Lecturer, Long Island University, 1969; Visiting Lecturer, Princeton University, 1970.

PETER LACKOWSKI (Linguistics) — B.S., 1959, Northwestern University; M.A., 1963, Ph.D., 1964, University of Washington; Assistant Professor, University of California at Los Angeles, 1964-68; Linguistic Institute, 1966; Merriam Webster, 1970; Publications in Scholarly journals.

FRANZ MARIJEN (Drama) — Studied at the Institute for Radio, Television, Film and Theatre, Brussels, and in Poland with Jerzy Grotowski. Directed Miniature Theatre in Malines, Belgium; "Saved," by Edward Bond at the Royal Theatre, Ghent; "Exit the King," by Ionesco for the Royal Flemish Theatre in Ghent. Assistant to Geoffrey Reeves for the National Theatre Company in Amsterdam on "Measure to Measure." Author: "Actor's Training, 1963-66" in Grotowski's "Toward a Poor Theatre."

SHARON T. SHEPELA (Psychology) — B.A. 1964; M.S., 1966, The Pennsylvania State University. Ph.D., 1970, Cornell University. Teaching and research fellow, The Pennsylvania State University, 1964-65; Cornell University, 1965-69.

MARILYN Y. WERNANDER (Psychology) — B.A. Bucknell University, 1965; M.A. University of Michigan, 1969; Ph.D., 1970. Teaching fellow, University of Michigan, 1966-69.

MAURICE PACHMAN (Music) — Attended Manhattan School of Music; recipient of the N.Y. Philharmonic Scholarship; participated in the New School Artist Choice Series; appeared as a soloist in United States and Europe and performed with Stokowski's American Symphony and the Symphony of the Air. Member of staff at Bennington Composers' Conference; New England Woodwind Quintet, Chamber Arts Woodwind Ensemble, Trio Cantabile. Solo album on Golden Crest Records. Hofstra University.

THOMAS SMITH (Literature) — B.A., New York University, 1958; M.A.,

Harvard University, 1960. Mr. Smith taught in the English Department of Harvard, 1960-62, New York University, 1962-65, and since 1965 has been at the State University of New York at Albany. He replaced a faculty member on leave from Bennington College in 1967.

Administration

There have been many changes in the Barn since last Spring, necessitated by the retirement of Edith Stewart as Secretary of the College, and the resignations of Charles Bonenti as Assistant in the Development Department, Ralph Larson as Director of Physical Plant, Helen Feeley Wheelwright as Registrar. Lisa Tate was granted a leave of absence.

Margaret P. Dowling received her B.S. from the University of Florida and later did graduate work there, holding a graduate Assistantship. She studied at Hunter College and New York University, taught secondary and adult school in Ossining and Pleasantville, N.Y., did admissions interviewing at Briarcliff College and served last year as Assistant Director of the Non-Resident Term at Bennington College.

She has been appointed Secretary to the College, replacing Edith Stewart, who retired this summer. The president approved her decision with deep appreciation for her years of service to the College Community and the Board.

Greg Guma, appointed as Assistant in the Development Office for Publications and Public Information, received his B.S. from Syracuse University and studied commercial photography at New York Institute of Photography. He was publications director for the American Film Academy, taught briefly at the Prospect School in North Bennington and at Skidmore College in N.Y. He was a reporter photographer for the Bennington Banner and last year completed a film under a federal grant.

He assumed the duties of Laurence Hyman, former director of publications, and Charles Bonenti, who resigned during the summer.

James E. Martin replaced Ralph Larson

as Director of the Physical Plant. Martin has been employed in North Adams, Mass., construction companies and most recently served as superintendent of maintenance at the Bennington Potters, Inc.

Bruce J. Mikel became Assistant to the Dean of Studies. He is a Wayne State University graduate with a B.A., and holds an M.A. from Princeton University. Mikel instructed at Princeton, Williams College, Brandeis University, Carthage College and Bennington.

Alice M. Miller was approved as Assistant Director of Student Services in the new administrative department established over the summer. Mrs. Miller has been part of the College community since 1952, in the non-resident Term office, the President's Office and most recently in the Office of the Dean of Studies serving as Director of Housing.

Annette K. Shapiro also joined the Student Services Office staff as Associate Director. Mrs. Shapiro is a graduate of Cooper Union and has worked at Bennington College since 1961. She joined the staff of the Non-Resident Term Office in 1966 and last year served as Acting Director.

Rebecca Stickney became Director of Student Services. Miss Stickney has served Bennington for 19 years, in various offices, most recently as Director of Admissions. She returned after a year's leave of absence.

Gertrude Syverstad replaced Helen Feeley Wheelwright as Registrar. Miss Syverstad has been employed at Bennington College in Student Personnel and the Admissions Office since 1947. Most recently she served as secretary to the Dean of Faculty. Mrs. Wheelwright, who married last spring, now lives in Reno, Nevada. Bennington will miss her.

New Trustees

Six new trustees have been appointed to the board of Bennington College. The appointment of Barbara Lazear Ascher, Karen Franck, Lila Franklin Nields, Kay Crawford Murray, Mrs. Albert M.

Sheldon and Sally W. Whiteley was announced by board chairman Mrs. Richard S. Emmet, bring the number of trustees to 32. Bennington's student body increased to 550 last year with the initiation of coeducation. In accordance with its charter, trustees serve limited terms.

Mrs. Ascher graduated from Bennington as a literature major in 1968, and now lives in New York City with her husband Robert, a psychiatrist and psychoanalyst, and their two-year-old daughter. She is a member of the Bennington College Alumni Association and chairman of its nominating committee. Between family and college work, she is a verse writer. Her father, Robert A. Lazear, is headmaster of Kingswood Country Day School for Boys in West Hartford, Conn.

Miss Franck, a 1970 graduate in psychology and anthropology, is now studying social psychology at the City University Graduate Center, New York and as a research assistant in environmental psychology. "There seems to be a continuing family connection with Bennington," said the young trustee, "both of my aunts, Mary-Everett Seelye and Muriel Seelye Heineman, are graduates and my grandfather, Laurens Seelye, was a Bennington Professor."

In contrast to the new board members, Mrs. Nields will return for her third term as a trustee. A 1937 graduate of Bennington, she has done volunteer work at the National Labor Relations Board, painted murals in New York, and been president of the Goddard neighborhood center, the Goddard-Riverside Community Center and the Goddard Riverside Housing Corporation. She was a Bennington Trustee from 1952-59 and 1962-65. She is married to John W. Nields and has four children.

Mrs. Murray has maintained close ties with Bennington since her collegiate days, serving two terms on the Alumni Association Board of Directors, as a class representative, a chairman of the non-resident term committee and vice-president of the Alumni Association from 1966-70. Mrs. Murray began her professor career in research in public education as a research assistant, later

to become a lecturer with the City University of New York. Since 1961, Mrs. Murray has held several appointments with the New York City Board of Education, and is currently a Research Associate writing reports which evaluate the educational validity of a variety of school programs.

Another former trustee returning for another term is Mrs. Albert M. Sheldon, a 1954 graduate. Married with four children, she has done volunteer and board work with Planned Parenthood, the United Fund, Friends of the Library, and political campaigns. Mrs. Sheldon was an Alumni Interviewer for Bennington and a Regional Chairman.

Sally Whiteley, a 1949 graduate in music, keeps in close touch with Bennington despite much traveling. Making her home in Santa Fe and San Francisco, she had conducted a small mixed chorus for FM radio and a small women's chorus in her home town, has been a uranium prospector, a real estate salesman in Tahiti and Regional Chairman of the San Francisco Bay Area for the College Alumni Association.

\$25,000 Grant to Bennington

Bennington College received a grant of \$25,000 on Friday, October 9, from the Charles E. Merrill Trust in Ithaca, N.Y.

John J. O'Connor, manager of the Albany Branch of Merrill, Lynch, Pierce, Fenner and Smith, Inc. and account executive David N. Toussaint presented the check to Director of Development Kendall Landis on campus, in the absence of President Edward J. Bloustein.

The Trust, established by the late Charles E. Merrill, founder of Merrill, Lynch, Pierce, Fenner and Smith, approved the grant in September, to be used at the discretion of the governing board of Bennington College.

Receipt of the grant was due to the cooperation of Mrs. John F. Nields and Robert Morison, members of the board of trustees, and other members of the greater College community.



Left: Nancy Mauro, Brian Johnson;
Above: Joan Poor, Johnson.

Theatre: The Sea Gull

directed by Robert Sugarman; setting, costumes and lighting by Richard Kerry; Technical Director, William Kelley; Stage Managers, Rommy Brown and Candace F. Byers. A play by Anton Chekov, translated by Stark Young. Presented by the Bennington College Drama Division, October 22-24, with the following cast:

Irina Nicolayevna Arcadina, Madame Trepleff, an actress Lisbeth Shore
Constantine Gavrilovitch Trepleff, her son Brian Johnson
Pyter Nicolayevitch Sorin, her brother Steve Herrick
Nina Mikhailevna Zarechnia, the daughter of a wealthy landowner Nancy Maure
Ilya Afanayevitch Shamreyeff, a retired lieutenant William E. Kelley
Paulina Andreyevna, his wife Katy Dierlan
Masha Ilyinichna, his daughter Jean Poor
Boris Alexeyevitch Trigorin, a writer Paul R. Cooper
Evgeny Sergeyevitch Dorn, a doctor Peter Jon De Vries
Semyon Semyonovitch Myedvedenko, a schoolmaster Ashley Mellister
Yacov, a laborer Robert Eldridge
Cook Rock Townsend
Housemaid Peggy Ann Vroman

Production Notes

Last Spring on our campus there was a great deal of discussion —

often heated, frequently anguished — about the need for relevance in art. The deaths at Kent State and Jackson State and the incursion into Cambodia seemed to many to make trivial any art that was not aimed at righting these horrendous wrongs.

Relevance, defined so narrowly, poses problems that have been addressed by Marxist critic Ernst Fischer in a fascinating book, "Art Against Ideology" (London: Allen Lane, The Penguin Press, 1969). Fischer contends that arts are not ideology but triumphs of reality over ideology. He feels that propaganda is an inappropriate activity for something as complex as art and is best served by simpler means.

"The Sea Gull," subjected to czarist censorship, first presented seventy-four years ago, was selected for its relevance. The young artist seeking to find himself in new forms, the conflict between human and aesthetic values, the anguish of alienated labor are all meaningful today. It may very well be that one of the play's values for us is that it permits us to see some of our concerns addressed in a foreign context.

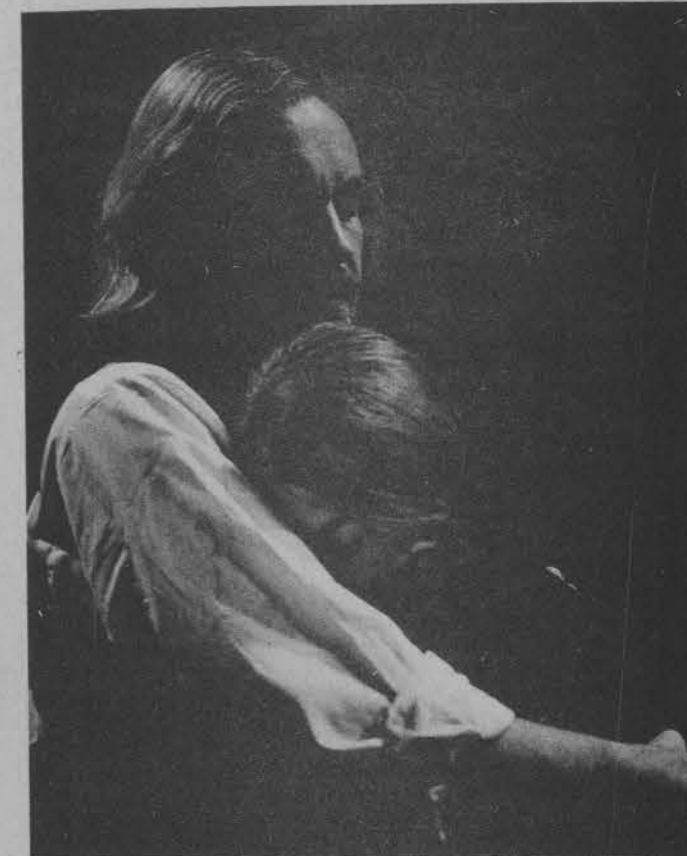
But Chekov's plays are experiential, not ideological. Perhaps the best relevance art can offer is to the human experience, not to the latest formulations about that experience. Shakespeare's narrow, forked beast tormented on the heath is still terrifyingly relevant.

—Robert Sugarman

Joan Poor



Below: Lisbeth Shore, Paul Cooper;
Right: Jon deVries, Joan Poor.



Left: Lisbeth Shore, Brian Johnson;

Photos by Maurice Breslow

Maurice Breslow is a Bennington College faculty member.

Alumni Section

Alumni Fund Report 1969-70

On behalf of the Alumni and Development Offices we want to thank every alumna and alumnus who contributed to the 1969-70 Alumni Fund. There are 983 of you. You show an unusual degree of generosity and understanding of the high cost of educating the imagination.

Your average gift in 1969 - 70 was \$85, which seems to us quite remarkable in a year when our economy has undergone severe stress, when higher education has been threatened on all sides, and when you, as Bennington alumni, were also asked to give to the College's Capital Funds Program for building and endowment.

We are particularly grateful to Barbara Ushkow Deane '51, Alumni Fund Chairman, Janet Briggs Glover '43, Telethon Chairman, and their dedicated and diligent committees.

Bobby will continue as Chairman of the 1970-71 Alumni Fund, assisted by Sarah Knapp Auchincloss '41 and Helen Coonley Colcord '59 as Vice-Chairmen, June Parker Wilson '37, Telethon Chairman, and an enthusiastic committee.

We must all be aware that the cost of education is increasing at a greater rate than tuitions and annual giving. Bennington cannot continue to operate in a deficit situation. It is for these reasons that we join the 1970-71 Alumni Fund Chairmen and committee in urging the 983 alumni who have given so significantly to consider an increase in their contributions, and ask the far larger number who did not respond to last year's Alumni Fund to translate their belief in Bennington to tangible support at whatever level they are able.

Catherine Cumpston
Director of Alumni Services
Kendall Landis
Director of Development



| Alumni Fund Record | | | | |
|--------------------|---------------|---------------|--------------|--------------------|
| Fiscal Year | Amount Raised | Alumni donors | Average Gift | % of participation |
| 1965-66 | \$92,873 | 964 | \$95 | 31 % |
| 1966-67 | 91,172 | 1041 | 88 | 32 % |
| 1967-68 | 73,820 | 922 | 80 | 26 % |
| 1968-69 | 83,662 | 1071 | 78 | 29 % |
| 1969-70 | 83,476 | 983 | 85 | 25 % |

Alumni Association Notes

Mancy Reynolds Cooke '37 President
Seena Israel Fish '52, Vice-President

Alumni Board activities...

The Alumni Association Board of Directors met September 18 at the Martin Foundation in New York. Top priority items were established for the year ahead. Informal notepaper to be sold for the benefit of the Alumni Fund. The handscreened notes are beautifully executed by Cynthia Sheldon Smith and members of the Hartford Regional Group. A box of 10 — in red and yellow design — costs only \$3, and Bennington nets \$1. See order blank elsewhere in QUADRILLE — and help get the project started. COLLEGE DIVISIONS COMMITTEE has been launched under the direction of Waldo Brighton Jones '50. Its purpose is purely and simply to find out what's going on in the Divisions, and to report to the alumni through Quadrille. First assignment is Music. REUNION — that big weekend, which rolls around every third year, is scheduled for May 21-23. Joan Hutton Landis '51, Chairman, invites all alumni to come, but promises red carpet treatment to the Classes of 1945, 1946, and 1947. A 25th Anniversary calls for recognition. Remember the BENNINGTON COLLEGE BULLETIN? The next issue of QUADRILLE will belong to the alumni. Linda Appleman Guidall-Shapiro '63 is editor. This issue can truly be considered BY and FOR alumni.

Alumni Fund Committee...

The fall meeting was held September 22 in New York. Barbara Ushkow Deane '51, Chairman, Sarah Knapp Auchincloss '41, and Helen Coonley Colcord '59, Vice-Chairman, and June Parker Wilson '37, Telethon Chairman, have set their sights high: a 30 per cent increase in the amount raised, and no limit to the number of new contributors. Each Class Chairman has as her goal at least five new donors. Can they do it? Yes — if the alumni realize how important every single dollar is to Bennington!

Regional Activities...

NEW YORK started off before Labor Day with a party for entering freshmen at the Martin Foundation. Jean Short Aldrich '43, Director of Admissions, was on hand to answer questions, and Barbara Reinhold Rauch '63 and Linda Appleman Guidall-Shapiro '63 handled arrangements. Now plans are underway for the Theatre Benefit on January 7. The show will be "FOUR ON A GARDEN," starring Carol Channing. Chairmen are Lois Landau Mazer '57, and Alana Martin Frumkes '68. When Ski Weekend was cancelled last winter due to renovation of Commons, we promised a doubly good SKI IN for 1971. It's

coming — details noted elsewhere — with Barbara Black Frank '60 as Chairman. One final New York project planned for May 12, is an Art Studio tour in Soho. Watch for further details — but save the date now. Barbara Lazear Ascher '68 and Barbara Reinhold Rauch '63 are co-Chairmen. BOSTON will have put on its first Theatre Benefit by the time you read this index. The show — once again, Carol Channing in "FOUR ON A GARDEN," followed by a champagne reception, on November 6. DENVER, ST. LOUIS, and DETROIT swung into action to arrange Guidance Counselor dinners at which President Bloustein and Admissions Director Jean Short Aldrich could talk Bennington and describe to counselors the type of ability, motivation, judgment, and maturity for which Bennington looks in its students. Kate Davis Stonington '39 and Nancy Markey Chase '61 organized the Denver dinner October 6; Terry Connelly Whiting '58 did it all on her own in St. Louis October 7; and Sally Winston Robinson '47 not only contacted counselors, but invited them with the Michigan alumni for dinner in her home October 8. All told, some 60 counselors came to the meetings. Mrs. Aldrich expressed the strong sense that they began to realize that the College is looking for strong, purposeful students, rather than "interesting" candidates who lack the academic strength to flourish under rigorous Bennington demands. Mr. Bloustein described the meetings as most enjoyable, and successful for Bennington's recruitment

efforts. Some new Regional Chairmen are Rebecca Stout Bradbury '59 in ROCHESTER, and Tama Alcott Taub '59 and Roberta Ross Moore '65 in LOS ANGELES.

Alumni to Have Campus House?

At last there will be a house on campus which belongs to all Bennington alumni, located west of Jennings and just north of the Carriage Barn. This will be the place to relax, have a cup of coffee or a cocktail, spend a night or two, or even hold a small meeting. Although Alumni House must also serve as the official college guest suite and will be home to at least two "commuting" faculty members its fundamental purpose is to provide the home base on campus so urgently needed by visiting alumni.

Alumni House is getting the wiring, heating, and plumbing basics right now. But shortly Nancy Reynolds Cooke '37, President of the Alumni Association, and a committee from the Alumni Board will try their talents as decorators to make the entire house as attractive and comfortable as possible. Watch QUADRILLE for progress reports, and pass on your ideas for Alumni House to Nancy Cooke or to Cappy Cumpston in the Office of Alumni Services.

"sweet love,RENEW thy force; be it not said
thy edge should blunter be than appetite,
which but today by feeding is allay'd,
tomorrow sharpen'd in his former might;
so love, be thou. . . ."

bennington college R equests all its "sweet loves",
(especially the class E s of 1945-46, 47 and 1955-56-57)
Interested in those issues which N ow engage us all, to save
the E weekend of may 21-22-23 for a
REUNION at which you W ill be entertained, instructed, challenged,
sharpened and renewed. . .

husbands and opinions aR e cordially invitEd. . .
there will be seminars, lectures, poetry,
daVce, drama, Ecology, youth, music, food,
drink and W eather permitting, spring in Vermont. . .

more news soon. . .

Alumni Class Notes

(Gleaned from mail received in the Office of Alumni Services and the newspaper clipping service. Editor's plea to alumni: send us your news — we're really interested, and so are your Bennington friends.)

MARRIAGES:

- '49 — Felicia Warburg Sarnoff to Franklin D. Roosevelt, Jr., in New York City, July, 1970.
'52 — Rhoda Turteltaub Green to Herbert C. Rosenthal, March, 1970.
'54 — Marjorie Elva Fager to James William Arnold III, in June, 1970.
'63 — Janine Beichman to Takeo Yamamoto in Tokyo, Japan, December, 1969.
Brenda Samara to Dr. Oliver J. W. Bjorksten.
'64 — Elizabeth Baum to Richard M. Williams in Cambridge, Mass., August, 1970.
Ellen Carter to Nicholas F. Delbanco in Pawlet, Vt., September, 1970.
Elizabeth Walker to Seikan Hasegawa, in July, 1970.
'65 — Tina Croll to Albert Constantine Bellas, in New York City, June, 1970.
Katrina Edwards to Michael J. Hart in Montpelier, Vt., February, 1970.
'66 — Sheila Bruce Wheeler to Lewis Montfort Lutton, in June, 1970.
'68 — Marie McKenney to Peter Tavernini in Orange, Mass., August, 1970.
Joanna Pousette-Dart to Jay Wholley in Suffern, N.Y., June, 1970.
Allison Lovejoy Simmons to Bruce MacFarlane Chapin in Greenwich, Conn., August, 1970.
'69 — Ronnie Jill Steinberg to Jonathon Bentley Ratner, in New York City, September, 1970.
Martha Weiss to Lee McNash Richmond in New York City, May, 1970.

BORN:

- '50 — to Jennifer Brown Cecil, a daughter, Lila Meriwether Morris Cecil, January 29, 1970.
'54 — to Carole Press Stavenhagen, a

third child, second son, William Anthony Stavenhagen, May 3, 1970.

- '59 — to Joan Allan Horrocks, a son, Jeremiah Havelock Horrocks, October 21, 1969.
to Wilda Darby Hulse, a daughter, Leslie, March 2, 1969; a son, Jeffrey, March 24, 1970.
'60 — to Miriam Schwartz Salkind, a fourth child, third son, Joshua Hillson Salkind, July 31, 1970.
'62 — to Harriet Joseph Ottenheimer, a first child, a son, Afan Joseph, April 27, 1970.
'63 — to Sheila Marlowe Miller, a first child, a daughter, Elizabeth Taft Williams Miller, May 28, 1970.
'65 — to Meredith Leavitt Teare, a first child, a daughter, Erin Teare, May 1, 1970.
'66 — to Thea Comins Froling, a first child, a daughter, Alison Banks Froling, January 1, 1970.
'67 — to Sharon Powers Scully, a first child, a daughter, Melissa Powers Scully, April 19, 1970.
'69 — to Ellen Chofin Elbaz, a first child, a son, Gilad Israel Elbaz, May 20, 1970.
'70 — to Patricia Prandini Buckler, a second child, second son, Jeremy Patrick Buckler, May 3, 1970.

DEATHS:

- '36 — Agnes McCrea Davis, June 30, 1970.

NEWS:

- '37 — Mary Johnson Blank has completed her third year as teacher for the Chatham, Massachusetts Head Start program.
Barbara Howes Smith has recently published an unusual anthology of verse *THE SEA-GREEN HORSE*, which she and her teen-age son edited.
June Parker Wilson, together with her son-in-law, Walter B. Michaels, translated Henry Charrierel's *PAPILLON* from French into English. This is the seventh book the two have translated together, which — to quote June — "at least gets me out of the chicken

soup category of mum-in-law."

- '38 — Priscilla Bromley Crowell received the Master of Science degree in Library Science from Drexel University, Philadelphia, in June, 1970.

- '40 — Marjorie Brown Jump was awarded the Patriotic Civilian Service Certificate of Appreciation by the United States Army for running an Amputee Skiing Program for children and Viet Nam veterans at Arapahoe Basin, Colorado.

- '42 — Joan Leonard Caryl has opened a studio at 3422 Prospect St. N.W., Washington, D.C. An exhibit of her painting and sculpture was presented by the Trustees and Director of the Washington County Museum of Fine Arts, Hagerstown, Maryland, during October.

- Betty Wheeler LoMele is President of the San Luis Obispo Art Association, which runs an Art Center in the Central California Coast area sponsoring shows, lectures, etc.
Alice Lane Trippe taught rhythm and dance at the Glenfield, New Jersey School during this past summer.

- '43 — Alice Leavitt Thompson has a second grandchild, Alice Hasty Mills, born September, 1969.

- Hildegard E. Peplau, M.D., was elected President of the American Nursing Association for the 1970-72 biennium at the session of the ANA House of Delegates in Miami Beach, Florida, in May.

- '45 — Ethel Winter Hyman, a contemporary dancer and member of the Martha Graham Dance Company, is currently the Affiliate Artist at Paint Park College, sponsored by the Sears Roebuck Foundation in cooperation with the National Endowment for the Arts. She will also direct Martha Graham's "Appalachian Spring" for the Repertory Dance Theatre in Salt Lake City, Utah.

- Barbara Deming Linton is living in Australia after three years in England. Her husband is associated with General Motors. Besides a daughter, Suzanne, the Lintons have twin sons, Robert and Charles, born in England in 1967.

- Margaret Dunn Siebens is an Executive Assistant in the Educational Career Service, Inc., Princeton, N.J. ECS is a non-profit membership organization which provides contact between individuals seeking career opportunities in education and institutions seeking qualified personnel.

- '46 — Nuala O'Donnell Pell describes her life as wife of a United States Senator as "busy, but interesting." She is active in various political organizations as well as a member of the Congressional Club, a Trustee of both the University of Rhode Island

Foundation and of Roger Williams College.

Louise Wachman Spiegel is employed part-time at the University of Cincinnati in the office of the Dean of the College of Community Services.

- '47 — Eleanor Rockwell Edelstein has just been elected to the Los Angeles District PTA Board.

Rosalyn Long Udow has completed her term as President of the Great Neck, L.I. School Board.

- '48 — Katharine Bunker Getsinger enrolled last year at Briarcliff as a special student majoring in Art History. Her 19-year-old daughter is also a Briarcliff student.

- '49 — Marcia Ireland Brookbank has been working part-time in the Dance-Music-Theatre archives at the University of Florida Library. Her husband is Professor of Zoology at the University.

Mary Heath Wright had a one-man show of water colors and drawings in the Galleria Mentana in Florence, Italy, last June. Until recently, she was a painter of lyric water color landscapes, but has turned to more abstract paths, often creating natural forms in somewhat architectonic terms. She has been a prize winner in the Western New York Exhibition at Albright-Knox Art Gallery.

- '50 — Katherine White Reswick exhibited some of her pieces of African sculpture recently at the National Gallery, Washington, D. C. She has written a book on her favorite African sculptures, which will be published by the New York Graphic Society.

- '51 — Elizabeth Greenman Fox is Office Manager of the Youth Employment

Service (YES) which has become a mecca for young teen-agers looking for jobs in Essex County, New Jersey. Joyce Perry's current TV endeavor is "An Echo of Johannesburg." She is on "Young Lawyers" which has just made its TV debut.

- '53 — Frances Smith Cohen is a member of the Arizona State Arts Commission. She is active on a project in the Phoenix-Tucson-Nogales elementary schools, which hopes to incorporate creative dance in the curriculum. She is also Director of Dance at the Tucson Jewish Community Center.

- '54 — Joseph Ablow, a faculty member of the Boston University School of Fine Arts, took part last summer in the B.U. faculty art exhibition at Brockton Art Center-Fuller Memorial. His works on display included "The Round Table," "Two Tables," both done in acrylic.

- '55 — Phyllis Heywood Franze is Manager of the Vermont State Symphony Orchestra, headquartered in Middlebury.

Toby Carr Rafelson's husband, Bob, is director and co-writer of the new hit film "Five Easy Pieces."

Carol Rubenstein has received a Master of Arts degree from Johns Hopkins University. During the coming year she will study at the WUJS Institute in Arad, Israel, on a Hadassah scholarship. Last spring she gave a benefit poetry reading for Hillel House at the University of Maryland and read at Western High School, Baltimore.

- '56 — Dee Phillips Bull plays the role of Mame Dennis in the production of "Mame" by the Chatham, N.J. Community Players. She has been active with Players for ten years,

singing the lead roles in "Kiss Me, Kate" and "Call Me Madam," and appearing in many musical shows. Her most recent role was Meg in "Brigadoon." She is also a member of a musical trio called the "Camera Singers" which will present a number of concerts in New Jersey this season.

Riva Magaril Poor has started a publishing company, *Bursk and Poor* with Edward Bursk, Editor of the *HARVARD BUSINESS REVIEW*. Their first book, which has an advance sale of 20,000 copies, is titled *4 Days, 40 Hours: Reporting a Revolution in Work and Leisure*. The book, of which Riva is editor, is an objective report about 20 firms on 4-day scheduling. The reasons, methods, and results are analyzed by 12 authors — businessmen and professors at Harvard and MIT. Her book is available only from Bursk and Poor, 65 Martin St., Cambridge, Mass. 02138 at \$5.00. Riva comments that she has her Masters Degree in Business Management "90 per cent completed" at MIT.

Louise Valentine Fitzgerald is on the teaching staff of the Montessori Children's Room, a nursery school in Armonk, N.Y. for three and four year olds. The school is new this year.

- '57 — Mary Louise Earthrowl Lewis is the President (1970-71) of the Women's Association for the Honolulu, Hawaii Symphony.

Roberta Selwyn Miller is a PTA President and fund-raising Chairman for a Day Care Center in Great Neck, N.Y. She is also an Odyssey House organizer.

- '58 — Wilma Greenfield Wasserman passed her Qualifying Examinations

BENNINGTON COLLEGE ALUMNI ASSOCIATION

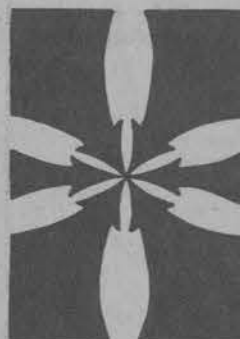
For the benefit of the Bennington College Scholarship Fund, informal note paper has been hand silk-screened by the Hartford Regional Alumni Group. The cover design is by Paul Feeley in Red and Yellow (sample at left). Boxes of ten are \$3.00, available beginning Nov. 15, 1970. Please mail to Office of Alumni Services, together with a check payable to Bennington College.

Number of Boxes _____ Amount _____

Name _____

Address _____

City _____ State _____ Zip _____



SKI-IN

| | |
|------------------|---|
| SKI INN: | BENNINGTON COLLEGE |
| COMMENCING: | The eve of February 12th (til midday February 15) |
| LODGINGS: | 3 nites bed and bedding |
| COOKERY: | 3 pre-ski breakfasts 2 apres-ski feasts |
| CHILDREN'S FARE: | \$30 (12 years and under) |
| ADULT FARE: | \$45 |
| MISCELLANEA: | Cinema, Wine, and Spirits |

Plan to attend with family and friends — details forthcoming.

at the University of California, Berkeley, for a doctorate in Social Welfare. She is formulating her dissertation proposal in the area of Alienation and Youth Culture. For three years she has been the recipient of a National Institute of Mental Health Traineeship for doctoral study. She is also on the teaching staff of the School of Social Welfare, teaching a course in "Social Deviance and Social Research." She writes "All of this is thanks to an excellent foundation at Bennington."

'59 — Ava Lee Heyman Siegler is Staff Psychologist at Postgraduate Center for Mental Health in New York City.

'60 — Joanna Roos Siegel had a successful showing of paintings, weavings, and mixed media this past spring in New York City, at the home of her classmate, Emily Leshan Samton, and her husband, Peter Samton.

'61 — Meryl Whitman Green has been teaching dance at Marymount School in New York City. Her two children are Jennifer, age 5, and Benjamin, age 2. Brenda Schlossberg Tepper received her Ph.D in Clinical Psychology last June at the City University of New York. She had received a dissertation fellowship for the 1969-70 academic year from the American Association of University Women. In the coming year she will attend NYU's Post-doctoral Training Program and work as a Clinical Psychologist at Meadowbrook Hospital.

'62 — Harriet Joseph Ottenheimer and her husband, Martin, are teaching Anthropology at Kansas State University.

'63 — Nancy Comstock Baldwin is an Assistant Professor and Director of the Dance Program at Keuka College, Keuka Park, N.Y. Her husband, Charles, is a senior at the Cornell School of Veterinary Medicine, Ithaca, N.Y.

Brenda Samara Bjorksten is completing her doctorate in Group Dynamics at Temple University, Philadelphia.

Karen Kerner Feingold has been appointed Assistant Professor of Anthropology at Temple University, Philadelphia, as has her husband, David. They plan to return to Asia during the mid-winter break to continue previous research. Her most recent essay, pertaining to messianic religion in Japan, will appear in the *Japan Interpreter*.

Arlene Heyman won a National En-

dowment for the Arts grant for writing short stories. She entered the University of Pennsylvania Medical School this fall.

Janine Beichman Tamamoto is living in Tokyo and writing her doctoral dissertation on Masaoka Shiki, haiku poet and critic of late 19th, early 20th century.

Marion Breeze Williams and husband, Joe, spent seven months traveling through Europe on a grant Joe received from Harvard. They have moved from Cambridge to New York City where he is with Hallgarten and Co., Investment Brokers. They will be transferred to London in November for three to five years. Marion has moved her etching press and will set up a studio in London.

'64 — Laurence Hyman has formed Woodford Design Associates in San Francisco, and is involved in free-lance design, mostly book work. From a graduate textbook on paleontology he moves to a book on the stars. He is also doing free-lance advertising for a racing car manufacturer and is working on a film script.

Joan Schenkar received a Master of Arts degree in English from the State University of New York at Stonybrook in June, 1970.

Suzanne Robertson Vitiello is teaching fourth grade in the Oak Grove School District, San Jose, California. Her husband, Bill, is the new Director of Medical Social Services at O'Connor Hospital in San Jose.

'65 — Sheila Diamond (stage name: Sheila Larken) plays Deborah Sullivan in the recently premiered CBS dramatic series, "The Store Front Lawyers." She has been with APA Repertory and the Front Street Theatre in Memphis.

Katrina Edwards Hart has spent a year traveling in Vietnam, Australia, Japan, and Cambodia.

Jill Underwood Bertrand, who has returned from North Carolina to Boston, is designing printed electrical circuits for Tendayne. She writes with pride that she and husband Gordon have one dog and two cats, but deplore "too many possessions."

'66 — Carol Peckham Atkin toured during the summer with the Syracuse Little Theatre. She wrote and played in two sketches, the "Generation Gap" and "The Nursing Home."

Carleen Copelan received her M.D. degree from the University of Southern California in June, 1970.

Anne Waldman Warsh is compiling a poetry anthology "Another World" which contains the work of more than sixty new poets. Two of her own books will be published this fall, "Baby Breakdown" and "Giant Night." Anne conducts weekly poetry readings in New York City at St. Mark's Church in-the-Bowery, conducts writing workshops, and publishes a magazine "The World." She has a spot appearance in the movie "Brand X."

'67 — Kathleen Haynes choreographed and dances in "The Hunt", a new musical by Templeton and Yarbrough which opened in September at The Rose Coffee House, Boston.

'69 — Camille Conwell Long is majoring in Art History at the University of Washington, Seattle, and plans to go on to graduate school.

Pauline Adoue Scanlon, who initiated and operated the Bennington, Vermont Free Nursery School, located at Beech Court Apartments, and who was connected with VISTA in Bennington, has moved to Portland, Maine, to attend graduate school.

Kris Brightenback is attending the Princeton University Graduate School.

'70 — Patricia Frank is in charge of choreography for the production of "A Funny Thing Happened on the Way to the Forum" at the Creative Arts Theatre, New Milford, Conn. She has taught dance in the Fairfield-Westport area, and acted as choreographer for the Polka Dot Playhouse and other community groups in Bridgeport, Conn.

Victoria English is a general assignment reporter for the *Morning Record*, Meriden, Conn. She finds it a major adjustment to work the 3 p.m. to midnight shift.

Rebecca Mitchell is working in the Hampshire College Library, Amherst, Mass.

Special student: Edward Thommen is Artistic Director of the Ram Island (Maine) Summer Arts Center, designed "to provide a stimulating atmosphere for all the arts." In addition to an art gallery and theatre, the Center has a growing apprentice program in acting, music, and dance. This experiment in creativity started three years ago on Ram Island Farm, and can be considered a series of projects divided between the barn and an ocean-front refreshment — rehearsal — rest house. The barn houses the theatre, the art gallery, actors' quarters, rehearsal room, dressing rooms, and, of course, some of the farm's horses.

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