

Quadrille

VOL. II NO. 6

MAY 20 '87

July 68

Bennington College
Bennington, Vermont

REVOLUTION, EVOLUTION, AND HOVING'S LAW, by Thomas Hoving

(Commencement Address, 1968)

Thomas P. F. Hoving has been Director of the Metropolitan Museum of Art in New York City since 1967. He is perhaps best-known, however, for his innovations in the uses of the New York City Parks while Parks Commissioner under Mayor John V. Lindsay, when he instituted public "happenings," nightly park concerts and outdoor cafes. As an art historian, Mr. Hoving is widely recognized as an authority on medieval art. He received his B.A., M.A., and Ph.D. degrees in art history from Princeton University.

When the president wrote to me December last inviting me to give this commencement address I felt honored and extremely pleased, but I don't know, when he wrote on behalf of the senior class, whether anyone realized that I'm really not the appropriate person to give the address. I don't know whether they realize that I don't have the correct piece of relevance that you might demand and insist on in a speaker, because I'm forced to confess that I'm the guy given the full blame by the Board of Trustees of Columbia University for starting the riots there.

Back in December I had no clear idea what I would be talking about this evening. No more, really, than any commencement speaker across the nation. But the world, at least the Western world, has been jolted to its axis since that time and none of us who are speaking here, there, and the other

often patronizing series of utterances about the great adventure of life you are about to embark upon. An address thick with rhetoric, faintly smug—cornball I guess—and, worst of all, completely untrue to life. The trouble was, the speakers often didn't tell it where it's at.

That phrase might offend people grammatically, but at least it rings with the poetry of the streets, and as any student of the urban crisis will tell you, it is in the streets that the world is in large part changing, whether it's Lenox Avenue or Morningside Avenue or the Boul' Mich. What disturbs many people these days is that the changes appear to be convulsive and arrogant and unreasonable.

It seems that these changes are retreats from reason into anarchy and chaos. Youth will not listen, it will not soften to entreaty, its enemy is the Establishment and it seeks not accommodation but rebellion and a new order of its own making. It sees injustice on all sides, it sees poverty, it sees racism, it sees political hypocrisy. And with the poignancy and directness of youth, it cannot understand why these things should exist for an instant longer. It accuses its elders of a cynical, out-dated *Realpolitik*, of playing politics with the people, with their aspirations and their lives and their children, of playing politics with the air we breathe, which has become thick with smoke, and of abusing and



places around the United States, at this point have much choice in the matter of what we are going to address ourselves to.

It used to be that a commencement speech, in the days that I was a member of the lassitudinous fifties, was little more than an exercise in a rather dubious, paternal and

desecrating the nation's natural resources, which belong to all of us and not to any special interest. It accuses us of polluting our waterways and of permitting our cities to become uninhabitable—so inhumanly unlivable indeed that those living in parts of them have struck out in violence.

And the great, touching pity of all this is that the vio-

lence is, in many cases, self-inflicted, and self-destructive. But, for sheer abject irresponsibility, what could surpass, for example, the failure of Congress to pass any decent rat-control measure? But then the children of many congressmen don't get their noses chewed by rats, the plaster doesn't crumble down onto their kitchen tables, and the heat is never turned off when it's coldest outside.

There are vast and very far-reaching questions being asked in the United States today. There are cruel paradoxes and almost inexplicable contradictions between what we espouse and preach and what we do and act upon. To my mind, the great strength and hope in the land lies exactly in the fact that these contradictions and moral paradoxes are finally being looked at intently and passionately, and are being revealed and probed and questioned and challenged. It seems that apathy and malaise may be gone forever from the body politic and out of the awesome confrontations of our time may evolve a new, undreamed of, democratic spirit. We can expect, indeed, that the growing pains in this evolution will be severe.

At Columbia University the student rebellion, which began on the 23rd of April and went on agonizingly for weeks, finally brought the great institution to its knees. The facile and easy lesson of that experience is that disruption pays, that intransigent force can short-circuit the classic democratic process of compromise and negotiation. But the rebellious road to reform, and it was badly needed there, is hardly a new political or social insight. One asks oneself whether the restlessness will end with the reforms the students demand of Columbia or whether some great stain has crept and spread throughout the entire fabric of that particular social order, damaging it forever. I personally do not believe the latter is the case.

The Vice-President of Columbia University, Mr. Truman, recently expressed the view that it was the war in Vietnam that had created the restlessness among students. If the war itself did not end, it was, in his words, debatable if the University could continue. Of course, the war is not the

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Bennington's Thirty-third Commencement

Seventy-seven women and two men received Bachelor of Arts degrees from Bennington College June 15. The degrees were conferred by President Edward J. Bloustein and Mrs. Richard S. Emmet, Chairman of the Board of Trustees.

The brief ceremony in the College's Barn Quadrangle was opened with a performance of the *Ceremonial March*, written by Louis Calabro, faculty member in music at Bennington. Twelve students received Bachelor of Arts degrees in art, four in dance, four in drama, thirty-three in languages and literature, three in music, seven in science, and sixteen in the social sciences. Two Master of Arts degrees were awarded, one each in art and in drama.

Thomas Hoving delivered the commencement speech the evening before, after the annual Commencement Concert and a picnic for graduates and their guests.





Editorial Note

Quadrille is published at Bennington College six times a year during term. It is designed to reflect the views and opinions of students, faculty, administration, alumnae, trustees, parents of students, and friends of the College. It is distributed to all the constituencies, and is intended primarily as a monthly paper 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 editors, photographs and graphics, and reviews from members of all the constituencies.

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Students Press For Wider Role in Shaping College Policy

Bennington College faced a constitutional crisis at the end of the Spring term. Five days before commencement, 200 students, representing half the student body, signed a petition asking for their expulsion because they refused to observe certain house regulations. Twenty-seven of the students who signed the petition were seniors. Twenty-nine were withdrawing either temporarily or permanently.

The petition was the outgrowth of the students' dissatisfaction with the structures of the community, both academic and social. It was presented to each member of the community after a student meeting which produced demands for a suspension of regular classes and rules from September to Long Weekend. The students wanted to use this time to discover "creative alternatives to the disaffection which is so wide-spread" and to study ways of restructuring "the community politically in an effort to find a way of articulating for themselves meaningful and proper areas of autonomy." The constitutional process, as it is organized now, does not take sufficient recognition of their requests, they asserted.

The faculty and administration, meeting as a body on June 12, acknowledged that the petition represented a "serious and substantial indication of student discontent." However, it voted not to expel the students but rather to regard their signing of the petition as an indication to withdraw from the College. The group instructed the President "to write to all petitioning students who are not graduat-

ing, inquiring from such students whether they wish, after a due and sufficient period of deliberation, to confirm such intention to withdraw and, if not, whether they accept as a condition of their returning to the College that they abide by its Constitution and the rules and standards adopted under it until such time as the Constitution or rules and standards are changed."

The faculty and administration also voted that any seniors who wished could refuse to accept their degrees, but that otherwise no action would be taken against them. At Commencement all graduating students accepted their degrees. (A joint statement by some of the graduating class was read following Mr. Hoving's Commencement Address, and is reproduced on this page.)

The recent constitutional crisis has a somewhat lengthy history. During fall term, the issue of whether all restrictions concerning hours for men in student rooms should be lifted was considered by the student constituency. The students voted, by a substantial majority, to abolish such restrictions. (The previous spring, the students voted to extend the existing hours for men to 1 A.M. on Fridays and 2 A.M. on Saturdays.)

Under the College Constitution, the issue of the "twenty-four hour" rule then passed to the administrative and faculty constituencies. Both of these constituencies disapproved of the student proposal on the grounds that the student houses were not built to accommodate men and

still protect other students' privacy and quiet. A general community meeting was then held, as required by the Constitution. This community meeting evidenced deep concern by students for their "powerlessness" and "lack of communication." The only action taken was to authorize the President to establish a committee to organize a "day of self-study" (see p. 9). After the meeting the question passed to the Constitutional Council for resolution.

The Council, composed of three members of the administration, three members of the teaching faculty and three students, is called into session when "two or more competent constituencies disagree upon a policy affecting both or in which one constituency asserts a claim to competence that is disputed by another." In the course of its reaching its decision, the Council affirmed—and no one dissented on this issue—the competence of all constituencies to engage in the discussion of the "twenty-four hour" proposal. The majority of the Council members decided against the adoption of the rule. The majority opinion was signed by three administrators and two faculty members. One faculty member and the three student members of the Council dissented.

In reporting its decision June 7th, the Council was unanimous in its support of the student government and Constitution. "Student self-government can be a fact only within the context of a larger self-governing community. This fact means the obligations lie as heavily on the faculty and administration as on the students. It also means that students must expect to meet with occasional disagreement from the faculty or administration, and that they must accept the responsibility of observing all duly established standards, regulations and policies of the community even when they do not individually or as a body sympathize with them."

The Council's observations continued, "the essence of self-government is that the government be amended by constitutional means, and that every member of the community agree to abide by constitutional processes and by the results of constitutional deliberations."

The student petition, which was presented to the Judicial Committee June 10th, stated "We the undersigned admit to having broken the parietal regulations when they were in effect, prior to the decision of the Constitutional Council, and will continue to break those regulations for the duration of our habitation in this community."

The petitioners also promised to "act in complicity with those who have broken and will continue to break" the rules and to "assume the same consequences as those who have in fact broken the regulations."

The statement added that "the regulations themselves are not of primary concern. We are concerned that we, as students and human beings, have a creative, experimental and responsible relationship with our environment. That means that we must have autonomy in determining the circumstances, necessities and value in our own lives."

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The Judicial Committee upheld the student action and submitted the names to the Judicial Review Board, recommending expulsion. The Judicial Review Board met the next day and agreed not to "recognize this action as disciplinary in nature or in intent" and therefore not "falling within our judicial competence." It was at this time that the faculty and administration meeting was held.

President Bloustein, in announcing the faculty-administration vote to the student body, said "No student is expendable and we should give each of these students a real opportunity to reconsider. We want each of them back."

"With a number of my faculty colleagues," he continued, "I am as restive as most students about the need for radical change on this campus. But I am committed to constitutional and deliberative processes as deeply as I am to change and I am not prepared under any circumstances to accept rump caucuses of selected students and a few selected faculty members as an appropriate substitute for constitutional or deliberative community process, however slow it is."

In its vote the faculty agreed to establish a week-long period of self-study for upperclassmen prior to the fall semester. At that time study of the College curriculum, Constitution and the existing rules will be undertaken. A group of students remaining on campus over the summer will also deliberate these questions.

Seniors, Trustees State Views

Following the Commencement speaker, Cathie Korey '68, representing the part of the senior class in sympathy with the backers of the petition, made a statement of their position concerning the clash between students and the Faculty and Administration. Mrs. Richard S. Emmet, Chairman of the Board of Trustees of Bennington College, responded with a statement of the position of the Trustees. Both are reproduced below.

Cathie Korey:

I believe that the following statement is subscribed to by some of the senior class. However we were unable to contact all the members of the class and therefore this statement does not necessarily imply total agreement.

As members of the graduating class, we would like to make a statement in support of the recent student proposals for radical changes in the government and curriculum of this College. The senior class feels strongly that Bennington College has veered from its basic tenets, as expressed by the administration in a published statement: "We dare not deprive the student of the prime responsibility for shaping her own education." The students here feel that their sincere efforts to direct their lives here at Bennington have been frequently undermined by the administration and, less frequently, by the faculty. Stu-

dent opinion has been ignored, overridden or inadequately weighed. Valid requests for changes in the curriculum, in the structure of the panels, and in student social regulations have been too often ignored. It is this situation which has given rise to widespread student disaffection.



To claim, as the President has, that student dissatisfaction has been created by "a handful of political 'sore losers'" or by a few vindictive students who desire to "bring this college to a grinding halt" is ludicrous in the extreme. To claim "they lost" or "we won" is a debasement of the serious issues which the College now confronts. The students do not feel that it is a question of losing or winning, but only of improving our education. We feel the problem that exists on this campus is only part of a larger national difficulty. In almost every facet of American life, we feel, the power to make decisions has been taken away from those whom the decisions most affect. The students believe that the educational process at Bennington must allow us to play a more active role in this community, so that on entering a larger community we can continue to act effectively.

On this campus, the students appreciate the fact that the desired changes cannot be brought about in an atmosphere of distrust, misunderstanding or coercion. We urge the faculty and administration not to misconstrue our proposals. We do not desire to usurp their power, but to cooperate with them in redirecting Bennington's policy. But it must be understood that cooperation does *not* mean student acquiescence, but effective and meaningful student participation. Trust, willingness and genuine responsibility, these attitudes must be imparted to the radical changes to be brought about.

The atmosphere of cooperation is hindered at this point by a recent faculty proposal. The students object strongly that they, the students, must be made to sign a statement that "they accept as a condition of their return that they abide by Bennington's Constitution and the rules and standards adopted under it." So long as it is difficult or

impossible for students to effect changes through the present legal channels, this kind of request is totally inappropriate and is, in fact, deeply humiliating.

Thus we urge the returning students, Faculty and Administration to try to ameliorate the situation and to work together so that the explicit ideals of this College may be faithfully reflected in the realities of Bennington's education.

Mrs. Emmet:

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I feel I have the responsibility, as Chairman of the Board of Trustees, to tell you that at our meeting this afternoon we strongly and unanimously supported the President, the administration and the faculty in their actions in connection with the recent Constitutional crisis. After the Board meeting, I hoped that there would be no occasion for me to stand up here tonight. But I felt that it might be necessary, and so I wrote down a few things which I felt were the principles on which the Board of Trustees, the Establishment, has operated ever since I've been a member of the Board.

Your Bennington Board has *always* endorsed the principle that growth is change. Another principle we find basic is that the student must be responsible for her own education. And yet another principle is that participation in Community government is an important part of the learning process. You have all heard those phrases before. It is evident that these principles for too many students are not fully operating today. You may be certain that the Trustees will give their fullest support to any and every honest effort to revitalize these principles. We believe that the events of the past few days, culminating, as they have, in the affirmation that change must be effected by Constitutional process is the best first step in that direction. Our goal and your goal is certainly not power; it is cooperation and understanding between us all, and support and trust.



Class of '72 Accepted

Bennington College will have a record number of freshmen next fall with the Class of 1972 totaling 193 women. The Admissions Office also announced the acceptance of nineteen students transferring from other colleges, a few of whom are men.

The large increase in the size of the freshman class is due in part to an increased number of invitations, 290 as compared to 240 in 1967. But primarily the size is owing to the decrease in the turn-down rate, which was almost half of the average rate.

Such a startling change in the pattern of acceptances caught the Admissions Office by surprise. Most women's colleges had reported fewer applications (Bennington reported a slight increase), and many were planning to take larger classes. All this indicated that Bennington's competitors would be cutting deeper into a smaller pool to get their classes, thus increasing the competition for students.

In analyzing the large response, Rebecca B. Stickney, Director of Admissions, said, "working for us, we felt, was our reputation for never having assumed the role of *in loco parentis*, our reputation for allowing students to put their academic motivations to work immediately rather than on ice, and our reputation for attention to the arts. This particular kind of climate was being sought after vigorously, we thought, from everything we knew as a result of school visits and newspaper reports.

"It would seem now," she continued, "as if women students will come to Bennington, in spite of no coeducation, because of its attitude toward its students, its curriculum, and maybe even because its location is away from distressed city areas."

The larger number of candidates admitted did not mean a significant change in the quality of their performance according to test scores. On the SAT, the Class of 1971 averaged 651 on the verbal section and 580 on the mathematical. The Class of 1972 rated 624 on the verbal and 573 on the mathematical.

Miss Stickney commented that the slight drop in scores might more accurately represent a change in admission procedures. This year the members of the Admissions Committee decided to evaluate all of the material in an application without reference to the CEEB reports. They cast their

Bennington College is looking for someone, preferably an alumna, who would be interested in establishing a career counseling program at the College. Write: President Edward J. Bloustein, Bennington College, Bennington, Vermont, 05201.

votes to accept or refuse and then examined the scores. As a result a small number of successful and/or talented students whose scores are low for Bennington were accepted to the College and will enter this fall.

The geographical distribution of the entering class remains about the same as in preceding years. The only significant change is in the number coming from the Far West: eleven percent, as compared to six percent in 1967. Twenty-five percent of the class is from New England, forty-six percent from the Mid-Atlantic States, ten percent from the North Central states, and four percent from the South. One percent of the class is foreign students; three percent resides abroad.

The number of girls coming from public schools as compared with those coming from private ones also is about the same as that of the past few years. Sixty-one percent were graduated from public high schools, while thirty-nine percent attended private schools.

Twenty-eight of the new students will receive scholarships amounting to \$50,900. The largest single grant is \$3150.

Twelve of the incoming freshmen are daughters of alumnae. Five are sisters of present students or alumnae. Seven have other relatives who attended Bennington at some time.

College Hosts Summer Groups

There will be several resident groups on the Bennington College campus this summer. One student group will be involved in studying the college, its students, and ways the College could be improved. Although the group was organized, by the students themselves, before the constitutional conflict at the end of the term, it has taken on the responsibility of organizing the material and agenda for the Week of Self-Study to be held immediately before the opening of the fall 1968 term. Acting Dean of Students, Don Brown, is the advisor.

Another student group will be involved in a community action program with Gerald Surette as faculty advisor. Their programs include making a sociological profile of the Bennington community, under the direction of Dr. Julian Grier, professor of sociology at Lincoln University. Part of the group will be aides to the Office of Economic Opportunity, under the direction of Neil Rappaport. The group plans to work with a local youth organization which wants to establish a youth center in Bennington. They also will help to plan a summer arts program for children at Lake Parran.

The aim of this summer's work is to establish rapport between the community and the College, as well as to lay the groundwork for an expanded program involving released time this fall.

The OM-Theatre Workshop will have use of the Carriage Barn beginning July 5. Arthur Sainer, a member of the drama faculty since 1967, is a member of the ensemble. They recently completed a very successful six-month tour with their production *Riot*, and will spend the summer exploring new areas of the theatre.

Several groups will be holding summer conferences at the College. Returning for the third year are the College Workshop for Advanced High School students, July 1-27, and the Seminar in Teaching Gifted Students, July 15-26. Leonard Rowe, faculty member at Bennington in the social sciences, is general director of the programs. The twenty highly selected students from all over the country will participate in an experimental learning situation with Bennington faculty members Irving Lyon, biology, Louis Calabro, music, Richard Elman, creative writing, and Mr. Rowe, political science. Travis E. Harris, of the school system in Manhasset, New York, will lead the Seminar in Teaching. Both programs are sponsored and financed by the State of Vermont and organized in collaboration with the State Department of Education.

Also returning to the campus in August will be the Composers' Conference and the Green Mountain Fiddlers. The Asian Study Conference will again be held, August 18-28.

Visual Arts Center Funded

Edward J. Bloustein, President, announced at Commencement exercises that enough funds have now been received to assure the construction of a \$1.3 million visual arts center. The building will be named after Paul Terence Feeley, the painter and sculptor who taught at Bennington from 1939 until his death in 1966.

The building has been made possible financially through gifts from friends of the College attracted by a major matching gift of \$400,000.

The Paul T. Feeley Visual Arts Center has been designed by Chicago architect Robertson Ward, and is due to be completed by the fall of 1969.



Woolley Fund Commissions Work

Luciano Berio, one of the leading contemporary Italian composers, has been commissioned by the Woolley Memorial Fund to write a composition for the Bennington College music faculty. Mr. Berio is currently teaching at the Julliard School of Music.

The Isabelle Baker Memorial Fund was established at Bennington College in 1953 for "the enrichment of musical life at the College." The income from the original endowment, given by Clarence Mott Woolley in honor of his wife who was a trustee from 1929 to 1942, is slightly in excess of \$1000 each year. It is administered by a student and faculty committee, in the belief that students ought to participate in the management of a fund.

Over the years, the Woolley Memorial has been used to provide opportunity for contemporary composers and to make more contemporary music available for performance in the community.

The committee's major yearly task is the commissioning of a new work, often to be used at the Commencement ceremony. In the past twelve years, the fund has commissioned works from such composers as David Amram, Ernst Bacon, Louis Calabro, Margaret Fairlee, Betsy Jolas, Ernst Levy, Teo Marcero, Lionel Nowak, Hall Overton and Wallingford Riegger.

Operating under the broad mandate of enriching the musical life of Bennington College, the committee which disposes of the Woolley Memorial funds has lent its support to other musical undertakings. It made possible an extensive Jazz Weekend at the College in the spring of 1964 and underwrote the appearance here of the American Brass Quintet, which performed student works composed specifically for them. In 1963, Woolley funds backed a group of four music students who performed at numerous schools and colleges during the Non-Resident Term.

In more prosaic instances, the committee has made funds available for the hiring of performers, especially those essential to the performance of Woolley-commissioned works, for the copying and publishing of music, and the purchase of a Bruning music reproduction machine. The fund also paid the deficit incurred by the performance of Bach's "St. John Passion," given by the College and Community Chorus and orchestra.

The two permanent members of the Woolley Memorial Fund Committee are Stanley Pike, Business Manager of Bennington College, and John G. McCullough, a trustee of the College, whose first wife, the late Doriane Woolley McCullough, was the daughter of Clarence and Isabelle Woolley. Other members are elected each year for terms of varying length.

Bennington's Day of Self-Study

On May 27 and 28 all classes and counseling sessions were cancelled and the members of the Bennington College community met in large and small groups to contemplate and discuss some of the problems with and basic components of the Bennington educational system.

The Day of Self-Study was not intended to supercede the College's regular constitutional decision-making bodies and processes. Instead it was intended to give a new impetus and momentum to those organs and processes in their attempts to meet new needs, new values and changed circumstances. Basically, the Day of Self-Study grew out of a growing sense on the part of some of the students that they wanted more opportunity to participate in decisions concerning the life of the community.

Six "task forces" met before the day of meetings to research problems and draw up conclusions and/or suggestions for the consideration of the general community. No votes were taken at the meetings; instead the questions were discussed and, in some cases, a sense of majority community opinion on some subjects was elicited by informal straw vote.

The Philosophy of Bennington

A group chaired by Francis Golfing and Emily Stonington brought up the problems of redefinition of a Bennington education. In the view of this group, the discontent felt on the campus during the year is an expression of a gap between what the catalogue says a Bennington education ought to be and what principles are in actual practice. The questions posed included: Does the College continue to believe that intellectual development is only one aspect of the educational process? Is the curriculum flexible enough to take account of the important difference between individuals and broad enough to promote the student's understanding of our complex culture? How is "self-expression" to be interpreted? What is the meaning of "academic rigor" in a Bennington education?

There was general agreement that the definition of a small liberal institution needs to be re-examined. The task force was inclined to believe that Bennington must concentrate on its distinctive qualities rather than try to compete with larger, richer colleges, but that these distinctive qualities needed formulation and implementation.

Coeducation at Bennington

A special committee on the Admission of Male Students headed by Ben Belitt, recommended, on the basis of a term's research and deliberation, that Bennington start admitting substantially larger numbers of male students. A student vote was taken shortly after the Day of Self-Study

and coeducation was favored by a large margin. The faculty and administration then adopted by vote the following:

Bennington College should move in the direction of avowed coeducation by admitting a substantially greater number of males than it has in the past, but it should do so with great care. Male students so admitted should enjoy the responsibilities and benefits of all students on campus, including total access to the Bennington curriculum, housing, employment, financial aid, NRT job counseling, community offices, health services, etc.

It was agreed by the faculty and administration that approximately 30 additional male students would be admitted for the year beginning in September, 1969. The question of eventual parity of male and female students was deferred.

The decision of Bennington's becoming coeducational now rests with the Board of Trustees, and the subject is expected to be resolved at the Board's next meeting.

(A return of alumnae questionnaires on this subject to *Quadrille* favored coeducation by more than two to one.)

Classes, Curriculum, and Counseling

Much of the discussion during the Day of Self-Study centered on classes, curriculum and counseling. The principal basis of discussion was several chapters from the "Golden Book," *A Report to the Faculty and Trustees of Bennington College*, submitted in 1961 by the Trustee-Faculty Committee to Explore the Future of the College. Though the report at the time received faculty support, it was felt that the majority was not large enough to warrant implementing the recommendations for the report. The Faculty EPC has been considering these proposals again this year. The "Golden Book" proposals could not, in the short time available, be discussed comprehensively, but it was the sense of the general meeting that there was student and faculty support for its general aims.

Students were quite concerned about their lack of representation in educational planning. They felt that the Faculty Educational Policies Committee was too remote and unresponsive to student concerns, that there were few channels through which student concerns on educational policy could be expressed. The Constitution now states that the student EPC is included in Faculty and/or Trustee Educational Policies Committee discussion by invitation only. A proposal to establish a subcommittee for the FEPC which would include students in discussion of appropriate matters received wide support.

The students also expressed discontent with the present panel system, in which each student's program is reviewed in closed committee meetings by her advisor and the appropriate faculty panel. It was felt that the secrecy of the methods by which the panel reached its decisions on tenta-

tive plans deprived the student of real participation in planning her education. A serious review of the "Golden Book" proposal to abolish panels after the freshman year and to replace them with meetings of the instructors with which the student is studying at the time will take place during the Week of Self-Study this fall.

Counseling, especially, came under fire from almost every quarter. Everyone agreed that counseling was a definite advantage when it worked, but that too often the sessions become perfunctory. It was pointed out that freshman counseling is crucial but that freshmen often were not assigned to the most able and experienced counselors, as the assignments were made after the upper classmen had made their choices. The "Golden Book" proposes that counseling be strengthened during the freshman year and be replaced during the remaining years with counseling by the student's current instructors.

The main proposal of the "Golden Book" in connection with curriculum is to shift from the present course distribution of four courses per term to one which would find freshmen taking five courses per term, sophomores and juniors, three and seniors devising a distribution that best suited their needs. The complexity of this proposal was such that real consideration of it at this time was impossible, but there seemed to be tacit support in favor of the change.

Trimester Plan

Among the other ideas considered during the year for changing the academic structure of the College is the trimester system. Under this plan the College would operate throughout the year with three fourteen-week terms. One-third of the students would be away on NRT each term and one-third of the faculty would be off at the same time. This would allow for an increase in the total number of students and faculty, while retaining the same size resident population at any one time. Disadvantages could arise from a lack of continuity, both in the educational process and in the student and faculty government. There might be a general disruption of the social life of the community.

Comments and Grades

Periodically, the question of whether to abolish grades is brought up, as it was during the Day of Self-Study. Though no decision, or even tentative agreement, on the issue was arrived at, general student feeling is toward abolishing grades altogether. In the past, it was thought the absence of grades would prove a handicap to those wanting to apply to graduate schools. However, it was noted that Goddard has abolished grades and their students have found no difficulty in being accepted to graduate schools.

There is always discussion, too, of a disparity between comments and grades. Margaret McCain, chairman of the group studying comments and grades, revealed the results of a study during 1968 NRT. Mr. Pearson, Mr. Brown, and Mr. Bloustein were asked to read the fall 1967 comments of fifteen students and to give the grade which they felt corresponded to each comment. In a high majority of the cases their grade evaluations were in agreement with the actual grades. Where their evaluations did not correspond, it was more often the case that the grades they awarded were lower than the actual grade.

Community Government

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The task force concerned with Community government drew attention to the ineffectiveness of that organization, especially during the current year. The report tried to identify the attitudes contributing to the lack of community spirit. The problems of communication were examined through the distribution of a questionnaire.

It was generally admitted that few students, outside the ones directly involved, know what is happening within community government. The slowness of the constitutional process created some questions concerning its efficacy. A number of proposals were considered for involving more people and making the process less obscure. Judicial might visit house meetings once a term; a section of the New Wall in Commons Lounge should be reserved for community government news; the Legislative Council, the Executive Committee and the Judicial Committee could issue periodic reports in newsletter form; a student government manual could be written to supplement the Constitution and *Handbook*; students should be encouraged to take a tutorial in community government, giving them more time for government matters.

Some changes in procedure were suggested to avoid pitting one constituency against another. The faculty, in a memorandum earlier this term, suggested the establishment of a Community Council, with representatives from all constituencies, to discuss issues before they come to an actual vote. Regular community meetings, with specific agenda (and better attendance), might be revived. Judicial might be expanded to include two faculty advisors or faculty members as full voting participants. Some, including President Bloustein, suggested abolishing the distinctions among constituencies altogether.

Communication, specifically the lack of it, was a constant theme in the community meetings. Much of the dissatisfaction was identified as arising from the lack of any effective mechanisms of coordination between the Administration and Faculty and the students at Bennington. President Bloustein suggested establishing a regular process of

consultation with the organs of Student Government, but there is some feeling on the part of the students that "Administrative presence" is suspect and dangerous.

Campus Living Arrangements

The most immediate result of this aspect of the Day of Self-Study was the announcement of off-campus living arrangements for a limited number of students beginning next term. In addition, the College has established student cooperatives for fifteen additional students in Ludlow House and Ludlow South on campus.

The off-campus housing is in response to the need for privacy that most students feel. This need, in the view of the task force, extends to other areas, such as study places and social areas, and the committee reported on a variety of ideas. The short term projects included making the library all-night study room more comfortable, clearing the green dining room on weekend evenings for dancing, and the establishment of a congenial area for conversation and refreshment. (It was agreed that Commons Lounge is currently subjected to too much traffic to afford a pleasant setting for relaxation.)

Long-term plans included the possibility that a remodeled Commons would contain small-scale comfortable rooms for TV, records, and table games. A swimming pool was suggested as a possibility. The committee strongly favored the introduction of a diversity of living arrangements—different forms, different kinds, in a variety of settings.



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Continued from page 2

only reason for the disturbance there. There are many of them. One was the problem of communication, detachment among the members of the administration and the student body. Another problem was a local issue of a gymnasium, another the presence of the I.D.A. on the campus.

I think, however, that the Vice-President was more right than wrong when he said that the war was one of the causes. Congress has stubbornly refused to recognize what I believe are the gross inequities of the Selective Service Act that is widely believed to be a bad law in the first place. It has just recently killed a bill that would have granted draftees the right to their own legal counsel when they appear before local boards, a right that should be self-evident. Is it any wonder the young are disturbed when it appears to them that their views and rights are ignored, and that a cynical law condemns them to what many feel is a cynical and immoral war? I myself did not ever register for the draft. But you can tell exactly where I was at in the lassi-tudinous fifties when I tell you immediately after this statement that I didn't register for the draft, not because I didn't particularly believe in it, but because I enlisted in the United States Marine Corps, the day after I graduated, which is one hell of a way of getting around the draft, let me assure you.

The only questions that really matter ultimately in life are moral ones. The thing to do is to locate within any issue or controversy or dispute the moral heart and the core of it, and everything else is essentially irrelevant husk and peel that drop to the floor. Take the gymnasium at Columbia University for example. The idea was that the University would have its gymnasium and the community would have a part of it. The law was on their side, it was passed correctly by all the bodies of the State legislature, by all the councils of the City government. The University was absolutely correct as far as law was concerned, but, in the opinion of many people who have called out for years for change, morally reprehensible. Eighty-eight percent of that particular facility was given to the University and twelve percent to the community.

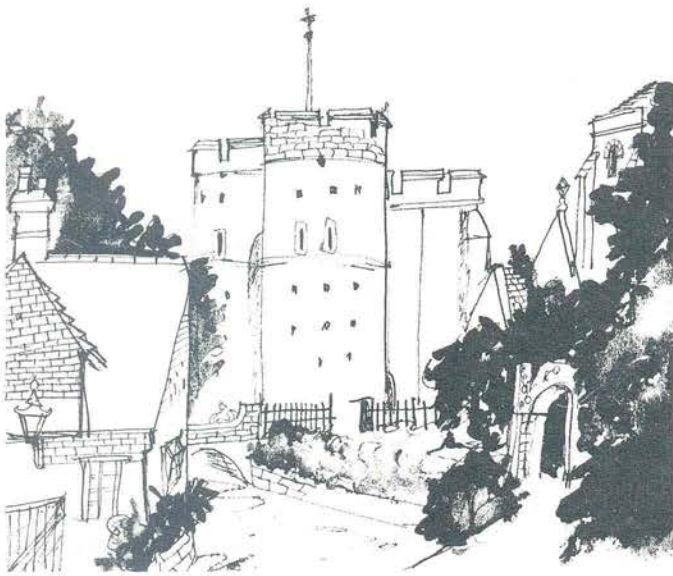
The young people today know, for example, that we must demonstrate a deep and enduring commitment to the welfare of the poor, if only because it is humane to do so. And expediency, they say, be damned. They seem to distrust automatically every so-called vested interest, every tradition, every institution and every individual over thirty. The great outcry is against the Establishment. In my opinion, it is right to question these things, it is right to challenge, it is right to push and to probe, and yes, even also to be civilly disobedient.

But to challenge you must recognize that you are going to be sharply challenged back and you'd better darned well know what you are talking about because you're going to

look pretty silly. And that when you do push you are going to be pushed back. Just because you are there, because you might be affluent, because you might be morally rearmed or armed or whatever, doesn't mean you aren't going to be pushed back. And when you probe, you are going to be yourselves probed back. You are going to have to know everything about the issue, all the facts, and when you do these things, do not expect that somebody is going to come down with a wonderful sky-hook and pull you out of it and take you up to a wonderful greensward like this beautiful, peaceful and somewhat protected environment. And when you do feel that it is right to be civilly disobedient, then you ought to stand up and accept and take every single one of those grievous things that the law will hand you in return, including jail sentences.

Somewhere along the line, though, a deep alienation seems to be causing the destruction of a great, possible dialogue and this is what worries me. There is not more liaison, it seems to me, there is a growing gap between people. There is little communication. There is now less sympathy in the true and best meaning of that word. There seems to be in the more virulent extremism both of the New Left and the Old Right, something of a blind and mindless, what you might call the scorched-earth, hysteria that says "if I can't

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have it my way then I will lay everything else around it to waste." It is a vindictive and a demented kind of temper tantrum that wishes to topple society, undermine the foundations indiscriminately, and produce a landscape of ruination on which nothing could ever be rebuilt.

I would like for a moment seriously to question the notion of an entrenched, monolithic, insensitive, archaic, stick-in-the-mud Establishment. This seems to me to be at least three-quarters myth. Michael Harrington, for example, who is one of the most humane members of the New Left,

believes that to get things done you must locate a radical program midway between immediate feasibility and ultimate utopia. A hazy apocalypse, he says, is no substitute for inadequate liberalism. In other words, he has as little patience with calls for instant destruction of the existing social order as has Lyndon Baines Johnson.

I urge you also to remember that the President's Commission on Civil Disorders, which told it like it is and exactly where it's at, was drawn from representatives of the moderate Establishment, and not from radicals, militant blacks or leftist youth. It was the Establishment that rather shocked many of us of this country with the conclusion and the admission that ours is a deeply racist society. And it was the entrenched, the traditional Establishment, a panel of leading and powerful powerbroking industrialists indeed who strongly recommended earlier this year the humanity and the necessity and the social value of a guaranteed annual wage.

What I am telling you flatly and coldly is that there are great resources and wellsprings of reason and compassion and intelligence and sensitivity in this country, which are responsive to social reform and indeed strongly motivated toward it, and these resources are the so-called Establishment, the purported enemy. But we live, it seems, in a kind of Pirandello world of illusion and image, of jargon, of gobbledygook, of bureaucratese, slogans and labels. And the myth of a gigantic and unthinking Establishment is part of that kind of illusion. What is really the case, what should we really do, as responsible revolutionaries (and I consider myself one) as reasonable rebels (and I consider myself a rebel)?

I'll give you Hoving's Law. Fight, challenge and struggle, but—this is the subparagraph of the law and very important—become the Establishment and beat the Establishment at its own game. Not by attacks and constant criticisms or abrasive chatter all the time, but by getting into the Establishment and changing it by sweet reason and by honest and perhaps even honeyed persuasion. We tend to think simplistically, always in terms of polarities of opposite and irreconcilable camps of attack and surrender. I think it's wrong to do that.

I know it to be wrong through my own experience. Immediately upon entering city service, I went on a crusade to try to stop the great Transportation Authority of New York State from building a road through four hundred acres of beautiful, untouched, wild land in Staten Island. We wanted to stop Robert Moses and his minions of concrete and asphalt, to stop the complete and forever defoliation of four hundred acres of beautiful trees and the disintegration of five glacial ponds. So what did we do? We went there and we attacked the Borough President, Bob Connor, and said that he was totally irresponsible, that he didn't know anything about grass and trees and leaves and boughs and

beauty and recreation and spirit in the woods and druidism and everything else. We went to the community, the middle class community of Staten Island. We didn't care who they were. We said, "You people are stupid, you won't listen to us who are members of special clubs that have been in existence for seventy-six years protecting green life, and you ought to know it." We didn't realize that the people in Staten Island are ninety percent made up of those who have fled the Negro hordes in Queens, and, man, they don't care about green, they just care about blacks, and they will have nothing to do with moving a highway because they pay extra for the whole thing if it costs extra. So we blew it.

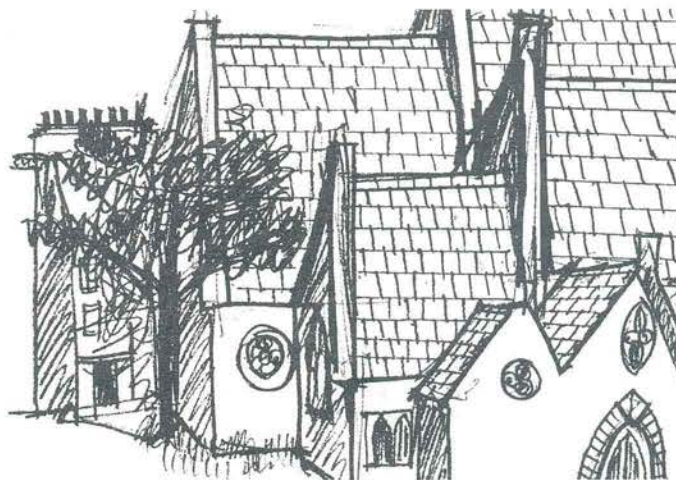
That road will probably be built, and one of the reasons it will be built is because I, and the people working with me and for me, did not look at the correct strategy of changing something which was bad then and still is. We should have gone out and praised Robert Connor, the Staten Island Borough President—surely, we could have found something that he had done correctly. We could have given him an honorary something or other in the Park Association. We could have even snuggled up to Bob Moses, to get closer to him for other purposes. We could have seen what the constituency was in Staten Island, and realized, with a certain amount of maturity, that it wasn't a question of abrasion and immediate attack. We should have found out exactly who these people were, what was on their minds, and then gone through a quiet, silent, deliberate process of educating them. We could have told them, in a responsible manner, that their children could all be run down by cars on that highway. We ought to have done that, instead of going out as arch-WASPS, as we seem to have been at the time, telling them what they should do in their own borough. We should have worked with them. We could have made a compromise with them out of the situation and it wouldn't be the complete disaster that it's going to be. So that is an admission of wrong-doing, and an example to you of Hoving's Law, which in that case I didn't follow.

In other cases I was lucky enough to be able to abide by it. Actually I infiltrated into the city government. And it was a conspiracy by art. When I was working at the Cloisters an old friend of mine, who had taken a Ph.D. in art history on the subject of Whistler, called me up and said, "let's go down to the Roosevelt Hotel, where John Lindsay is going to try to run for Mayor; maybe he'll need some help." And my old friend, after the whole thing was over, Ph.D. in art history and all, became the budget director of the City of New York, which is no explanation of why there are fiscal difficulties right now, because he has long since left. He is now Under-Secretary of the Army. Now if there is any more vivid example of Hoving's Law than that, I don't know what it is.

In writing the White Paper on parks, the whole system of philosophies of what changes should be made, we very

carefully put in there things that were perhaps not properly and immediately to do with parks, getting into various changes in the entire structure of how government should deal with communities: insistence upon community liaison officers, insistence upon direct action between every community and the people in the highest places of city gov-

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ernment. We brought in our own benign rules and sensibilities. If we had used those that were there, we wouldn't have gotten anywhere. We got ourselves in and put them into effect, and the changes, I think, were good.

So make yourself indispensable to the Establishment, be there, know all about it, know every rule, know every law, every single one of the parliamentary procedures. Persuade and cajole, work partly in silence, partly in full outcry. Once you are in there with them and the door is closed behind you, learn the business, its strengths and its weaknesses. Then make the changes and make them legally and subtly and correctly.

Often, if you learn all about the facts, study and learn the laws and rules and regulations better than anybody who has been there even for a generation, then you can make a facile and immediate change by pointing out the fatuousness of a certain situation. One tiny example, the Department of Parks Regulations had for years, since 1910, a firm prohibition against flying kites in Central Park. We looked into why, and it seemed to have been based upon a rather serious series of events that took place around 1910 or 1912, in which kites scared horses. They don't scare Pontiacs or Chevrolets, so they can now fly kites again. Nobody had bothered to check on the law; it was a built-in kind of perpetual obsolescence. This is an object lesson to remember when people tell you something cannot be done because it's never been done before.

I daresay Hoving's Law applied to my entry into the museum profession as director when, after Jim Rormer's death, I felt that I'd like to go back to the Metropolitan. I wanted to see some very substantial changes in the struc-

ture of the place, to see that the Museum got itself involved in social activities. I wanted to see that it became involved with the current feelings of the times. For weeks I'd thought about this, wondering if I was ever going to get a call from somebody, and preparing very carefully, looking at every facet of it, studying all the annual reports, looking at all the old balance sheets, learning about every member of the staff I did not know. Finally I got a call, and I was brought up to the place where I was interviewed before the Selection Committee (this is all off-the-record, naturally) and all of this work that I had done I had put on a scratchy yellow pad and kind of scrawled it out. I spoke for two hours on about twenty-five different issues, and all the complexities of them. One of the members of the committee said to me "When did you ever get the time to do that?" I said, "Well, I wrote it coming up in the car from City Hall." Hoving's Law.

I think we must have faith that common sense is going to prevail and that good common sense, tact and sensitivity and grace can, indeed, make things come about. We had an occasion not too long ago. We were putting on a show at the Metropolitan Museum which was going to chart and celebrate the sixty-eighth year of Harlem, which is the cultural capitol of black America, with photographs, with film strips, with all the multi-media shows. And we wanted to have a reception because we wanted to get members of that community who had not frequently or even ever come into the Museum. We wanted to show them what it was like, who the staff were, and just to meet them. I suggested this and several members of the board were a little bit nervous about it. "Well we don't know what's going to happen."

So slowly we worked that out. And they came, six-hundred of them. One of the staff was, curiously, worried about possible violence. He was looking over the guest lists and asking who these people were, what they represented and what community organization they were in. He came to the name "H. R. Brown." He said, "Who's that?" and I said, "That's Rap Brown, who I know is going to be deeply involved in the show." The fellow looked at me and said, "Yes, of course." When he met Rap that evening, he thought he was a very intelligent man. No problem. Of course there was no problem. Of course there was no violence or feeling of it or any chance of it. Getting together—that's where the answer is.

In my opinion, it is not wise or true to the facts to talk about great waves of violence sweeping over the United States. I think we must be wary of the rhetorical overkill that uses words like "bludgeons" or establishes polarities of the language, saying there's only barbed wire and there's only soft, silky ribbon. I think the balance of the facts should be told on every one of these issues. I think those people who are reasonable revolutionaries should learn the balance of the facts, the press should give both sides—they don't do it

—they should be urged and forced to do it. There is no easy solution to Vietnam; all sides should be made manifest. There is no easy way to explain whether there should or should not be a tax surcharge in the United States. Some things cannot be sugar-coated, some things can not have that wonderful chocolate poured all over them. To demand a life which presents no challenges, pains, or inconveniences, no sacrifices, is to admit that our society is indeed fat and gluttonous and indulgent and necessarily expendable, which, indeed, it is not.

My advice simply is: learn Hoving's Law. Become a member of the Establishment and then change it deeply when you get into it, because it wants you to do that, you know. Also I will say, keep in the swim. From what I understand Bennington graduates have never been out of the water. And when you finish and go out, don't ever get out of the water either. And I would suggest that you examine and probe with conscience and make up your own minds, and then go out and get totally involved. Question your elders, probe them, challenge them. Even in those particularly important events, if you are forced to and are willing to take the consequences, resort to civil disobedience.

But never make the mistake of thinking that the elders are completely finished and through, nothing but a bunch of old hat and Mickey Mouse stick-in-the-mud lassitudinous clunkheads. Because we're not. I would say, have reason in your rebellion, but never forget that false reason must have rebels to topple it, and do it by Hoving's Law. There is simply no other alternative.

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Capital Funds Campaign at Half-way Point

The Capital Funds campaign is nearing the half-way mark toward the goal of \$11,250,000, according to an announcement by Jerome A. Newman and Kathleen Harri-
man Mortimer '41, co-chairmen of the campaign. By June 20, funds and pledges received for the new buildings and for endowment totaled \$5,520,000 from 246 donors.

The campaign was officially begun October 26 at a kick-off dinner in New York, followed by other dinners last fall in Boston, Washington, Chicago and Dallas.

This spring additional regional Capital Funds campaign meetings were held across the country. During March, Orrea Pernel, violinist, Lionel Nowak, pianist, and President and Mrs. Edward J. Bloustein made a crosscountry tour in behalf of the campaign. Miss Pernel and Mr. Nowak gave a concert at each meeting and President Bloustein spoke on the aims of the campaign.

In Cleveland Mr. & Mrs. Theodore Lettvin (Joan Rorimer '45) were hosts. Anne Fulton Magai '58 was chairman of arrangements. In Santa Monica, Anne Lasking Strick '46 was host and Joan Thomson Day '41 was in charge of arrangements. Solicitation is being handled by Ruth Liebling Goldstone '54.

Sally Whiteley '49 was chairman of the evening in San Francisco, which was held at the Ghiradelli Square Theatre and the Magic Pen. Mrs. McIntosh Buell (mother of Marjorie Buell Groos '52) was host at her home in Denver. Kate Davis Stonington '39 was chairman. Louise Wachman Spiegel '46 arranged the program in Cincinnati at the Cincinnati Art Museum.

Additional fund-raising events have been sponsored by various groups. On May 24 the Long Island Regional Group sponsored a cocktail party and buffet supper at the home of Evelyn White Blankman '45 in Sands Point. Mrs. Richard S. Emmet, the chairman of the Board of Trustees, and President Bloustein both spoke on the Capital Funds Program and the models of the new buildings were on display. Ruth Davis Green '43 was the chairman of the event.

In Boston, Mary Eddison Welch '40 and Dorothy Coffin Harvi '42 head a committee of alumnae in 20 different regions who have been carrying on an active solicitation program to raise funds for the new student houses.

In New York, Mr. Newman, Mrs. Mortimer, Sara Jane Troy Schiffer '43, Ernestine Cohen Meyer '37, Merrell Hopkins Hambleton '43, Helen Frankenthaler Motherwell '49, and Lila Franklin Niels '37 have been active in approaching prospective donors and sponsoring a series of luncheons and cocktail parties to display the models of the new buildings.

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Hartford Group Exhibits Student Art

The Hartford Regional Alumnae Group held its Annual Student Art Show for the benefit of the Bennington Alumnae Scholarship Fund June 20, 21 and 22. The exhibition was presented at the Gallery-on-the Green in Canton. An opening was held the evening of June 19 for Bennington alumnae and their guests.

This is the second year that the Hartford group has organized and assembled a show of art work by current Bennington College students for exhibition and sale. Twenty-three students and one recent alumna exhibited paintings, pottery, graphics and batiks, and the show netted \$575 in sales to be divided between the students and the Alumnae Scholarship Fund.

Cynthia Sheldon Smith (Mrs. Richard W.) '56 and Sally Smith Norris (Mrs. Edward) '44 were cochairmen of the event. Other Bennington alumnae helping to plan the show were Frances Finesilver Blumenthal (Mrs. Samuel) '60, Alice Rowley Cheney (Mrs. Timothy) '39, Alice Pulsifer Doyle (Mrs. Joseph) '39, and Sheila Hirschfeld Jacobs (Mrs. B. Theodore) '58.

Also Beth Olsen Marshall (Mrs. James) '47, Barbara Coffin Norris (Mrs. Howard) '38, Anne Cremer Smith (Mrs. Ramon) '57, Janet MacColl Taylor (Mrs. Alden) '44, and Mary Blossom Turner (Mrs. John) '53.

Bennington College Calendar

Self-Study:	September 5-11	Week of self-study; all returning students and faculty attending
Orientation:	September 12	New students arrive
	" 13	Consultation with advisors
	" 14	Registration
	" 15	Orientation panels
Classes:	" 16	Classes begin
	November 1	Long Weekend begins, 1 p.m.
	" 6	Classes resume, 8:30 a.m.
	December 18	Last day of classes
	December 19-29	Christmas vacation

There is no Thanksgiving vacation. Classes meet as usual.

Non-Resident Term, December 30-February 28.

Classes:	March 5	Classes begin, 8:30 a.m.
	April 23	Long Weekend begins, 1 p.m.
	" 28	Classes resume, 8:30 a.m.
	June 11	Classes end, 1 p.m.
Commencement:	" 14	

Alumnae Class Notes

(recorded from mail received at the Alumnae Office and through Newspaper Clipping Service)

- '36—*Sara Brownell Montanari* teaches drama at the Lab School of the Kingsbury Center, a teaching center for dyslexic children in Washington, D.C.
- '46—*Betsy Jolas Illouz* is a composer working in France. One of her recent major works, *D'un Opera de Voyage*, received critical acclaim for its "instrumental transmutation of the substance and spirit of vocal sounds."
- '50—*Sara Liberman Smith* is a founder and co-director of the Lab School of the Kingsbury Center, a teaching center for dyslexic children in Washington, D.C.
- '53—Born: to *Frances Dugan Hallinan*, a second child, second son, David Wendell.
- '54—*Carol Gewirtz Yudain* was among the wives of editors attending the annual April Convention in Washington, D.C. of the American Society of Newspaper Editors.
- '57—*Sandra Hochman Leve*, poet, received the Trustees Award Medal at the Cherry Lawn School, Darien (Conn.) commencement in June. The medal is awarded annually to a graduate who achieves outstanding success in a chosen field.
- '57—*Carol Yeckes Panter* is a harpsichordist for The Instrumental Collegium of New York Pro Musica.
- '58—Married: *Mary Garst* to Kenneth Myron Jellins, in Coon Rapids, Iowa, in March.
- '59—*Alice Marie Nelson*, mezzo-soprano, presented a recital of songs at Bennington College on May 3rd. She is a regular performer with the Community Opera and Ruffino Opera Companies of New York and the Cosmopolitan Opera of Philadelphia, and spent three months this spring in private study with Mme. Lotte Lehman in Santa Barbara (Cal.).
- '59—Born: to *Abby Fink Zito*, a son, James Dexter. She is teaching a course at Hunter College called "Modes of Expression in Painting."
- '60—Born: to *Shelley Carleton Secombe*, a first child, first daughter, Claudia Frances, in May.
Married: *Elaine Morrow Chase* to William Harner.

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Elizabeth Mamorsky Lazarus has an exhibit of paintings at the East Hampton Gallery, New York City in June.

Gloria Tibble Pond received the Master of Arts degree in Liberal Studies from Wesleyan University, Middletown (Conn.) in June. She earned the degree at Wesleyan's Graduate Summer School for Teachers.

'62—*Diane Hoff Lincoln* received the Master in Fine Arts Degree from Boston University in June.

'63—Married: *Catherine A. Johnston* to L. Bradford Greene, in New York City, in June.

Married: *Cecile Albertha Miller* to Knud Eistrup, in New York City, in June.

'65—Married: *Suzanne Rew Stanton* to Robert Brandeis Freedman in June, in Aspen (Colorado). She is studying for a Master's Degree in art at the University of California at Berkeley.

Isabella Holden Bates teaches eurythmics at the Lab School of the Kingsbury Center, a teaching Center for Dyslexic children, in Washington, D.C.

Maria A. Taranto received the Master of Arts degree with a major in Psychology from George Peabody College for Teachers, Nashville (Tenn.)

'66—Married: *Thea B. Comins* to Stephen Froling, in Bennington, Vermont, in June.

Ruth Bauer Draper performed as a soloist in the Repertory Dancers of New Jersey concert held in Ridgewood in April.

'67—Married: *Margaret Sturgis Rood* to Terry Falk Lenzner in Washington, D.C., in June.

'67—Married: *Karen Peck* to Andrew C. Walker, in June.

'68—Married: *Peggy Kohn* to Dr. Leonard Glass, at Bennington College, in June.

Alan Ormsby is assistant director of the Southern Vermont Art Center's Children's Theatre Workshop this summer in Manchester (Vt.).

Special Students—*Richard Deacon* will co-star in the role of Roger Buell on the 1968-69 season of NBC-TV's "The Mothers-in-law." He is best known for his role as Rob's boss in the long-lived comedy series, "The Dick Van Dyke Show."

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