

INFORMATION FOR TITLE VI REVIEW

BENNINGTON COLLEGE

BENNINGTON, VERMONT

JULY 27, 1973

Of the approximately 150 students entering Bennington as freshmen each year, 55% are from Public schools and 45% from independent schools. Although traditionally independent schools do not have large numbers of minority students, those which have made special recruitment efforts or which operate as community sponsored alternatives to the public schools are among our best potential sources of minority candidates. This year when more than thirty public high schools with significant minority enrollment were visited by Bennington representatives, only forty minority students signed up for appointments. (Appendix I) Therefore, in addition to routine school visits, we are exploring other ways of making Bennington College known to potential minority candidates from the public schools.

Representatives of the College spoke at sixteen College Nights attended by significant numbers of minority students. (Appendix II) Additionally, in September, 1972, the Director of Admissions represented Bennington at the METCO Conference in Boston, and in September, 1973, Janis Pryor, a staff member, spoke. Each year we send applications (with fee waivers) to between 25 and 30 students recommended by various college bound programs, and we have written letters inviting Upward Bound counselors to visit the campus to twenty individuals in the last nine months. This spring special letters were written to the Dance School of Harlem and the Elma Lewis School of Fine Arts. Representatives of the Alternative High School of Worcester (Mass.) visited at our invitation, and fifteen summer camps where significant minority enrollment might be anticipated have been contacted. (Appendix III)

All minority candidates are encouraged to visit the College and spend at least one day and night on campus as guests of the Admissions Office in order to visit classes, meet students, and be interviewed. Student representatives have been sent to the NSSFNS and the ASPIRA conferences, as well as back to their alma maters (eg. Harlem Prep), and we plan to sponsor more student recruiting trips in the future.

Other plans include:

- a. Making a special effort to contact potential transfer students from city college and community college systems.
- b. Trying to arrange a program with predominately Black colleges whereby their students could come to Bennington for a term or a year to study disciplines (particularly the visual and performing arts) which frequently are not taught at the college level. Ideally we could exchange faculty as well as students and thereby increase our minority community without raiding Black colleges. (Appendix IV)
- c. Expanding our Black music program. (Appendix V)

APPENDIX I

PUBLIC HIGH SCHOOLS VISITED WITH HIGH MINORITY GROUP ENROLLMENTS

Admissions Office

<u>Date</u>	<u>School</u>	<u>Visited By</u>
<u>September</u> 9/15/71	Kenwood HS, Chicago, Ill.	Jean S. Aldrich Director of Admissions
"	University Lab School, Chicago, Ill.	" " "
9/16/71	Evanston HS, Evanston, Ill.	" " "
9/20/71	Roosevelt HS, Seattle, Wash.	" " "
"	Nathan Hale HS, Seattle, Wash.	" " "
9/21/71	Garfield HS, Seattle, Wash.	" " "
9/22/71	Grant HS, Portland, Ore.	" " "
"	Adams HS, Portland, Ore.	" " "
"	Lincoln HS, Portland, Ore.	" " "
9/28/71	Skyline HS, Oakland, Calif.	" " "
"	Berkeley HS, Berkeley, Calif.	" " "
<u>October</u> 10/4/71	Grant HS, Van Nuys, Calif.	" " "
10/5/71	South Pasadena HS, S. Pasadena, Calif.	" " "
10/7/71	Pueblo HS, Tucson, Ariz.	" " "
"	Tucson HS, Tucson, Ariz.	" " "
"	Rincon HS, Tucson, Ariz.	" " "
"	Catalina HS, Tucson, Ariz.	" " "
10/11/71	Horlick HS, Racine, Wisc.	" " "

1971-72

May

5/4/72	Hunter College HS, New York, N.Y.	Jean S. Aldrich Director of Admissions
"	Bronx HS of Science, New York, N.Y.	" " "
5/5/72	Stuyvesant HS, New York, N.Y.	" " "
"	HS of Performing Arts, New York, N.Y.	" " "
"	HS of Music & Art, New York, N.Y.	" " "
5/8/72	Wilbur Cross HS, New Haven, Conn.	" " "

PUBLIC HIGH SCHOOLS VISITED WITH HIGH MINORITY GROUP ENROLLMENTS

Admissions Office

<u>Date</u>	<u>School</u>	<u>Visited By</u>
<u>October</u> 10/2/72	Central HS, Omaha, Neb.	Jean S. Aldrich Director of Admissions
"	Bellevue HS, Bellevue, Neb.	" " "
10/3/72	Shawnee Mission East HS, Shawnee Mission, Kan.	" " "
10/9/72	Walnut Hills HS, Cincinnati, Ohio	Kathy Halbreich Ass't. to Dir. of Adm.
10/12/72	Cleveland Heights HS, Cleveland Hgts., Ohio	" "
10/16/72	Kenwood HS, Chicago, Ill.	" "
<u>November</u> 11/1/72	Marshall University HS, Minneapolis, Minn.	Jean S. Aldrich Director of Admissions
11/2/72	Wayzata HS, Wayzata, Minn.	" " "
<u>February</u> 2/22/73	Cubberly HS, Palo Alto, Calif.	Alan Cheuse Faculty/Adm. Committee
"	Berkeley HS, Berkeley, Calif.	" "

APPENDIX II

COLLEGE DAYS/NIGHTS/CONFERENCES ATTENDED 1972-73

Admissions Office

<u>Date</u>	<u>School/Organization</u>	<u>Alumni/Staff Representatives</u>
<u>September</u> 9/27/72	<u>Peabody HS, Peabody, Mass.</u> College Night	Janis Pryor Ass't. to Dir. of Admissions
<u>October</u> 10/12/72	<u>T.C. William HS, Alexandria, Va.</u> College Night	Mrs. Wendell Cox (Solveig Peterson '53)
10/13/73	<u>Stuyvesant HS, New York, N.Y.</u> College Night	Mrs. John L. Forbis (Clara Freeman '67)
10/17/72	<u>Shortridge HS, Indianapolis, Ind.</u> Senior Thing Program	Ms. Susan B. Carter (Susan Burack '61)
"	<u>High Point Sr. HS, Beltsville, Md.</u> College Night	Mrs. Stephen D. Bates (Bibsy Holden '65)
10/19/72	<u>Shawnee Mission East HS, Kansas</u> College Night	Mrs. John Leiter (Maribel Asher '49)
"	<u>Hatfield HS, Fairfax, Va.</u> Combined College Night	Mrs. Wendell Cox (Solveig Peterson '53)
10/28/72	Pittsburgh College Day, Pa.	Mrs. Paul N. Vosburgh (Jane Berry '58)
<u>December</u> 12/1/72	<u>Harlem Preparatory School, NYC</u> College Day	Mrs. Robert Williams (Jeanne Brunder '52)
<u>April</u> 4/13-14/73	<u>College Bound Program and Membership Meeting, NYC</u>	Mrs. Robert Williams (Jeanne Brunder '52)
<u>May</u> 5/6/73	<u>St. Louis All-County College Day</u> @ Parkway West HS, St. Louis, Mo.	Mrs. Ruth B. Olsen (Ruth Beeby '70)
5/9/73	<u>Brooklyn Area Independent Schools' College Day @ Brooklyn Friends School - participating schools: Adelphi Academy, Berkeley Inst., Packer Collegiate, Polytechnic Prep. Country Day, St. Ann's Episcopal, Staten Island Academy</u>	Jean S. Aldrich Director of Admissions

COLLEGE DAYS/NIGHTS 1971-72

Admissions Office

<u>Date</u>	<u>School/Organization</u>	<u>Alumni/Staff Representative</u>
<u>July</u> 7/24/71	Northeastern U. - Upward Bound Program	Miss Sharon Parnes
<u>October</u> 10/7/71	University Lab School - Ill.	Miss Susan Blanck '69
<u>November</u> 11/1/71	Jamaica HS - N.Y. College Night	Mrs. Marshall Phillips (Joyce Edberg '52)
<u>April</u> 4/29/72	Bd. of Education, City of NY College Placement Office -- College Bound Program @ Louis D. Brandeis HS	Mrs. Archibald Murray (Kay Crawford '56)

APPENDIX III

Bennington College • Bennington • Vermont • 05201 • 802:442-5401

Bennington is seeking more effective, innovative means to recruit students. We have always known that creative camps are an excellent source of talented, motivated students and we wish to explore this heretofore untapped resource as completely as possible. While we are looking for alert, talented, intellectually engaged students from all backgrounds, we are particularly anxious to encourage highly motivated minority students whom you think could use Bennington effectively.

The kind of student who really benefits from the Bennington experience has been labeled gutsy, independent, disciplined and directed -- with specific talents he or she feels compelled to develop as well as an openness to, as yet, unexplored areas. Specific talent(s) as well as a genuine academic commitment enable a student to expand to his or her fullest potential at Bennington.

The experience the Bennington student has is seen as relevant and satisfying in itself rather than solely a routine form of preparation for future vocational goals. The College attempts to provide the environment, the teaching techniques and skills through which students can explore their own resources. We have always emphasized "learning by doing." Students are asked to experiment, perform, do field work, compose, write -- both critically and creatively -- and otherwise achieve some direct experience and mastery of a skill or body of learning.

I will be available this summer to visit and speak with camp directors and anyone interested in Bennington College. Under separate cover, we are mailing a copy of the College catalogue along with the most recent campus literature. I will look forward to hearing from you about convenient dates on which I might visit you.

Sincerely yours,

Mrs. David B. Aldrich
Director of Admissions

Dec. 19, 1972

Ms. Carlotta Alston
Head Counselor
Black College Commitment
7826 S. Vermont Ave.
Los Angeles, Calif. 90044

Dear Ms. Alston,

Thank you for including Bennington in your search. Enclosed you will find a preliminary application form as well as one formal application, financial aid material and some brochures and pamphlets. Unfortunately, Bennington does not have any special opportunities programs for underprivileged students to date. Financial aid is awarded to students solely on the basis of need. We certainly want to draw students from all economic groups but the sum available for our reduced fees program is very limited. Reduced fees are available for approximately 30% of the student body; they range from reductions of \$300 to \$4000. These reductions are determined on the basis of a family's capacity to pay full fees as measured by the College Scholarship Service and the College. The amount of fee reduction is re-evaluated each year.

Students who receive fee reductions when they first come to Bennington have priority on aid funds thereafter. Students who enter on a full fee basis cannot expect to qualify for a reduction in fees thereafter unless there is a substantial change in their financial circumstances.

Entering freshmen and transfer students who wish to apply for reduced fees should request a Bennington form from the Admissions Office when they file their preliminary application for admission. In addition, they should obtain a Parents Confidential Statement from their school or college and submit it to the College Scholarship Service. Financial aid is handled through our Student Services Office (SSO). The Director of SSO is Rebecca B. Stickney. The Financial Aid Officer is Tim Dorman. I'm sure they would be more than willing to assist you in any way possible.

Bennington provides a unique educational opportunity for mature, independent students who are ready to assume primary responsibility for their own intellectual, cultural and moral development. The Bennington curriculum is flexible enough to take into account the important differences among individuals and broad enough to promote students' understanding of our culture. It's important to note that learning at Bennington is seen as relevant and satisfying in itself rather than solely as a routine form of preparation for future vocational goals.

Please feel free to write again if you feel that Bennington can be of any further assistance.

Sincerely yours,

Janis A. Pryor
Assistant to the Director of Admissions

Sept. 14, 1972

Mr. Joseph Francois
Coordinator
College Placement Office
Suite 415
130 Clinton St.
Brooklyn, N.Y. 11201

Dear Mr. Francois,

We received the 14 Preliminary College Bound referrals. Out of the 14, we feel six of these students might be able to use Bennington. Enclosed, you will find six Preliminary Application forms. We will happily waive the \$25 application fee. But, we ask you to send us an affidavit verifying the students' need. I'd like to make it absolutely clear though, that we are not committing ourselves to these students.

Perhaps this is the appropriate time to tell you something about Bennington College -- some facts and observations that you won't find in the catalogue. The kind of student who "survives" the Bennington experience has been labeled gutsy, independent, disciplined and sometimes "self-centered." But one of the main characteristics is strength -- emotional strength. Bennington isn't the place for soul-searching. You have to know who you are before coming here. Bennington can and has taxed the nerves of the strongest. I feel it necessary to mention these things so that you and your staff will be better able to recognize those who might succeed at Bennington.

Black people especially have paid some very heavy dues for education. A college degree was the only thing that could give them an almost equal chance. There are special pressures that black students and/or students on financial aid must cope with. He or she will be on a campus where only 25% of the student body is receiving financial aid, a campus where many of the students do come from wealthy homes. Their experience, in many cases, with people from different financial and/or cultural backgrounds, has been extremely limited. This limitation can breed extreme insensitivity and foster misunderstandings amongst groups. This is our problem and it must and will be solved. In the meantime, students coming in on financial aid should be made aware of the difficulties they will face outside the classroom. Sometimes, it is the battle that the student meets in his or her dorm or the dining room that can make or break him. (It's not easy to live with a roommate who throws his loose change into the wastepaper basket simply because he has no use for pennies, nickles or dimes! It is an extreme example, but nevertheless very accurate and frighteningly true.)

Good heavens!
PMS

At the moment, Bennington College isn't equipped to completely meet the needs of minority students and/or students on financial aid. Bennington must find a way to give realistic financial support to the students who need it. There is no one fee for a Bennington education. For those who can afford to pay them, the fees (\$5075) reflect almost the full cost of education. For those who cannot afford to pay the full cost, financial aid is provided to make it possible to come to Bennington. Income from our small endowment and the gifts of alumni and friends of the College make it possible for us to reduce the fees for approximately 25% of our student body. The single comprehensive fee that Bennington charges its students covers tuition, room and board and health services on campus. There are no special fees for laboratories, the library, private music instruction, music practice rooms or graduation.

The learning experience the student has is seen as relevant and satisfying in itself rather than solely as a routine form of preparation for future vocational goals. "Despite the appearance of paradox, when learning takes on the character of an immediately enriching life experience, rather than mere preparation for life, it provides a richer foundation for the future, even in those instances in which specific professional or vocational goals are envisaged." In any event, and I can speak from personal experience, the Bennington graduate does become addicted to learning. We expect our students to be mature enough to assume primary responsibility for their own intellectual, cultural and moral development. With a wide range of options and advice from faculty members, the student decides which direction his studies will take. Students are asked to experiment, perform, do field work, compose, write, take part in research projects and otherwise achieve some direct experience in the body of learning they are attempting to master. This is the same principle that lies behind the college requirements that all students devote part of each year to off-campus employment which is frequently related to their college study. One of the "subjects" we teach our students is the bearing of responsibility. We expect them to meet our standards of quality and achievement.

I do hope that this letter will help fill in some of the gaps. Under separate cover, I'm sending the most recent catalogue and some other publications. The differing views of minority students represented in Quadrille will probably be of special interest to you.

Sincerely yours,

Janis A. Pryor '71
Assistant to the Director of Admissions

HW

*Bennington H.S.
Bennington, N.Y.*

July 12, 1973

Madeline Amato
417 Irving Ave.
Brooklyn, N.Y. 11227

Dear Madeline,

Ms. Cohen and Ms. Faber of the Bushwick High School have sent us your name and a description of your interests. She thought you and Bennington might be a good match and it certainly sounds that way to us from reading the few descriptions and your own self-evaluation.

I am sending you, under separate cover, our regular letter to inquirers which explains something about the admissions process here, and a catalogue and a preliminary application. We'll happily waive the application fee.

I hope it will be possible for you to visit the College sometime in the early Fall after classes resume (Sept. 10th) and to talk with me and one of the students. Meanwhile, if the catalogue raises questions in your mind, please write. Have a good Summer.

Sincerely yours,

Jean S. Aldrich
Director of Admissions

EW

June 25, 1973

Mr. Karel Shook
Dance Theatre of Harlem, Inc.
466 West 152nd St.
New York, N.Y. 10031

Dear Mr. Shook,

Tom Parker has told me of his interesting visit with you at the Dance Theatre of Harlem and has asked me to send catalogues and other admissions material to you. I am very happy to do so.

I am also including in the packet, which will be coming under separate cover, a copy of the letter we routinely send to inquirers about the College. It does describe the characteristics we feel are necessary to success at Bennington and may help you when counseling your students. We'd be very pleased if you and a group of your students could come to the College sometime next Fall and see us in action. Although we do not have special facilities for housing visitors, many of our students are willing to share their room for a night or two and I'm sure we could find a quiet place for you to stay. Your students could attend some of our classes, talk to our students and get the "feel" of the campus.

If I can be helpful in any way about a specific candidate, I hope you will get in touch with me. I should think our dance program might be of real interest to some of your students.

Sincerely yours,

Jean S. Aldrich
Director of Admissions

mw

June 28, 1973

Ms. Elma Lewis
Elma Lewis School of Fine Arts
122 Elm Hill Ave.
Roxbury, Mass.

Dear Ms. Lewis,

I have just read the inspiring article about you and your school in Essence magazine. It occurs to me that some of your high school students might find Bennington the next best appropriate step in their continuing education, particularly if they wish to combine liberal arts with a pursuit of one of the visual or performing arts.

I am sending, under separate cover, a catalogue and some of our publications as well as the routine letter we send to inquirers which tries to describe the characteristics most suitable to Bennington. I would hope that you or some member of your staff could visit our campus sometime after September 10th when the students return to get a close hand look at just what we do. I will be in Boston, visiting schools, from the 30th of October through the 2nd of November. If it would be convenient, I should like to stop at your school in the late afternoon sometime during that week to speak with you, your staff or some of your students.

Sincerely yours,

Jean S. Aldrich
Director of Admissions

HW

APPENDIX IV

DRAFT

Dear _____

We have had a great deal of difficulty in the last few years attracting qualified Black students -- for a number of good reasons. Bennington is expensive; there is no local Black community to draw on; many potential students simply have not heard of the place. Moreover, our own curriculum has until recently not recognized the Black experience. Next year, however, we will have an expanded Black music program, under the direction of Bill Dixon, and several new Black faculty members. Obviously, this is nothing to be particularly proud of, but it is a start. It does not, however, solve the problem of attracting Black students.

We would like to explore the possibility of instituting a program with a predominately Black school (or schools) through which students particularly interested in what we had to offer, in the Visual and Performing Arts, for example, might come to Bennington for a term or a year. Ideally, we could exchange students -- and faculty -- although we realize that we would probably have to absorb the difference between our tuition and yours.

I do not want to elaborate further because it seems clear that if such a program were to work, the planning would have to be done by both colleges, but I would very much appreciate hearing your initial reaction.

Sincerely,

APPENDIX V

In September, 1973, Bennington College will offer seven courses for undergraduate credit in Contemporary Black Music. Composition, improvisation, and ensemble work will be taught on all levels, supplemented by individual instrumental instruction. The College has just added three musicians to its faculty.

Percussionist Milford Graves has performed and recorded with Guiseppi Logan, Roswell Rudd, Hohn Tchicai, Sonny Morgan, Don Pullen, Albert Ayler and Lowell Davidson. Winner of the Talent Deserving of Further Recognition Award (Downbeat Magazine) in 1967, he was Director of the Music Workshop at the 1967 Black Power Conference, Consultant at I.S. 201 Summer Session in 1968, and recipient of a grant from the National Endowment in 1973. In addition Mr. Graves is a tabla and baya drummer and was a student of the Indian teacher Wasantha Singh.

Reed player George Barrow studied theory at the Hartnett School of Music, flute with Paige Brook of the N. Y. Philharmonic, and clarinet with Leon Russianoff of the Manhattan School of Music. He has performed with Rheuban Phillips (The Apollo Theatre Orchestra), Louis Bellison (touring with Pearl Bailey), and the Americana Orchestra, and worked with the original Charles Mingus Jazz Workshop. He won the Metronome New Star Award in 1956 and is the co-leader of the Amram (David) Barrow Quartet. He toured Europe in 1961 with Jerome Robbins Ballet. He has recorded with Charles Mingus, Clark Terry, Thad Jones, Mel Lewis and Bill Dixon.

Reed player Stephen Horenstein, has a B.A. in Music from the Hart College of Music, is a member of the Judith Dunn/Bill Dixon Company (musicians and dancers), and is currently completing work on a Masters degree at the University of Wisconsin.

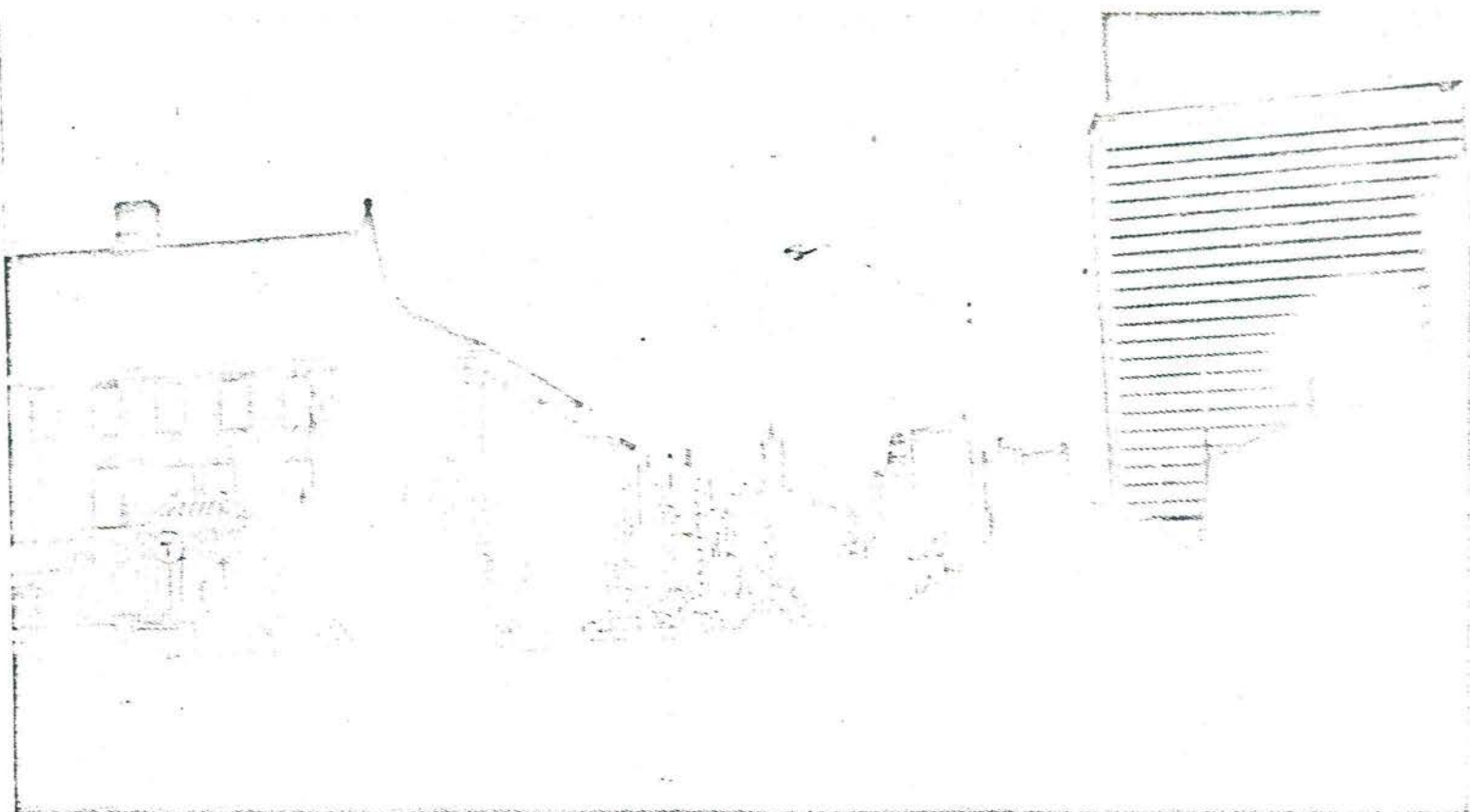
Musician-composer Bill Dixon, a member of the Bennington College faculty since 1968, was a ~~Residence~~ Residence at the Ohio State University (1966), taught at Teachers College, George Washington University, and was a Visiting Professor in the School of Music at the University of Wisconsin (1971-72). Organizer of the United Nations Jazz Society (1958), the October Revolution in

Jazz (1964), architect and founder of the Jazz Composers' Guild (1964), has recorded for Savoy Records and RCA Victor and is presently co-director of the Judith Dunn/Bill Dixon Company.

In addition, visiting Hadley Fellows will be on campus working with the regular faculty every month. Funds are also being sought to support a group in residence on campus for substantial periods throughout the term.

Bennington sees this new program as a way of supporting a largely unrecognized portion of our musical heritage, yet they are less interested in memorializing the contributions of earlier Black musicians than in providing a working environment for continual innovation. For forty years the College has emphasized the importance of experimentation both in aesthetics and education, and in 1975 plans to dedicate a new visual and performing arts complex to this ideal.

Bennington College
July 17, 1973
ns



Police station (left) becomes home for art

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Moving-in-day will come first to the old horse barn close beside the police station proper, with office and exhibition space expected to be completed there in July of this year. It is hoped that the entire rehabilitation of the building will be completed by the spring of next year. When done it will include a mix of display and education space, plus a restaurant and sculpture garden — this last where police horses once were put out in the paddock.

The ICA — always optimistic about

its powers of persuasion — is even hopeful it might persuade the MBTA to upgrade the back door entrance to the Auditorium station, which is right next door to the ICA. Also next door are police and fire facilities. So the ICA should be well located not only for convenience but also for security.

The current drive to raise \$1.5 million, Andrew C. Hyde, director of the institute, says is going well. It has drawn support especially from foundations for its urban education program known as V.A.L.U.E. (Visual

Arts Laboratory in Urban Education) which has received \$80,000 to date. The Massachusetts Council on the Arts and Humanities, the Godfrey L. Cabot Charitable Trust, and the Mabel Louise Riley Trust have all contributed.

Black musical happening

Under the direction of teacher artist-in-residence Bill Dixon, Bennington College's "Four Early and Late Evenings of Sequences and Events in Black Music" took place from May 17-20.

It featured student, faculty, and guest musicians and dancers, as well as rare film sequences of past jazz greats: from Duke Ellington to Billie Holiday, Louis Armstrong to John Coltrane, Jimmie Lunceford, Lester Young, and Charlie Parker.

The festival was a success on several levels. As a music event, it stretched the talents of the participants while evoking outbursts of applause from the attentive audience.

Highlights of the four evenings included Mr. Dixon's composition.

"Letters to Myself, From Others and to Others," performed by the composer on trumpet and piano with his student ensemble of 20 instrumentalists. Guest performers from the faculty of the University of Wisconsin, dancer Quincy Edwards, and percussionist Henry Letcher were also outstanding, as were three visiting members from the Boston Art Ensemble, and the audience favorite, New York percussionist Milled Graves.

Bennington College should be commended for providing an arena in which its musicians can perform up to such high professional standards while also giving interested students insight into the black experience.

T. A. W.