

The Politics Of Student Government

By Robert J. Koblitz

The subject of student self-government has not to my knowledge elicited yet a full-dress political analysis. While there is often a profound disparity between the ceremonies of authority and the power of governance, the gap is particularly disillusioning for young people who are going through the charade of "democratic" processes without the substance of responsibility.

The approach to an analysis of student government stumbles at the outset over the corpse of an old shibboleth—sovereignty. There is the notion that if a government, any government, does not have the last word in any matter concerning its welfare, it has lost its independence, become a satellite, a colony, without its precious sovereignty. Since in any event student government could operate only within a circumscribed area, one easily falls into the deprecating attitude of looking upon it as incomplete, weak and a sorry example of democracy.

One must recognize the legal context within which student government exists in American colleges. Framed within a pattern of business organization, colleges are owned by boards of trustees who hire President and Faculty and sell services to Students. The political form is

New Catalogue Plans Studied

A committee has been formed to consider suggestions for a new improved Bard Catalogue. This committee consists of two professors, Admissions (Mr. Gummere), the Librarian, the Registrar, and three students—the editor of the Bardian and the two authors of the Freshman handbook.

One suggestion thus far is to call in a professional designer who would redesign the whole catalogue. A second suggestion is to have a leaflet accompanying the catalogue. This leaflet would be of the same design as the catalogue and would describe in great detail campus life: the academic attitude of the students, their political views, extra-curricular activities, and, what is most important to students at Bard—both socially and academically.

In lieu of this leaflet the catalogue would merely contain the course list and faculty list—the most basic information an applicant would want to know.

In talking to various students around campus in regard to a new catalogue, some interesting suggestions were made. Most of the students were in agreement that there should be more and better photographs showing the campus itself and depicting campus life. One suggestion was that the requirements for graduation be specifically stated as this point is of great importance to all applicants and is not clear in the present catalogue.

Another suggestion was that the catalogue state more clearly the courses that will be available during the coming year, and those which are to be offered only in alternate years.

All ideas and suggestions are welcome and should be sent to any member of the committee through campus mail.

autocratic. In contrast to European universities, which are organized like medieval guilds, or Latin-American institutions, which often have the character of a student-managed enterprise, American colleges are paternalistic toward both faculty (employees) and students (customers.) This treatment of students accords with an American tendency to prolong adolescence and irresponsibility in its youth well beyond the age when young people in other times and other lands were admitted to an adult role.

If there is to be student government, it must be within the limits set by laws and customs. A more stringent limit is the power the student can exert. Although limited, there is a potential influence that students can exert, and which must be dealt with by other elements in the college community; and this influence is in spite of the absence of any legal power and in spite of the American expectation of dependency. This power is the real basis of an active student government. It is as genuine as the foundation of any government, and it may be as effective and responsible as any government. That it is limited does not distinguish it from other governments, for they are limited as well.

What is the power and the competence of students? As with any constituency, the influence students have is relative to their organization, self-awareness and leadership. Although student government is without legal authority, the cooperation of students is essential to the maintenance of order and the sustaining of the values of the college. Students can subvert an institution by hostile derogation; they can hamstring its order by passive resistance. The social life and recreation depend upon active student participation. Students

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Fifty-Six Students Enroll In 1961 Winter College

Fifty-six students are registered for the 1961 Winter College. The session begins January 2, and runs through February 17th.

The 1961 session will undertake a study of "The Renaissance" in several different lights.

The topic will be approached from four angles: the historical, the literary, the sociological and philosophical, and the artistic.

Eight students are enrolled for Mr. Toomey's course, "The Renaissance in History," which will examine the concept of the renaissance in world history.

"The Renaissance in Literature" will be taught by Mr. Villicana. Thirteen students are enrolled.

Mr. Lensing's course "Readings in Renaissance Philosophy" and Mr. DeGre's "The



the BARDIAN

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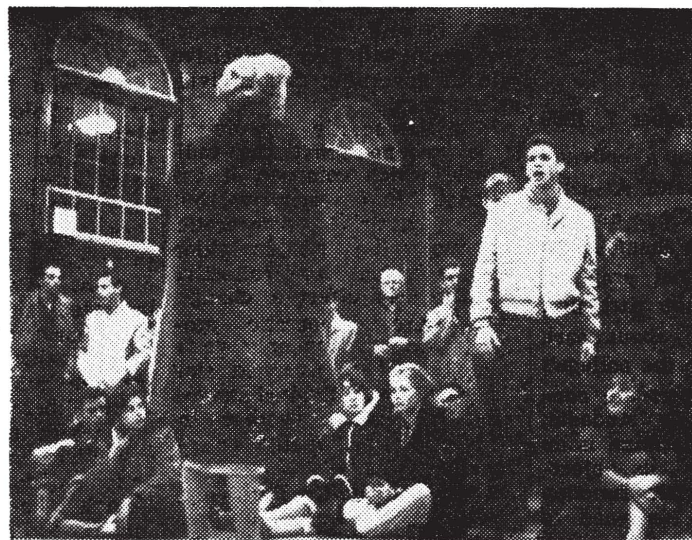
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ANNANDALE-ON-HUDSON, N. Y.

DECEMBER 5, 1960

Bardians Rebel Against Social Reg. Crackdown

By Beth Porter



Student expressing opinion at meeting following demonstration.

photo by Carl Geisler

On Wednesday night the girls in South Hall were met at the door by a woman proctor. At a special meeting on Tuesday afternoon, the dorm had been forewarned by Dean Bourne that such a situation would be effected. She said that two nights a week, until the end of the semester, South Hall would be under the supervision of Wilma Jones, one of the women who work in the coffee shop. Her schedule would be arranged on an irregular basis, and she would be not a substitute for, but an addition to the proctor system extant on campus.

The girls of South Hall expressed somewhat restrained dissatisfaction at the proposal. They questioned the dean about why there was to be a special proctor at all, whether the other dorms were to be under similar supervision, and what effect such an arrangement could produce in the remaining two weeks in the semester.

The purpose of the proctor, said Dean Bourne, was to check exactly to what extent the existing social regulations were being obeyed. Various rumors from unnamed faculty and students, had provoked doubts about whether many violations of the rules were being reported. Some sort of action, therefore, would have to be taken with the ultimate objective of presenting a satisfactory social situation to the Middle States Association and the public. The dean did not state from what source the "rumors" had originated or how she verified their validity. If social regulations were being strictly enforced, she said, then South Hall certainly had nothing to fear.

Although South Hall was to have the only female proctor, one of the men would be assigned similar duties at the New Dorm. Blithewood was to serve as an experimental dorm, with student taking the responsibility of reporting violations.

Diane Miller, co-president of the senior class, pointed out that any effect produced by the new proctor arrangement could not possibly tidy up in two weeks, the reputation which Bard had built for so many years. If it were a front which the administration wishes to erect for the public (as was the case in the religious question), the money used to hire such a proctor, said Diane, would be better spent

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Gifts Presented To The Library

The Antiquarian Press had recently donated to the Bard Library three fine sets of reprints of rare and historical americana. The publisher, Sol Lewis, is the father of a contemporary Bard student.

The volumes are limited editions of Bancroft's "History of Alaska", David Douglas' journals kept during travels in North America, and "The Writings of Albert Gallatin,"

edited by Henry Adams.

Alan Porter, a local friend of Bard, has contributed a complete set of "Yellow Book Magazine and associated memorabilia. W. W. Whitelock, another Bard neighbor, has donated many music scores and librettos. Some other contributors are Gerald DeGre, Saul Bellow of Tivoli, and

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Dr. Koblitz To Take Leave Of Absence

Dr. Robert J. Koblitz, Associate Professor of Government at Bard has been granted a leave of absence for a year and a half. During this period he will be making a study for the Carnegie Foundation for the Advancement of Teaching.

Associate Director of the study, Mr. Koblitz, will be working on the problem of the effect of government loans and grants to colleges and universities in America. He has said in a recent interview, that that effect seems to be one of unbalance because the government is mostly concerned with the sciences. Massachusetts Institute of Technology for instance, receives one half of its income from the Federal Government.

The study will be conducted with the anticipation of some publications and suggestions as to what can be done about the effect of government aid in these areas.

EDITORIAL

In an attempt to clarify the question of the interest of The Middle States Association in the social regulations of Bard College, we print the following correspondence between *The Bardian* and the executive secretary of Middle States:

October 31, 1960

Mr. F. Taylor Jones
Middle States Association

Dear Sir:

In regard to an article we are preparing, I wonder if you could be of assistance in clarifying the following point: What is the interest of the Middle States Association in the social regulations of a college, and to what degree do these regulations affect the granting of accreditation, in general and in regard to Bard College specifically.

November 7, 1960

Of course we are interested in a college's social regulations. The Middle States Association believes that everything a college does or permits to be done on its campus should grow out of and support its educational program. The Association does not prescribe particular ways of doing things. We ask, about each aspect of a college's life, whether the college's attitude and practice in that respect are consistent with its objectives for its students; whether the activity under consideration is an effective means of helping achieve its objectives; whether it has an appropriate function as part of an over-all program designed to produce the results the college wants.

Sincerely,

F. Taylor Jones

The concern of The Middle States Association is obvious. They are not interested in the social regulations of a college on an absolute scale. They do not prescribe specific regulations. Their demand is that the existing regulations are unified with the educational ideals of the college.

The letter from Mr. Jones negates both extremes of opinion which have been prevalent on campus about the role of Middle States. Both the statements by the administration implying that the Association is watching every regulation, and the view of some students that the Association does not care at all are false. It must be remembered by both the students and faculty that the primary ideal of Bard is the development of responsibility, both academic and social.

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FORUM

A POLITICAL PRIMER

By David Frederickson

There are occasional crises in everyone's existence when one is forced to make an unusual choice of a course of action. Ideally, the course chosen will be integral with one's avowed philosophy, and not contradictory to any other actions one may make; but, there are times when external conditions must be considered, and the choice governed accordingly.

Thus, one must at times consider the good — or perhaps simply the will — of the community, and act, not as an uncompromising individual, but as a rational member of a rational community. Or one may act irrationally as a member of an instinctively moving group, in which case the element of choice is all but absent. In either case, however, the group will play a decisive role in governing the individual's action.

In a democratic community, it is assumed that the individuals which compose it are rational. In a responsive, but not necessarily democratic, community (i.e., one in which the individual or collective minority can effect a change, but where democratic processes are perhaps only vestigial), it must be assumed simply that the individual knows what he wants, whether instinctively, emotionally, or rationally.

I would define the Bard community as responsive, but not democratic. At present there are two predominant wills vying for ascendancy — on the one hand, the administration's desire for a solid, controlled community (in fairly clearly-defined terms of control), and the students' desire for an ill-defined "individual freedom."

It is the absence of a clear definition which precludes the possibility of concerted and therefore successful action. Occasionally, as in the South Hall Rebellion, a specified objective is perceived and perhaps attained; but even then, the issue at hand tends to become buried in a welter of individual desires, grudges, and hostilities, nearly destroying the chance of success. And often, the individuals simply do not know what they want.

Effective action cannot be taken by any group unless its aims are clear and are generally supported; and this axiom is obviously true at Bard. We are considered by the administration to be, in many cases, immature. Our desires are thought to be irresponsible. But what better proof of maturity could be desired than an effective, reasonable, and well-supported political structure on this campus which has so long been respected by only a rump Council?

The nucleus of a political organization was formed the other night, under stress of a crisis. The administration was formed the other night, under stress of a crisis. The administration blundered in placing a woman proctor in South Hall; the girls responded. Perhaps the response was more to the actions of that proctor; I was not involved, and cannot know. But action was taken — and although only a minor concession was gained, it was a mark of success. We must not, however, feel that we have done all we need to;

we cannot collectively rest on these somewhat shoddy laurels. We must continue to act.

In order to act, we, as individuals, must accommodate our individual desires to a collective desire for the good of the community. The action we take by this accommodation can be either to effect a change or to maintain the status quo; what do we want?

Two major decisions concerning student life on campus are to be made shortly: decisions on new social regulations, and Constitutional revision. It is our duty to become well informed of the developments of the two committees responsible, to express our opinions to the committees, and then — most important — to support to the fullest extent the decisions of the committees. Even if we, as individuals, are not fully satisfied by the results in their final form, we owe it to ourselves and to the community as a whole to indicate and actively support the conclusions reached by what appear to be competent and representative committees.

The objective of the first is to gain more liberal social regulations. President Kline has indicated that he recognizes the impracticality of the cloistered existence now legally possible and has promised more liberal rules — provided we accept the individual and collective responsibility for our actions under these rules. Although the Dean's proposals for "responsibility" have been thus far unsatisfactory, we cannot help but feel that some satisfactory arrangement can be worked out by the elected group. Let us hope.

Constitutional revision can have equally far-reaching results. The committee will probably formulate two proposals, one for revised Community government and one for Student government, and present them to the community for action. Since this will be a decision of considerable importance, we must consider the possibilities carefully before we take action, and we must then support and act in the new government.

A considerable political awareness and an amazing unity of feeling were generated the other night. We must not let them die if we intend to gain any far-reaching and satisfactory objectives. And we must remember that it is imperative that we accommodate our individual desires, if necessary, to support the action of the community.

Perhaps we can form, out of this mess, an effective polis wherein individual freedom can be exercised and safeguarded, and this freedom can effect whatever minor changes are then desirable.

Hirsch Exhibits Works

Several paintings by Stefan Hirsch, head of the Art Department at Bard College are on exhibition at the Walker Art Center, Minneapolis, Minn.

The exhibition, one of the most important and affirmative in American art, concentrates on the period between 1920 and 1945 and presents the somewhat abstract architectural direction so dominant at that time, and the most important people of that period.

Ergo Ego

By Diane Miller

This semester's dance program, produced for their Senior Projects by the Misses Bacon, Grossman and Jacobs, was the finest this reviewer has seen in her four years at Bard. Not only were the choreography and performances up to professional standards, but the program as a whole was presented more smoothly and organized more meaningfully than usual. It was a pleasure, a token of care in small touches, to have had those light opening and closing numbers, though I have my reservations about the former.

There are, as is natural in a close artistic community like Bard, certain movement-mannerisms which are shared, but each girl's work has a distinct signature. All three have a penchant for extremely original and even beautiful ideas, from which they generate their dances. Seldom does a dance seem to originate from a purely movement-idea. This is where my first reservation must be made. Alice's and Midge's dances are more equal to their ideas than Judy's are, and they seem to have progressed more in their ability to use the freedom of modern dance with variety, flexibility and expressiveness. In her first dance, "Places and Faces," for instance, Miss Jacobs had a marvellous opportunity for a parody, if not of modern dance in general, at least of the affectations of Bard's own styles of dancing. Instead there was merely another elaboration, albeit a charming one, of Judy's by-now familiar repertoire of stock characterizations. I would have liked to have seen an effort even in this dance, to break away from this very cute, attractive, and individual rut, so that her talent could be given the chance to develop more evenly. And there was such an effort, in Judy's second dance. The idea to base a dance on the life of Helen Keller, everyone agrees, is brilliant. The woman could use none of her senses, could communicate in no way except by expressive movement and gesture. But this dance provoked, for me, the greatest anti-climax of the evening — the disappointment of misplaced gracefulness. Judy chose to come as close to naturalism as possible within the stylized medium of dance, but she also wanted to idealize Miss Keller. The result of this combination was to weaken the expressive possibilities of the subject. Yes, a feeling of intense loneliness was expressed, and the pathos of the frustrated desire to explore the world. But I would have liked this Helen Keller to have slipped, to have been awkward and clumsy, to have lacked all assurance of motion at least until the end. There was too little sense of discovery, though the section of hand-movements in the beginning was well done. And there were two decisive theatrical mistakes. One was the prop, which was used too obviously. Helen Keller should have fallen off that prop, not slid down in some pathetic reminder of happier sliding-ponds. And I also think silence might have been more dramatically effective than any music. In short, the optimistic ending came with too little struggle. But Miss Jacobs is to be credited with a beginning in the difficult task of breaking away from a too limited and immature language, and she should keep her wonderful idea and work with it until something stronger emerges.

In reviewing such a program comparison is unavoidable and even invited, so I hope I will be excused. Of all three dancers, Miss Bacon's performance seemed the most balanced: in the variety of "story" ideas, in the range of dance ideas, in the differences in characterization. She has a definite stylistic approach: an extremely sensitive concern for visual design. Witness such pieces as the mourning group in "Riders to the Sea" and the interplay of the figures and the cones in the "Cone" dance. She is also to be praised for an integrated and imaginative use of props, and for her initiative in giving other up-and-coming talent the chance to be performed: Dave Moulton's music, and Dig Rezod's little play.

The only criticism I have for Alice is that her choreography is sometimes not equal to her power of performance. Her piece "Really the Blues" was really a rather flimsy reworking of a rather conventional image. Its wit, its delight, depended completely on Miss Grossman's exquisite timing and craftsmanship which wasted no artistic possibility. Again, the fairly vague choreography of the Persephone solo was more than made up for by the intense drama of the performance.

Credit must go to the supporting dancers and actors. We look forward to the second half of the projects from these developing talents.

From The President . . .

We have been concerned with so many things at Bard this fall, ranging all the way from the inauguration to social regulations, that some of us have for awhile perhaps lost sight of what should be the main business of a college,—namely education.

I should like, therefore, to use my space in *The Bardian* this time to say some things about education, especially liberal education in the small college.

A week or so ago we had the Dean of a downstate medical college for lunch at our house, together with some of our Bard science faculty. Somewhat cautiously I asked him how he thought the preparation of our Bard graduates compared with that of the students who came to him from larger institutions. (As I say, I asked this with some hesitation, because I was thinking of their large faculties, extensive laboratories, and many course offerings in the sciences).

Without hesitation, my guest replied: "Your Bard graduates rank right up with the very best we have."

"But what about the courses the students from larger colleges have had," I continued. "Don't they have an advantage because of their many more specialized courses in, say, chemistry and biology?"

"That doesn't make any difference," he replied. "As long as a student has had the minimum of science courses required for premedics, we are just as pleased with a student who majored in philosophy or literature, or history, or any other liberal arts field. What we essentially want is an educated man or woman, a well rounded person who has learned to think!"

We are too prone to think that education consists of subjects. (Of course, information is a valid part of education. The man who knows no facts of history between 900 and 1900 A.D., or who understands no mathematical principle beyond long division, has at least some very serious gaps in his education!) But the chief characteristic of the educated person is not the facts he has learned.

What is more important is that he be able to think, that he know how to earn, be able to distinguish between the significant and the superficial, that he have a lively curiosity and a zeal to understand, that he sense the inter-relationship of facts, values, and ideas,—in short that he be able to press toward and recognize truth!

The small liberal arts college has proved a fine means to achieve these ends. It has not won this distinction by in-

The Politics of

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have significant choices in curriculum, by election of subjects if in no other manner. In contact with parents and alumni and community, students are key interpreters of the institution. In the largest sense, students can, and do, impose upon the college their present hopes and their wants for the future, the world as they see it; for faculty must teach to students, communicate with them, make sense in terms they understand.

And now for student government. Notwithstanding its specious juridical basis, an effective student political action is possible. The obstacles it faces are not different in kind from those faced by any government. If students wish, they can organize an autonomous (but not sovereign) instrument of expression. They can reject the manipulative role that is forced upon them under the patronage of "community" government. They can learn the hard lessons of being responsive to the demands of their peers and of representing student opinion responsibly. They can find roles that will support the values of the college which they have helped to make and which can help to make effective and mature adults of themselves.

cluding in its curriculum all the facts known to man. Rather it has done it by providing an atmosphere in which thinking, learning and, intellectual enterprise flourish.

This is why Bard is considered academically a fine college,—and why the education gained in small liberal arts colleges is so highly respected in our country today.

—REAMER KLINE

Objective Of Punishment Revenge Or Education?

By Steve Bernbach

At the present time some members of the faculty, and the personnel committee are pressing the administration to set penalties for the violation of rules and to arbitrarily punish violators according to those set penalties. Some students are also requesting such a set policy. It seems to me that this raises a serious problem: is punishment to be used merely as retribution or as a function of the idea that men can be educated?

One method a community has of functioning is to attempt to order the behaviour of its citizens through law. The law is formulated, violation is defined, and punishment is set. In a democratic society it is assumed that the population is 1) reasonable — that it can comprehend the law and its particulars, 2) that they are responsible for their behaviour. This means that each member of the community acts in accordance with his knowledge and bears the consequence of his action.

Modify Method

Over a period of time, men have come to understand more profoundly and have accordingly modified the above method. Realizing 1) that men are sometimes lax in their responsibilities or 2) that there are some men who are irrational and therefore irresponsible they have attempted to educate and to aid them.

For example, students are sometimes, for one reason or another, lax in meeting their responsibility. In cases where this has come to the attention of the dean, she has discussed the problem with the student. Assuming that men are rea-

sonable and therefore can learn by experience it is expected that that student should not come to the attention of the dean again. In the majority of cases there is no second violation reported.

Violations

In cases of continuous violation it is then assumed that the student is unreasonable. For the sake of the community, the violator must be removed from the community. The desire is not to attain retribution but rather to aid the violator in becoming more reasonable and responsible. Students are temporarily dismissed from the college and in certain cases urged to obtain psychiatric help. (Unfortunately, in this writer's opinion, Bard, in accord with the public morality, expels any students caught violating the moral code).

Community Functions

No community can function unless there is general accord among its members as regards the laws and procedures of its society. If there are continuous violation of rules at Bard it is due to the failure of the student body to accept responsibility for themselves. A violator cannot be educated until his misdemeanor is brought to the attention of the authority(s) of the community and/or to himself. If there are continuous violations within a community it is due to the failure of the community to become responsible for itself.

Problem at Bard

The particular problem at Bard at this time is: are we to allow a primitive form of law to be imposed upon us by the faculty and personal committee through the administration; or will we assume responsibility for ourselves? In the near future we will be able to choose (to a large extent) the rules of the community and the methods of enforcement. Our failure to choose or to abide by what we will have chosen will force the administration to accept the primitive methods that have been proposed.

I would like to add the following comment. At this time the student body has not accepted responsibility for themselves. Until they do, it is unfair of these students to complain and to harass those students who report violations to the dean's office. Every student has a right to privacy and to expect that the laws of the community will be upheld. At this time, if a student is disturbed by an offender he or she has no choice but to report it to the administration.

Gifts Given

(Continued from Page 1)

Samuel Goldberg, a Bard trustee.

Significant additions to the library have been purchases from the budgets of the Art and Chemistry departments.

The librarians commented that this is a good way to purchase new books over this year's limited budget.

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Bard Cagemen Hope to Recover Winning Ways

By Ralph Levine

With three games this week, the Bard basketball team hopes to return to the winning ways of last season. Bard is host to Marist College this Wednesday, and Albany Business College on Friday. They play at Rockland Community College on Saturday night.

The Bard is team handicapped by a lack of height and also by shallow bench strength, both of which show their effect in the second halves of their games. In their first game, Nov. 17, their hustle against a tall Orange County Community College team produced a close half time result, but the pace had its effect in a weary second half and Orange won, 105-66. Alan Skvirsky scored 17 and Dave Schiffman scored 16 for Bard.

It was the same story on Nov. 29 as the team lost to

Dutchess County Community College, 95-70. Alvin Sneider and Ned Medary led the scoring for Bard. The school's new electric scoreboard was used for the first time in this game.

The team played their first road game on Dec. 1 at the University of Connecticut at Westbury. Playing for the first time in a large armory, and without the services of Captain Alan Skvirsky who injured his ankle, the team did an excellent job of keeping pace with the U. Conn. team, at one point tying the score, 35-35. However, the second half again brought miseries and the game ended with Bard losing, 89-59. The Dec. 13 game against the same team, this time on Bard's home court, promises to be an exciting one.

On Dec. 3, Bard played at New Paltz State Teachers College. The score: New Paltz 94, Bard 49.

Bardians Rebel

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in the public relations program.

The dean indicated that the students as a collective unit should take an active interest in the college community and its problems. She said she was disappointed in the apathetic attitude on campus. She did not wish to deprive Bard students of any feasible goal they might have concerning the social, academic, or any other part of Bard life. But she was being forced to take some definite action to appease the Board, Middle States, irate and, perhaps, misinformed parents and public. Taking their cue from these words and their implied meaning in protest.

The dorm Wednesday night housed a few more than its normal number; several New Dorm girls had been invited for the evening, to "study", it was said. Save for these and a few South Hall residents, the dorm was tucked in for the night, dreaming of the nocturnal sounds of picturesque Anandale.

Suddenly an ear-splitting BANG! Awoke the sleeping wenches. What had sounded like either a military attack, an earthquake, or Dick Bard's rifle, was a firecracker thrown down from the second floor—an effective "call to arms"!

After much hubbub a dorm meeting was called on the spot to discuss how to deal with the proctor. Before any girl could

speak, the dorm was informed by its guardian that the social room door could not be closed, meeting or no. Incensed, the girls stormed en masse to one of the rooms, closed the door, and decided upon a plan of action. It was discovered that in the course of the evening the proctor had imposed her own moral judgments upon some of the girls. Group feeling grew tense. The realization came that the privacy of the dorm was being sorely threatened, if the girls could not even meet in their own social room. Injected at first in jest, a suggestion was made to make a protest march to the President's house. After some deliberation and discussion the plan was organized. It was on this spontaneous decision that the pajama-clad girls of South Hall donned coats and unity and marched out into the cold, singing "Auld Lang Syne."

Their interest aroused, the boys on campus gathered, curious, sympathetic, and amazed. The girls reached the President's house and formed a semi-circle in front of the steps, still singing. They broke into a chant, "Take Wilma away". The Preident appeared. The dorm asked him to return its privacy and have Wilma removed. He sleepily replied he would see about it in the morning. It was a shame, he said, that the girls had no privacy. The girls turned to go, not satisfied, but sensing the folly of an argument. They marched back amid the cheers and applause of the boys, who followed them to the dorm.

Art Majors Hold Exhibit Of Work In New York

The Bard art department is holding an exhibit at the Kaufmann Art Gallery of the YMWHA, Lexington Avenue at 92nd Street, New York. The exhibit, including paintings, drawings, and woodcuts by Bard art majors, will be open during the Y's concert hall events until December 9th.

Great Success

The art department has received much praise for the quality of the work. Many offers to purchase individual pieces have been received. One New York collector, who made a substantial offer for paintings by Peter Kopf, Nancy Finkelstein, and Joan Spellberg, said that the exhibit showed great maturity and creativity.

The girls, on the verge of holding another meeting for more decisive action, were drawn to the window by the continuous applause from the gathered multitude outside. Loyalty, school spirit, whatever it may be, a feeling of unity spread, as did one of defiance. The boys applauded, the girls clapped back, screaming thank you's, which soon became an invitation to come inside. A short while later found the boys and girls crowded into the social room.

Richard Greener, Community Council member, and several others with strong voices, quieted the group. Suggestions were made concerning the next step; a feeling of organization



Proctors at scene of revolt.

grew quickly out of the chaos. All were in favor of marching to arouse the New Dorm to summon school support.

It was again, upon a spontaneous decision, representing the sympathies of the students, that the action was taken. Such fervor could not possibly have pervaded. A pre-arranged demonstration. Soldiers of liberty that they were, the students marched, four abreast, and descended upon the New Dorm, chanting the call to action in true American minute-man spirit.

The assemblage pushed passed the proctor into the social room and sent a brigade to rouse the pretty, sleeping maidens. The "wake-up" committee was met with a gammit of reactions—from irate, sleep-filled anger to immediate favorable response. When all those who had decided to, joined the crowd in the social room, Ned Nedary, Chairman of Council, took a leadership position to explain the purpose of the protest. He suggested that the stu-

"Boyfriend" Pictures Life In The 20's

By William Driver

*We're people of the Aftermath
We're girls of 1926.*

*We're young and hungry, wild and free
Our waists are round about our hips,
Our skirts are well above the knee.
And youth is brief, and love has wings,
And time will tarnish, ere we know,
The brightness of the Bright Young Things.*

The Boy Friend, as far as records show is the first musical ever to be produced in the Bard Theatre, discounting a very successful revue of some four years back; but when it opens on December 10—for six lively performances, running right through to the last night of school—it will be the second play this term, if you want to be recherche, to have a theatrical style, style both of writing and performing, as its subject.

Tom Thumb, the first, was concerned with the manners and cliches of eighteenth century tragedy and the mode of its performance in its day, with outright satire as the aim. The Boyfriend recreates the manners of musical comedy in the middle twenties. It invites the performers to show us what it was like to sit in the London Theatre, escaping reality, and watch Jack Buchanan and June Gertrude Lawrence, Sonnie Hale and Jessie Matthews (Marilyn Miller if you were on Broadway) go through their paces of serene sentimentality and vivacious giggling. But, unlike Tom Thumb, The Boyfriend wants your sympathy and affection for its egregious nonsense: it is pastiche rather than satire. You may laugh, but maybe you will shed a few sentimental little tears too.

The Twenties in England

were probably less raucous, certainly less genuinely wild (there was no prohibition!) than here, less truly decadent than in Germany. They were, so to speak, genteely wild, snobbishly bohemian and utterly well-bred in their daring. Early Waugh novels, like Vile Bodies, give the picture of the real thing exactly. The Boyfriend is exact too, but about an unreal world, the rose-tinted world of musical comedy, where the good are good, the wicked never admitted and skies (almost) always blue. It is all child-like and pure, impossibly sexless, and breathtakingly unreal. Its heroines are the younger sisters of the Bright Young Things, not yet so corrupt as their elders; its heroes their Boy Friends, piquantly French, spicily American, or best of all, good and kind and upstanding and English; its ambiance, Carnival Time in Nice. All the giggles, the shrieks and the excitement should be an antidote for term paper depressions, and for those who don't know it already, there will be the giddy delirium of the Charleston, the sensation from America, that had them all agog, my dear, in 1926. (By the way, if you have a lot of term papers, the show only runs two hours).

dents might use their collective power to win more than a victory concerning social regulations. Action could be taken on other aspects of campus life displeasing to the students, such as Dining Commons, etc.

There was confusion for a while about what to do next. The strongest feeling was to go back to campus, awaken Stone Row, and demand a definite decision from the President.

Thus once again the "hegira" from dorm to dorm carried the students, in military procession, back to campus. An announcement of arrival rang out as the Chapel was passed: some boys had set the bell gloriously resounding. As the march gained the hill, a familiar powder-blue Volkswagen greeted the students. "How are you coming along?" yelled the President. "Just fine," screamed back almost 150 students. Before Pres. Kline could turn his car around, quite a few boys stormed into Stone Row. Quite a few more came out, ready to lend support.

Ned gathered the student

body on the lawn in front of Hegeman and informed the group that both the Dean and the President, aroused from their respective "downy beds", were willing to meet with them at the Gym.

At the meeting groups formed with the President to present various compromises. Finally the following motion was agreed on:

"The girls of South Hall shall take collective responsibility for seeing that the existing social regulations are obeyed. Collective responsibility is defined as follows: a. As in the past, every girl shall do her best to avoid violating the rules, and to discourage the rest of her dorm, as a group, from violating them. b. In case of a violation, only the violators will be punished, not the dormitory as a whole.

As a result of the approval of this motion, President Kline agreed that Mrs. Jones' presence at South Hall was superfluous and that, in future, punishment for real or rumored violations of rules would not take the form of a Woman Proctor for South Hall."

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