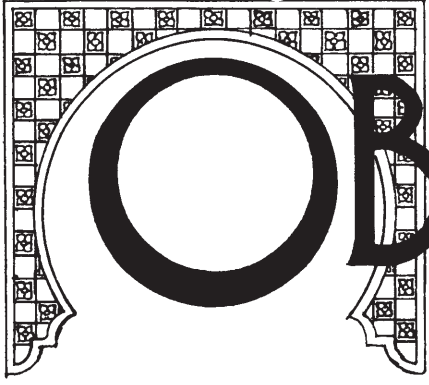


# OBSERVER

Vol. 10 No. 15 May 8, 1968

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# OBSERVER

1968

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Non-Profit Org.  
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## THE PURPOSE OF EDUCATION

**STUDENT RIGHTS  
STUDENT  
POWER**

**RIOT**

**Naked Power**  
Campuses Challenge Rules

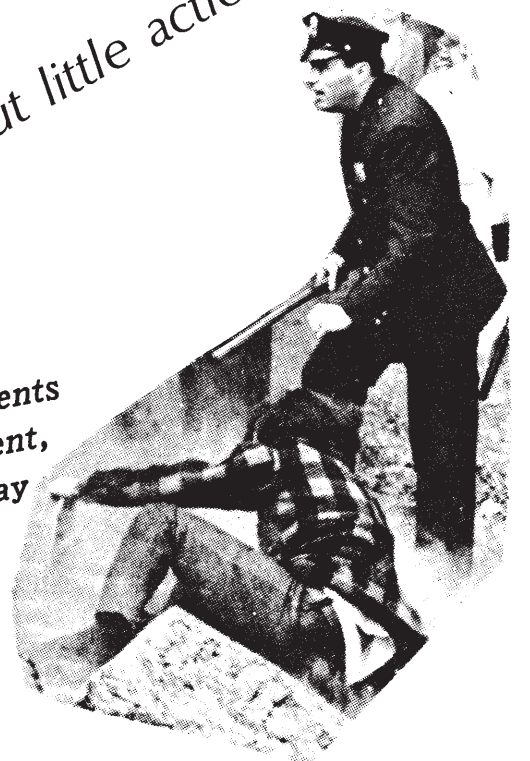
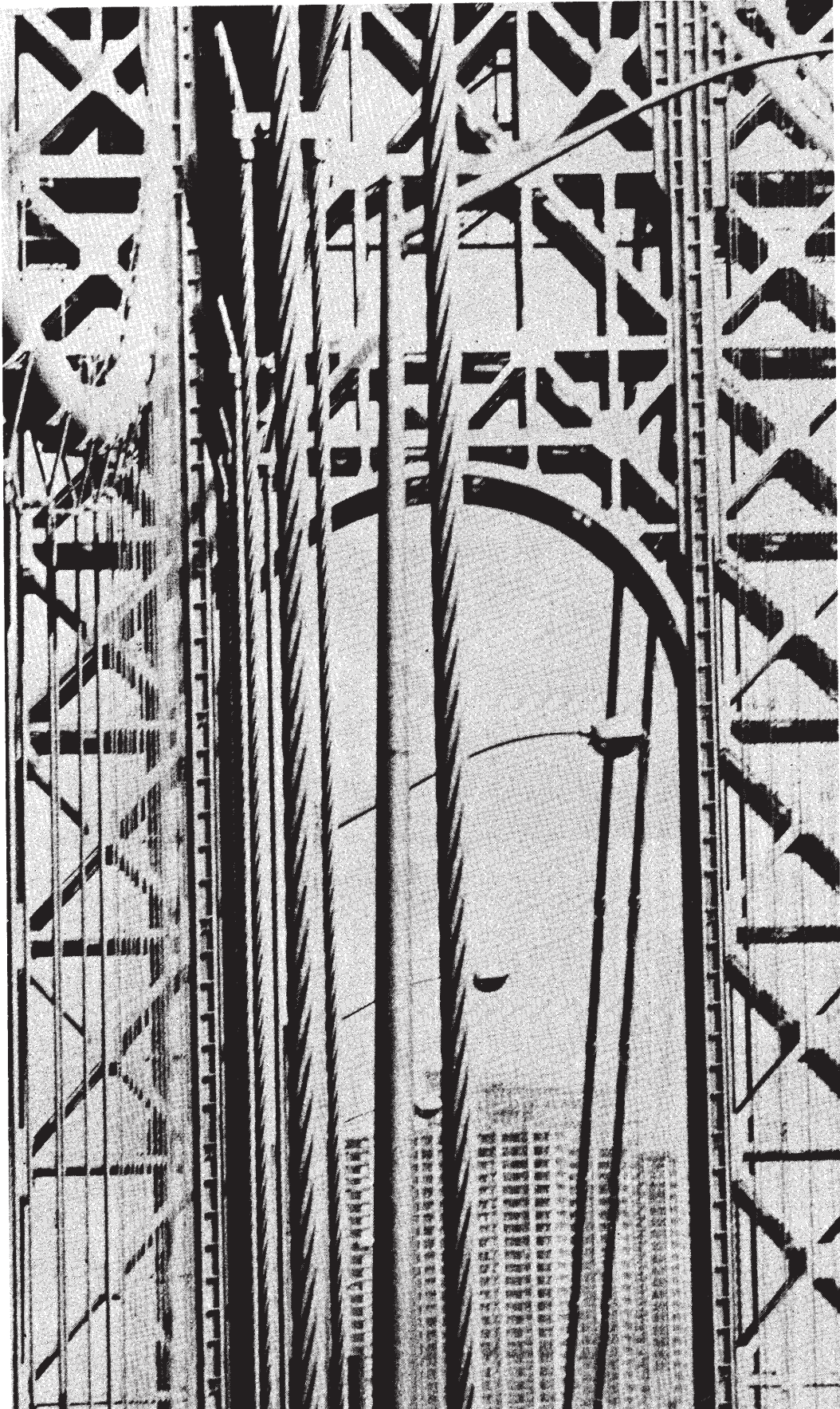
**COLUMBIA DROPS  
FORMAL CLASSES  
FOR ITS COLLEGE**

Ferment

**A Cop's World**

Investigation but little action

Protest by Students  
Replaces Dissent,  
Educators Say



# COLUMBIA

**Editorial Note:** Many old Bardians were involved in the demonstrations at Columbia University. Kathy Bloch and Jane Schwartz were arrested. The following is an article by Harvey Fleetwood that has been printed in the *West Side News* and other newspapers throughout the country.

by Harvey Fleetwood

"If Berkeley was the beginning of the crisis... then Columbia is the absolute moment of truth."  
- Prof. Westin  
Co-Chairman of the faculty of Columbia University

Columbia University Professor of International Affairs Dankwart Rustow stood before a faculty meeting and announced to a standing ovation, "It is out of the question that we resume classes... that we take up the next paragraph of the syllabus as if nothing had happened... This is not humanly possible."

There was an electric feeling in the air. Professors who just hours before had been denouncing the strike leaped to their feet applauding. The whole faculty meeting started chanting, "Kirk must go! Kirk must go! Kirk must go!"

Columbia University, which had been divided by a student strike, was united again. President Kirk's action of calling in nearly a thousand police to rout thousands and arrest 720 students and faculty was condemned by all. In open meetings the police action was characterized as "a brutal blood bath" by faculty members, many of whom were beaten and arrested for placing themselves bodily between the students and the police.

More than 145 students and faculty received hospital treatment as a result of the action. According to a police Sergeant 89 were treated for head wounds.

At the press conference after the arrests, Kirk stated that such action was "necessary to permit the university to resume its operations."

Directly the opposite happened. The student governments of all divisions of the university, called for support of the student strike. The faculty unanimously supported the strike, the student newspaper supported the strike. No important segment of the University backed up Kirk in his call to "resume operations."

The feelings at the faculty meetings after the bust were best summed up by Rabbi A. Bruce Goldman who said, "No amnesty for Kirk and the Board of Trustees," that although the students had committed crimes against property, Kirk was directly responsible for brutal violence against persons and that his was the larger crime.

Directly after the news conference, after stating how "necessary" the police action was, Kirk was seen through a window having a toast with Vice-President David Tuman. Hundreds of students ran to the window in a blind fury shouting, "Kirk must go! Kirk must go! Kirk must go!"

President Kirk closed the blinds.

\* \* \*

The consensus of most students was that the university could not begin to resume classes for at least a week and that there was a real possibility that the university would be closed for the rest of the semester.

This possibility became more of a reality when the college decided to end formal classes and leave it up to individual teachers and their students to decide how they should best use their time for the rest of the semester.

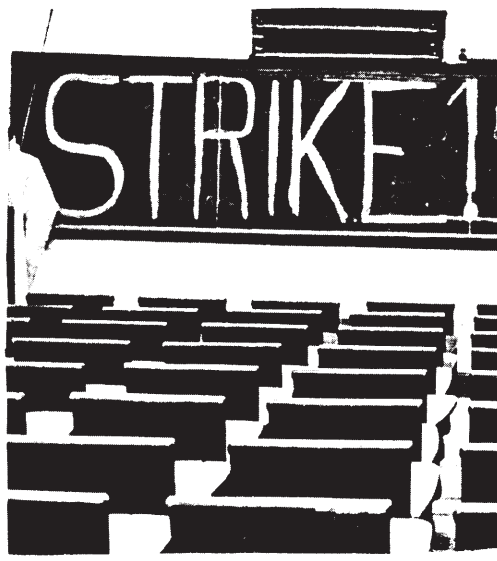
What brought this great university to an apparently suicidal act? The events have been covered extensively in the local papers. The following is a rough outline of what happened:

Over the past few years Students for a Democratic Society, the Student Afro-American Society and various community groups have conducted a continuous campaign against plans for a Columbia gymnasium in Morningside Park.

Petitions, demonstrations, and demands from black politicians and community groups were all to no avail. Last fall, the Columbia Citizenship Council formally requested changes in the gym, but was told that "the gym was as well as built" and that nothing could be done.

More recently SDS conducted a campaign to "end institutional affiliation with the Institute For Defense Analysis" which among other things is involved in the planning of tactical nuclear weapons for Vietnam. Last month 1500 persons signed petitions demanding the end of ties with IDA, but were given no answer from the administration.

But, perhaps, as always happens in such situations, the specific spark that set off the ruinous chain of events was of a relatively minor nature.



On March 27, SDS staged an indoor demonstration in Lowe Library against the IDA. Five of its members were to be brought up for University punishment charged with violating a recent, and sometimes ignored, edict against indoor demonstrations. In an effort to win an open hearing for the students, SDS sponsored a rally at the Sundial in the middle of the campus. After about half an hour the demonstrators proceeded to Low, the administration building, to test the edict of indoor demonstrations en masse. After being turned away by campus security guards the demonstrators went to the gym site, where several were arrested. Reassembling at the Sundial, they decided to confront the Dean of the college, Henry S. Coleman, at Hamilton Hall. The Dean was not there when they arrived so 300 of them waited for him in the hall outside his office.

When he finally made his way through the crowd of students he was presented with a list of demands. He answered, "I have no intention of meeting any demands under conditions such as these."

An hour elapsed. The demonstrators elected a steering committee composed of Mark Rudd, President of SDS, and others to formulate demands and direct the demonstrations. The steering committee drew up six demands, the most important of which were stopping construction of the gym, dropping affiliation with IDA, and granting amnesty to the demonstrators.

At four p.m. the demonstrators voted to keep Dean Coleman in his office until the demands were met.

As the evening wore on, black community members from Harlem began joining the demonstrators. By eight p.m., the militant blacks occupied the strategic positions around Coleman's door and around the entrance to the hall. One black took over the microphone and reaffirmed the six demands that had been agreed upon. "We're going to do whatever is necessary to get them met. The black community is taking over."

About 400 students stayed in the hall overnight, bringing blankets and books. They sprawled out all over the floors, reading, playing the guitar and singing folk songs. At one point the Soul Syndicate, a rock band, brought in a number of speakers and amplifiers and gave a concert.

Sandwiches were made and sent in and students settled down on the hard wooden floors for the night. Occasionally a joint of marijuana and bottles of wine were passed around, but for the most part student feeling was best summed up by a college senior who said, "I'm high enough on the things that are happening. Who needs anything else?"

During the evening it was the black students who were the most serious. They began bringing in large stores of food and some guns were brought in by outside militants, but they were removed as inappropriate the next day at the request of the black students. While the white students enjoyed themselves, the blacks made preparations for the coming days. Before morning, the division between the groups grew too large for them to remain together.

At five a.m., Mark Rudd, President of Columbia SDS, announced to the white students that the blacks had asked them to leave.



At six in the morning, about three hundred students filed out, leaving the buildings in complete control of the blacks. The demonstrators proceeded to Low Library, where they broke into the building and entered President Kirk's office.

As it later turned out, the expulsion of whites was the most fortunate thing that could have happened. As Wednesday wore on, the white students more and more appreciated this fact. By making Hamilton black, a racial issue was immediately introduced into the demonstrations. Mass arrests against blacks would have immediate and perhaps violent repercussions in the nearby Harlem community. "If they bust us," students said to each other, "summer will come early this year."

Within an hour after students entered Kirk's office, which contained a \$450,000 Rembrandt, 50 city police came on to the campus, for the first time in three years.

On Wednesday afternoon Dean Coleman was released by the black students.

At eight p.m., Wednesday, the administration tried to work out an independent arrangement with the black students. They promised them that construction on the gym would be halted and that none of the blacks would be suspended.

By settling independently with the blacks, the administration saw a chance to remove the potential powder-keg. Then they would feel free to move in on the whites. But it didn't work. The blacks rejected the offer unconditionally.

After campus guards had removed the Rembrandt the white students in Low claimed the President's office and began going through his files.

The students discovered caches of cigars, sherry, and madeira and began to sample the President's choices. One reporter noted, "the cigars were stale, the sherry inferior, but the madeira was very pleasing."

At first, barricades were hastily constructed, and many of the President's papers were strewn over the floor. When the police charged to get the Rembrandt they also had orders to rip out telephone lines, which they did by pulling out more



than 4,000 telephone wires in the outer office. The next day The New York Times typically reported that the students had pulled out the phones. In fact, several students with a large amount of technical knowledge about telephone electrical systems worked for 48 hours straight to get a few phone lines back into commission.

At ten p.m., the second day, graduate architecture students refused to leave Avery Hall when University officials ordered the building closed. Several faculty members, including the Dean of the Architectural School, applauded the move. The building was declared "liberated" and joined Low and Hamilton in their support of the six demands.

At two p.m. Thursday, graduate students in the social sciences "liberated" Fayerweather Hall, the main graduate classroom building. Barricades were set up at the front door.

The atmosphere in each of the liberated buildings was one of a great revolutionary fever. A red flag flew from each of the student held buildings.

The rallying cry of the students -- which was quoted in a letter to President Kirk, was written in red on the sides of buildings, and was chanted in unison in large student meetings was a quote from Leroi Jones which goes as follows, "Up against the wall, motherfucker, this is a stickup."

In the liberated graduate school hall, two students were married by Chaplain Starr, Protestant advisor to Columbia University, who after marrying them pronounced them "children of a new age." The ceremony was followed by a candlelight wedding procession around the besieged campus.

From the beginning, the strike drew the attention of nationally known student radicals. Tom Hayden, founder of SDS was observed at Hamilton Hall the first night of the demonstrations. But he was in not even the slightest sense directing or leading the events. H. Rap Brown, national director of the Student Non-Violent Co-ordinating Committee, and Stokely Carmichael, according to responsible sources, spent Thursday night in Hamilton Hall with the blacks. But the Columbia black student leaders, to make sure this was not distorted by the press, had them leave secretly Friday morning. Friday afternoon Brown and Carmichael made a much publicized forced entry onto the campus, entered Hamilton Hall for forty minutes, then left, making several statements of support for the demonstrators.

By this time, Low was suffering from a great overcrowding problem, with more than a hundred and fifty confined to four small rooms. The Mathematics building was liberated by Hayden Rudd, and other leaders to alleviate the problem.

From the beginning the strike had the support of large segments of the Columbia student population. The Citizenship Council donated its offices in Ferris Booth Hall to set up a central strike coordinating center which had telephone lines and walky-talky communications with each of the liberated buildings.

Each liberated building sent representatives and a Central Strike Committee was organized to coordinate activities. From the first it was agreed that all negotiating was to be handled together and that no building under any circumstances would take individual action.

The faculty continually tried to play a mediating role, and constantly came up with compromises which were almost always rejected by both the administration and the students. They did from the beginning, though, take the position that the police should not be sent on campus and several faculty members, including Eric Bentley threatened to resign in the event that police were called in.

The faculty added teeth to its demands that the police not be brought on campus by taking up positions outside the "liberated" buildings and vowing to stand there keeping the police off. This pledge was tested Thursday night when Kirk gave the order for the police to move on

campus. Several plainclothesmen moved through the huge crowd. With nightsticks concealed under their raincoats they asked the thirty faculty members standing there to move, without identifying themselves. Virtually instantaneously, they started swinging their nightsticks and several faculty members were viciously clubbed, particularly Richard L. Greeman of the French department.

At only one time did administration members directly try to talk with the strikers. Dean Frankel of the Graduate faculties spoke to Mark Rudd on Wednesday night at Low. He sent word in that he wanted to talk and Rudd walked out to see him. As Rudd approached, the first words that I heard from Frankel were as follows: "Just one thing, Rudd. You're out of this university no matter what happens. I can promise you that You're really out."

Rudd, who was by this time not exactly frightened by such a prospect, replied, "If that's all you want to say to me, there's no use in talking."

From the first night of the strike, members

# COLUMBIA



## BARD COLLEGE CALENDAR

### ACTIVITY

### PLACE

### TIME

the faculty tried to frighten the demonstrators by yielding. Practically every hour, some duty member would approach a member of the Central Strike Committee with the ultimatum that the bust was imminent within the hour and that the Committee better yield. The bust didn't come for six days. When it came, the students were evident to everyone, when the phones to Central Steering and to each of the created buildings were cut. This presented real problems as there was already a stingy system of walky-talky and runners set up.

Panic broke loose in Fayerweather Hall when word came over the walky-talkies that Milton Hall had reached a separate agreement with the police. Everybody knew that if Milton and the blacks left, the other buildings would be busted immediately.

It turned out to be one of the many false messages that the police sent that night on walky-talkies to split the various buildings. Hamilton the police moved in through the metal system and removed the blacks with most care. This was the powder-keg. If a mistake were made, the whole city might go up. There was very little trouble, and no one was hurt, largely due to the tremendous organization and discipline the blacks had set up.

At Low, where the greatest concentration of faculty stood protecting the demonstrators, there was also very little violence visible, since the police used the tunnels.

At Avery came the first glimpse of the police violence. Faculty and groups of supporting demonstrators stood on the outside step when the police charged. Only a few carried nightsticks, but most carried handcuffs, which were used as brass knuckles. Students and faculty remained on the steps were smashed and nobody in full view of reporters. They were grabbed by the shoulders and thrown down the steps or into the stone pillars.

This reporter saw several students and faculty members in a state of shock and others knocked unconscious. The police refused to allow reporters to follow them into the buildings and students claimed that it was inside the buildings that the police handlings became really violent.

After extensive interviewing, this reporter then saw nor heard of any instance where students planned or committed violence against a police officer. The most militant tactics adopted by the students in any of the buildings was to sit down and lock arms.

At Fayerweather, in many ways the most desperate of them all, the police were even worse. About 300 students were in the hall. They were given the choice of walking out on their own. About 150 did so. The students who chose to sit in and go limp were pulled by the hair, kicked, and smashed with handcuffs.

Although reporters were not allowed inside, I limbed on a ledge three stories high and witnessed the above action in the graduate student lounge at Fayerweather. When the police noticed me at the window filming their actions, they started toward me. I yelled "Press 1 held out my police press identification card. One of them yelled, "Arrest him anyway and take his film." Four police came to the window after they saw the eighty foot drop to the cement below they refused to come out on the ledge. Instead they tried to hit me with their clubs. I worked around the corner and stepped down onto a terrace fracturing my ankle in the process.

Outside, in front of faculty members and reporters, a police captain kept yelling, "Be gentle, be gentle." Almost all the injured were hit before they got outside. In spite of the captain's orders women students were dragged by the cement by the arms and were thrown down the outside stairs. Some attempt was made to carry students, but for the most part even that was accomplished by twisted arms. Carrying students to the paddy-wagons, police officers would swing them and throw them head first onto the metal floor of the police van.

Hundreds of bystanders and members of so-called majority coalition stood around in a state of shock during the operation. In an effort to disperse the crowds, police officers kicked them. Several more arrests and beatings took place.

One student member of the majority coalition was savagely beaten by police, then stepped into a police van unconscious. When the van started to move other students yelled that he was still unconscious and the van stopped at St. Luke's Hospital where he was carried out and never arrested.

At dawn the police were still trying to clear the campus of students and faculty. Two policemen marched up to a faculty member's club at chest level. "No, I won't leave. As a student a Columbia and I have taught here for twenty-four years. I belong here. You don't."

He was pushed aside.

### WEDNESDAY, MAY 8

The Socio-Anthro Club presents Morton Friede  
The Art Club presents Willoughby Sharp -- "Kineticism, the Art of Light and Movement."  
The Red Balloon Theater -- "Marina at the Rock", directed by Micaela March.

### THURSDAY, MAY 9

"Student Legal Rights" with Albert Rosenblatt, Assistant District Attorney, Dutchess County.

### FRIDAY, MAY 10

Film -- Buster Keaton in "Steamboat Bill, Jr." (1928) AND Mae West in "She Done Him Wrong" (1933). Shorts: Two from the original Second City routines (one with Barbara Harris.)

### SATURDAY, MAY 11

Art Club presents a "Sculptural, Theatrical Happening"  
Film -- "Steamboat Bill, Jr." "She Done Him Wrong"

### SUNDAY, MAY 12

The College Service and Picnic

### MONDAY, MAY 13

Senate  
Orientation Committee

### TUESDAY, MAY 14

HPC

### WEDNESDAY, MAY 15

Socio-Anthro Club presents Stanley Diamond, Head of the Anthro Department at the New School for Social Research.

# McCarthy

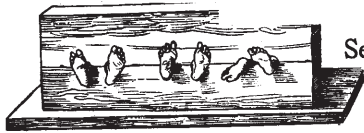


A group of about 15 Bard students worked this past weekend visiting registered Democrats in the Red Hook - Rhinebeck area in a complete canvass of all registered Democrats sponsored by Dutchess County Concerned Democrats. The purpose of the canvass was to "determine the sentiment of the voters in the area, and to acquaint people with Senator McCarthy," according to Jeff Harris, co-chairman of the Bard Students and Faculty for Eugene McCarthy for President.

The canvass consisted of a questionnaire containing a set of questions about President Johnson, domestic issues, the war in Vietnam, and the candidates in the 1968 Democratic Primary. Although not all the results are in, early responses were mixed, with most voters seeming to feel that President Johnson was sincere in his withdrawal from the election and many supporting the current efforts for peace of the President. Most people were very confused by the recent developments, and undecided as to which of the three Democratic contenders they would support. Responses were almost equally divided between Senators Kennedy and McCarthy and Vice President Humphrey. Almost all were glad to discuss Senator McCarthy.

While visiting area residents, many of the canvassers took advantage of the situation to show neighbors a different side of Bard. Several of the canvassers reported that neighbors were astonished to see a young man with a suit and tie, or a young woman with combed hair and a dress, identify themselves as Bard students. A number of lengthy discussions about the college served to somewhat improve our relationship with the neighboring communities.

## The Lengthening Shadow



### Selective Disservice

by Douglas Kabat

Part 3 of a continuing series

The Military Selective Service Act of 1967 is the creation of Congress under its constitutional power to raise an army. While the Act sets up general guidelines for its implementation, it delegates power to the President to write regulations for the administration and implementation of the Act. Most of the President's authority is exercised by the National Director of Selective Service, who in turn uses the various components of the system to aid him in carrying out these functions.

Thus, the President has wide powers to create and implement policy in many different areas. For example, he may determine the order by age groups in which men are called for induction, although he may only induct men under the standards set up by the Act itself. (However, the Act specifically prevents him from setting up any kind of lottery system without specific Congressional approval.)

In terms of court cases, the courts will only decide matters which are presented to them in the form of actual controversy. Therefore, the legality of any S. S. S. procedure may only be tested when a registrant is in actual disobedience of a Selective Service procedure. As an almost universal rule, the courts will only consider such matters when a registrant has been arrested for refusal of induction. Only then will the courts interpret the law and decide whether the Selective Service Act is legal. If the defendant loses he goes to jail; if the Selective Service System loses, he will be found "not guilty" and the System will follow the orders of the court.

This situation means that many sections of the law have never been tested in court for legality or constitutionality. Many regulations have not even been tested to see whether they are properly in accordance with the Act. Thus, there are many questions which there is no answer to at this time.

One should keep two basic principles in mind in thinking of the draft: (1) The "obligation" to serve is theoretically universal for all men. (2) Since not all must serve, a selection process based on "the national interest" is used to determine which of those "obligated" shall serve.

The second principle leads to what is actually the draft's basic job: not the selection of who will go and when, but rather who will not go and why not; i. e., manpower channelling. But let the Selective Service System speak for itself (the following quotations are from an official S. S. S. statement on manpower channelling):

"One of the major products of the Selective Service classification process is the channelling of manpower... in the national interest. The process of channelling by not taking men from certain activities who are otherwise liable for service, or by giving deferment to qualified men in certain occupations, is actual procurement by inducement of manpower for civilian activities which are manifestly in the national interest.



"The meaning of the word "service," with its former restricted application to the armed forces is certain to become widened much more in the future. This brings with it the ever increasing problem of how to control effectively the service of individuals who are not in the armed forces.

"In the Selective Service System the term "deferment" has been used millions of times to describe the method and means used to attract to the kind of service considered to be most important, the individuals who were not compelled to do it. The club of induction has been used to drive out of areas considered to be less important to the areas of greater importance in which deferments were given, the individuals who did not or could not participate in activities which were considered essential to the defense of the Nation.

"Deferments are granted, in a realistic atmosphere so that the fullest effect of channelling will be felt, rather than be terminated by military service at too early a time. Since occupational deferments are granted for no more than one year at a time, a process of periodically receiving current information and repeated review assures that every deferred registrant continues to contribute to the overall national good. This reminds him of the basis for his deferment. The skills as well as the activities are periodically reevaluated. A critical skill that is not employed in an essential activity does not qualify for deferment.

"... For the mentally qualified man there is a special order of patriotism other than service in uniform for the man having the capacity, dedicated service as a civilian in such fields, as engineering, the sciences, and teaching constitute the ultimate in their expression of patriotism. A large segment of the American public has been convinced that this is true.

"It is in this atmosphere that the young man registers at age 18 and pressure begins to force his choice. He does not have the inhibitions that a philosophy of universal service in uniform would engender. The door is open for him as a student to qualify if capable in a skill badly needed by his nation. He has many choices and he is prodded to make a decision.

"The psychological effect of this circumstantial climate depends upon the individual, his sense of good citizenship, his love of country and its way of life. He can obtain a sense of well-being and satisfaction that he is doing as a civilian what will help his country most. This process encourages him to put forth his best effort and removes to some degree the stigma that has been attached to being out of uniform.

"In the less patriotic and more selfish individual it engenders a sense of fear, uncertainty, and dissatisfaction which motivates him, nevertheless, in the same direction. He complains of the uncertainty which he must endure; he would like to be able to do as he pleases; he would appreciate a certain future with no prospect of military service or civilian contribution, but he complies with the needs of the national health, safety, or interest -- or is denied deferment.

"Throughout his career as a student, the pressure -- the threat of loss of deferment -- continues. It continues with equal intensity after graduation. His local board required periodic reports to find out what he is up to. He is impelled to pursue his skill rather than embark upon some less important enterprise and is encouraged to apply his skill in an essential activity in the national interest. The loss of deferred status is the consequence for the individual who has acquired the skill and either does not use it or uses it in a nonessential activity.

"The psychology of granting wide choice under pressure to take action is the American or indirect way of achieving what is done by direction in foreign countries where choice is not permitted.

"The psychological impact of being rejected for service in uniform is severe. The earlier this occurs in a young man's life, the sooner the beneficial effects of pressurized motivation by the Selective Service System are lost. He is labeled unwanted. His patriotism is not desired. Once the label of "rejectee" is upon him all his efforts at guidance by persuasion are futile. If he attempts to enlist at 17 or 18 and is rejected, then he receives virtually none of the impulsion the System is capable of giving him. If he makes no effort to enlist and as a result is not rejected until delivered for examination by the Selective Service System at about age 23, he has felt some of the pressure but thereafter is a free agent.

"From the individual's standpoint, he is standing in a room which has been made uncomfortably warm. Several doors are open, but they all lead to various forms of recognized, patriotic service to the Nation. Some accept the alternatives gladly -- some with reluctance. The consequence is approximately the same.

"Selective Service processes do not compel people by edict as in foreign systems to enter pursuits having to do with essentiality and progress. They go because they know that by going they will be deferred.

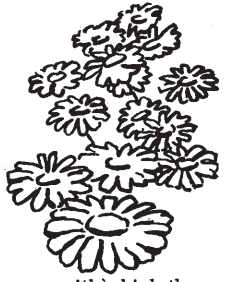
"Delivery of manpower for induction, the process of providing a few thousand men with transportation to a reception center, is not much of an administrative or financial challenge. It is in dealing with the other millions of registrants that the System is heavily occupied, developing more effective human beings in the national interest."

(The underlining is ours; all the rest is official Selective Service thinking.)

In the spirit of 1984, the Selective Service System today coerces the nation's youth in much the same manner that any totalitarian nation has or does. Tyranny may be hard to recognize when you live with it all the time; the Newspeak used by S. S. S. often clouds the issue -- but remember, if you drop out of college, or when you graduate, your right to live as a free human being is not in the "national interest."



# THE CURRICULUM COMMITTEE REPORT



EDITORS' NOTE: The Curriculum Committee Report contains recommendations. The Observer welcomes any comment from student, faculty or administrator and will print them in next week's issue.

## C. Particulars of Recommendation

### 1. The Entering freshman

According to the Dean's summary of the Berkeley study of the Bard freshman class of 1966, based upon a student questionnaire and a personality test, most freshmen entering Bard are on an intellectual-cultural-artistic path, in which humanitarian ideals play a major part, and vocational interests a minor one. They are young intellectuals in the making— independent, introspective, and critical in thought.

Their commitment to Bard is moderate rather than strong: two-fifths have some hesitation (based on varied grounds) about entering here. For 82% of them, the chance to pursue an individualized academic program is of major importance in their selection of Bard, while 71% of them think it important that Bard, reportedly, has a closely-knit college community with chances to know students and professors well. Summarizing, students seem to come to Bard expecting a highly personalized learning environment; they want a college in which they can engage in intellectual self-development, and they are open to new experimental academic experiences, and want a variety of curricular offerings.

As they enter here, they have conceptions concerning an ideal college. It should have a scholarly reputation but should also be experimental. It should emphasize independent study and group discussion classes, as well as a broad, general program of learning rather than training for specialized areas (77% want this broad program). But entering freshmen have only a fair degree of knowledge about many of the real facts about how Bard operates. The Dean speculates that a great tension results from the disparity between their conceptions of an ideal college and the realities of the freshman year.

Bard freshmen greatly prize those things generally associated with a liberal education: the acquisition of habits of critical thinking and the development of broad perspectives through familiarity with a wide range of subjects. Only 24% are seriously interested in mastering techniques leading to a specialized vocation.

The personality test shows that in general our entering freshmen are independent, non-authoritarian, very high on "impulse expression," and low on a sense of order. For them, esthetic values seem much more important than theoretical values. The analytical person, especially the one interested in the sciences, is not present here in large number. The minds of freshmen tend towards self-expression, rather than towards acquiring the structural aspects of intellectual organization.

The Berkeley study concludes with the observation that "a teaching orientation which respects the use of imagination, originality and inner sensitivities... is likely to provide the most effective medium for presenting additional challenges to the students, and also encouraging them to appreciate problems of theory and rational problem-solving."

The Berkeley study confirmed much that was already suspected; it attached names and percentages, identified emphases, and made recommendations. It was especially helpful to this committee on the issue of the "major" and the implied relationships between the curriculum, the students and faculty.

### 2. The Half-semester courses

Probably the most unusual of the proposals recommended in this report is that of half-semester courses for the first semester of the freshman year.

Most first-semester freshmen, under this proposal, would register for three half-semester courses and one full-semester course. The only requirement would be that each must take at least one half-semester course in each division during the semester. Those students with clearly defined intentions to major in a particular field could, with the permission of the division, and basing their choices on the program for a particular major, take two half-semester courses and two courses of conventional length.

The same half-semester course would be offered by the faculty in both halves of the semester, any given instructor repeating what he had given the first half of the semester. We recommend that these courses have no more than 15 students in each class. At the end of the seventh week, students would have a free week for the completion of papers writing of reports, and registration for the second series of half-semester courses.

#### Freshman Fall Semester Program

First of all, this program is intended to give students the widest possible acquaintance with various academic disciplines and individual faculty members

in the shortest time. Subject matter and individual faculty personality, charisma, if you will, function together to affect student choices, and this program should increase the evidence available to each student.

Second, this program is intended to ameliorate the sense of being "locked in" to a major, or a particular set of courses, the first semester. Not only can students choose from a variety of courses offered by each division to satisfy the distributional requirement of the program, but no choice commits them to more than seven weeks of a particular course. This, hopefully, will help students especially dependent upon having short-term goals to avoid panic. It will enable all students to start the second half of the semester with a clean slate. Further, the two half-semester electives in the normal program will allow students with particular interests to explore them more completely. A freshman could, for example, take as many as three of his six half-semester courses in one division.

Third, and perhaps most important, we recommend that such courses be presented by the individual instructor in a manner that will most engage the student in the central problems and practices of individual disciplines. Without wishing to prescribe either content or teaching method, indeed, hoping to encourage experiment and enterprise, we suggest the following principles:

A. Sharply limited areas examined in considerable detail; a single book, a single person, a single decade or year, a single idea might be the center of focus. This, of course, implies an avoidance of "survey" or "coverage" as usually understood. Such a course would probably not be the first half of a course now taught in one semester.

B. Emphasis on the practice, however rudimentary of techniques characteristic of the discipline for solving problems raised by the central focus of the course.

C. Maximum use of seminar practices to engage every student in frequent opportunities to test out his abilities in class, in short papers, in oral reports.

D. The possible organization of some courses in interdisciplinary "clusters" which would have a single focus, but different approaches. Such courses might arise out of a particular instructor's current research, out of a senior project, out of an interdisciplinary program, out of contemporary social problems. A few of the examples proposed by members of the committee are:

Urbanization: a case study,

Water: The molecular bond and the structure of water; freezing; vaporization; sublimation; water as a basis for life.

Ballad and Sonnet: A study of the relationships between form, content, and the social use of poetry.

Melancholia: Durer in the context of Renaissance science, art, literature and philosophy.

The committee recommends that these half-semester courses offer as much variety of subject matter as possible; that is, we do not believe that they should be multiple sections of a single subject.

A common goal of these half-semester courses can perhaps best be represented in the possible replies to the following question: To what extent do these courses lead the student to desire -- and prepare him for -- independent study?

### 3. The Four-Course lower college program

In recommending that the lower college student carry four courses, each carrying four credits, we are, in one sense returning to the practice of Bard in the early 1950's. At that time, however, all courses were still small seminars. Several factors enter into this recommendation. If seminars were conducted, all of them demanding an appropriate preparation by students, and sufficient opportunity for demonstrating this in class, there is little reason to think that freshmen and sophomores would be more capable of this than upper college students, who carry only four registrations. The fact is, of course, that students do not seem unduly oppressed by taking five courses.

There has also appeared in our discussion concern with the quality of lower college work by students, with their preparation, their attitudes, and their various inadequacies when they appear in the upper college. There are also the issues of student time, of the difficulty lower college (especially freshmen) students have in organizing their free time. Some teachers report a marked "remoteness" from subject matter and class interests among lower college students when meetings are only held once a week.

One simple solution would be to simply recommend extra hours in class, but this alone would be impossible with many faculty members already grossly overloaded. Our recommendation, there-

fore, is that the number of courses taken be reduced, but that the content and the number of contact hours for each course be increased. We especially recommend more than one meeting a week in lower college courses. For the students, meeting with four instructors three hours a week instead of with five instructors two hours a week, there would be an increase of two contact hours a week. For the instructors there would be 380 fewer registrations in the lower college (see "Implementation, below). Regardless of the form of implementation, it clearly means fewer course preparations and fewer students in each class. Either way, every instructor should be able to do a more thorough job, both in preparation and in teaching each student.

### 4. Delay in the choice of major

The trial major, as described in the catalogue, is

predicated upon the constant evaluation of intellectual progress and relationships among courses during a continuing dialogue between advisor and student. In the lower college this simply doesn't occur to any significant extent. Registration conferences are hasty and hurried affairs; meetings with advisors are few and usually concerned with immediate problems. Students ruminate, but rarely about the rationale behind taking Dante and Dostoevsky in the same semester.

Behind the idea of the trial major is the assumption of the main major, the moderation major, the project major, the "real" major. This brings actual, and perhaps unnecessary, anxiety, especially to the freshman. There is also the problem of the senior who, although having moderated and written a project, hasn't found a major in any real sense. As some departments have grown and found themselves in a position to offer a major, requirements have increased. The effect on a student considering changing his major is fear that he will be behind his peers.

No single solution to these various problems is possible. Our recommendations are:

a. That those areas in which the college actually offers a major be identified, and that the requirements, year by year, be specified in the catalogue.

b. That the student who chooses to take none of these majors be able to pursue a "liberal arts" curriculum in his first three semesters, cutting across divisions if necessary, in any manner that reasonably fulfills the objectives of "The Academic Program" as stated on page 9 of the last catalogue.

c. That no declaration of any major be mandatory before the semester of moderation.

d. That the catalogue clearly indicate the possibility of a student's having to remain more than four years at the college should he ultimately choose a major with requirements he cannot fulfill in the usual four-year time.

### 5. Independent Study

It hardly needs a committee to point out that independent study requires unusual ability, preparation and motivation. Nor need a committee point out that independence does not necessarily produce study. Our present remnants of institutionalized independent study -- the major conferences -- are too frequently examples of individual goading. Nothing is more pleasant and rewarding to a teacher than assisting students who are studying independently. No teacher long a Bard needs further recitation of the general principles and the actual facts of independent study.

This committee recommends that independent study should, as stated above, be available, for credit, to all students who can produce a plan for its pursuit and reasonable evidence of success. Such independent study would involve the faculty formally only when the plan is appraised and when its results are graded. It should be an option for all students, but most who undertake it will probably be in the upper college.

### 6. The Project and the Senior Year

Closely related to the issue of independent study in the minds of students and faculty at Bard is the project, described in the catalogue as "the climax of the student's educational program."

This committee recommends that the project be continued as a two-semester undertaking, but that it be begun in the first or second semester of the junior year, depending upon the recommendation of the moderation board. In making this recommendation, the committee is urging a shift in emphasis from the climactic nature of the project -- in which aspect it parallels a thesis -- to an emphasis on the project as a uniquely valuable way of using close individual supervision to teach the techniques necessary for producing a large single accomplishment. Further, we believe that the closer relation between moderation and the project will enhance the value of moderation and sharpen the difference between lower and upper college work. It should

also increase the seriousness with which the recommendations of the boards are taken.

Most important, the senior year will acquire new flexibility, allowing various programs and courses suitable for the individual abilities and prospects of students. Those students most clear in choice of major when entering as freshmen, the most ability, and with the desire to undertake independent study early, will be the students who complete their projects at the end of their third year. Such students might best spend a semester abroad at that point, or in intensive preparatory graduate school, or in independent study with one of the new experimental programs.

In all cases, the experience of writing the senior project should improve the student's insight into himself and his abilities, making the rest of his upper college work more meaningful and purposeful.

Most seniors could benefit from Senior Seminars, the primary concern of which would be the examination of completed projects by other students further development of project material in large contexts, the rewriting of projects, or the preparation of project material for publication. The benefits of such seminars might be similar subject matter similar philosophical approaches, or similar methods. Students might be required to appear before a group of students and faculty not in his seminar, and remote from the central field of the project, in order to explain his project in everyday English.

Students particularly interested in teaching might serve as assistants in half-semester courses in which the subject matter is related to the student's project.

Some seniors might embark upon group projects, either as direct developments each has written, or as a new enterprise.

Surely these and other ways of "using" the project would not only delay the day in which they only to collect dust, but would help the student gaining much wider perspectives on his own work. Last, but not least, these uses of completed projects would feed back into the intellectual life of the whole college.

### 7. Advising

The present advising system seems to be the least satisfactory in the lower college, most particularly in the first semester of the freshman year.

Our current ideals about advising are best represented in the upper college, where relatively individual confrontations, with relatively long conferences, are formally established as part of the student's and each instructor's academic obligation. At one time in the history of Bard, this system also part of the life of every lower college student. Thus, much of our present thinking about lower college advising has behind it an ideal which time and numbers make unrealistic to implement.

Most faculty advising is concerned with student academic work; and most of it is directly related to particular problems and issues in particular courses. The facts of advising appear to be that students seek advice from those they believe can give it; the assigned advisor, especially if the student does not have him as an instructor, is frequently not consulted at all.

The reasons a student might choose to consult a particular advisor are many, but the kind of matching of advisor and student that would be ideal is difficult to accomplish under our present system. This committee therefore recommends below a way of arranging advising that tries to have sufficient flexibility to meet both the formal requirement of having someone to sign a particular slip at the necessary time, and the more varied and fluctuating demands of advising that follow student initiative in seeking advice on academic problems.

#### First Semester Freshmen

As they take the half-semester courses, first semester freshmen will need assistance in solving particular problems related to their half-semester courses, and in relating the variety of disciplines they are encountering. We recommend that the instructor of every half-semester course be the advisor or every student in that course, using class time to point out relevant interdisciplinary relationships, and having an office hour (on a sign-up basis?) for individual consultation. A particular point of focus for the advisor's attention would be the criteria sheet, in which a general assessment of the student's promise for further college work would be made. Thus every first-semester freshman would have at least four "advisors" in each half of the semester. One of these would be designated the formal advisor. The criteria sheets from the half-semester courses would then serve to assist those advisors the student has in the second series of half-semester courses, and to assist the divisions in recommending students for dismissal at the end of the semester. Such relatively close scrutiny should also help students in choosing courses and majors.

# COMMITTEE REPORT

Second-Semester Freshmen and First-Semester Sophomores

The need for advising diminishes sharply after the traumas of the first semester in college have been overcome. Students will need assistance when they are deciding on a major; since they will very likely be taking at least one course in the area they might decide to major in, they should seek advice from the instructor of that course.

## Second-Semester Sophomores

The need for some special advising in the moderation semester is evident in most departments. Practices during this semester might remain much as they are now, with groups of, say, five moderating students assigned to individual instructors.

## First-Semester Juniors

The particular recommendations by the moderation board for a student's work in the semester between moderation and the project should determine the special advising needed in this semester. Individual or group conferences, as now exist, might suit the characteristic needs of some departments or divisions. It is recommended that departments and/or divisions make advising arrangements appropriate to their particular needs and the place of this semester in each particular curriculum.

## Students Writing Projects

While work on projects should be done with as much independence as the student is capable of, the needs of particular departments vary widely. It is recommended that modes of advising for projects be left to the discretion of the departments, and specified in the catalogue. We recommend that two projects per faculty member be considered part of the "normal" load.

## Seniors Who Have Completed Projects

The need for advising a student who has already written a project should be minimal, although graduate school and career counselling is obviously involved. The advisor might be either the project advisor or the instructor in the student's integrating senior seminar.

## Implications for Faculty Load

As stated elsewhere in this report, we believe that the faculty load for an academic year should consist of six courses, two projects, one Sophomore II group, and office hours (one for each course?) in which instructors will be available for consultation. The assigning of "formal" advisors should be arranged by the division or department in any way that seems equitable. Those students who have not chosen majors can be assigned on a college-wide basis. The "formal" advisor should, of course, have the student in a course.

## Implementation

As is evident from the figures presented below, it is entirely practical to implement the changes in the curriculum recommended above.

To summarize the pages of statistics:

With a faculty of 54 full-time equivalents it is possible to offer 40 sections of half-semester courses in the fall term for freshmen. No section would have more than 15 students.

The average size of all other classes in the college would be 18.6.

In the spring term, there would be no half-semester courses. Considering normal attrition, the average size of classes in the spring would be 13.8.

The average, or usual, faculty load for the entire year would be six courses, two projects, and one group of 5 moderating sophomores.

## Problems of Implementation

In all divisions, there will be problems of accommodation within and among various departments.

In the Division of Art, Music, Drama, and Dance, the problem arises of the suitability of offering studio courses in the half-semester program. There is also a problem of defining the nature of the project in the junior year because of the special importance of certain acquired skills in the performing arts.

In the Division of Languages and Literature there will be a particular problem of mediating between the "service" obligation to help solve student's writing problems, and the other, more general aims of the half-semester courses.

It is the hope of this committee that the various departments and divisions of the college can accept the broad outlines of this report, recommending such modifications as will strengthen both particular "major" programs and the curriculum of the whole college.



# LETTERS TO THE EDITOR

## The Senior Project

I regard the Senior Project as the very backbone of the Bard education. If the Report notes that there is a sense of "anti-climax" among Juniors after passing Moderation, then perhaps this is because the College has put too much emphasis on just getting through Moderation. Indeed, during the two lower college years, the student here is told of, and plans for, nothing else but passing Moderation. Thus making the Project something very, very distant. Instead, the Moderation should be treated as a kind of qualifying exam prior to starting research on the Senior Project.

While it is unfortunate that Projects are reviewed in the last few weeks of classes, are hustled into the library at the very time when further work in a larger context might be most fruitful, that is still not sufficient criticism to replace the junior seminars with a project and then leave a void in the senior year. While the Moderation is anti-climactic, that is because basically it is not very important -- it is either yes or no. The Project, on the other hand, represents the very culmination of four years for most Bard students. The Junior year provides an excellent opportunity to study a wide range of topics, before the rather ominous Senior Project is at hand. In effect, the Report seems to be replacing the Senior Project with the promise that if the student does a project in his Junior year, the results "could be fed back into the intellectual life of the college in as many ways as possible." To me, this sounds like a rather nebulous substitute. Not all projects, for that matter, even deserve to be fed back into anyone's intellectual life. The good projects, even if not given further recognition at Bard, remain with their authors as a double assurance that they can do scholarly research, and that they are specialists in their fields.

Eugene Kahn  
May 6, 1968

## EDUCATION CHANGES RECOMMENDED MAY 2

WASHINGTON (CPS)--The average college student today "is dangerously out of touch with reality" because American higher education curricula have become "obsolete both in methods and contents," anoted educator charges in a new report on the education of teachers in world affairs.

While the world has been changing rapidly and radically, "the American educational system has remained frozen into patterns of thought and content," says Dr. Harold Taylor, former president of Sarah Lawrence College. Dr. Taylor says educators should consider "the world as a campus" in their teaching and planning.

The 300-page report, "The World and the American Teacher," is based on a two-year study conducted for the American Association of Colleges for Teacher Education (AACTE). The Study was financed by the U. S. Office of Education.

The report says most new teachers are unprepared because teacher education has been ignored by the universities and "placed far down on the national educational agenda and has been scandalously neglected."

Concerning the report's major theme--the teacher and world affairs--Dr. Taylor says students frequently have limited views since they seldom have first hand knowledge of cultures other than their own. If they become teachers, he says, their parochial views are transferred back into school curriculum and reinforced there by ideas and values of the local community.

## AN INFORMER. . .

Informor: the word smells  
With the most horrible stench I know.  
Informor: the word swears  
And am I the one to be damned by it?

Informor? My conscience says to  
Say "NO!" and to stay all safe and right.  
Informor? My sense says to say  
"YES!" and to give what is due.

Informor! I hear the word screamed  
From a hundred mouths.  
Informor! I feel the word sneered  
In a thousand minds.

Informor. . .  
The word makes me sick!  
Informor. . .  
I loathe the sickness that it implies!

Informor: the word smells  
And I do not accept it.  
Informor: the word damns -- but only  
Those who live by it -- I will not.

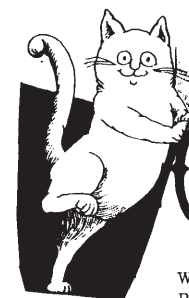
## CPS 132-4/NAKED COED FOR

PALO ALTO, Calif. (CPS) -- "Nobody on campus considers the student presidency seriously," says Mrs. Victoria Reich, "so why not have a naked girl to make some use of it."

Mrs. Reich is the naked girl -- 38-22-36-- and she's running for the student presidency of Stanford University.

"My biggest support is in the men's dormitories where I make personal appearances," says the blonde Palo Alto student whose campaign posters--which show her posing in the nude -- are rapidly becoming collector's items.

She is also well supported by patrons of San Francisco topless clubs who know her by her professional name, Vicki Drake.



# CLASSIFIED

Wanted: Female to share apartment in Red Hook, July 1 - Sept. 1. \$50 a month. Contact E. Orendorf, Box 517.

65 Triumph Herald, incredibly improved condition, good tires, new generator, muffler and water pump, radio, perfect interior, newly improved body, engine excellent condition, 45,000 miles. \$600. Call PL-8-5211.

Eleanor & Franklin D's Antiques and Gifts, 49 Oak St., Rhinebeck, N.Y. Open 7 days and evenings a week.

Eleanor's Goody Kitchen -- Homemade birthday cakes or any kind of cakes. All homemade bread and rolls. Pies on order. Call TR-6-3154, Rhinebeck.

Yes, folks, its true. There are student informers on campus. I don't know who they are, but keep it very cool in word and deed. Bob Edmonds

1966 Mustang Sprint, low mileage, many extras. A fantastic bargain at \$1385.



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## Editorial:

### Bard Observer

THE BARD OBSERVER, the official publication of the Bard Student Body, is published weekly during the Fall and Spring Semesters. Letters may be sent to Box 76, Campus Mail.

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Totty.

Letters from readers are welcome. All are subject to condensation. We assume no responsibility for statements made. Send to Box 76, Campus Mail.

### SAD FACULTY ROLE

The faculty role in most American colleges is a "sad" one. The Curriculum Committee Report fails to mention this issue.

The system of rewards in American education precludes any emphasis on teaching and educating the student in a broad sense of the word. Promotion and tenure depend on pleasing departmental chairmen and publishing, rather than sparking intellectual curiosity.

At Bard, maybe the situation is better than at other schools. Professors are not required to publish. However, most teachers only deal with specialized areas. They fail to relate their subject matter to other disciplines and the world situation, if they bother to relate it to the students at all.

The Administration may be responsible for the dilemma by setting up a system of reward which fails to consider the student needs.

### HANG LOOSE HPC

The Senate approved investigation of B&G by HPC began one week ago. Next Monday its first preliminary report will be filed.

Warning: HPC President Sherry Rut and associates.

Every imaginable obstacle stands in the way of a meaningful, accurate report of B&G activities. A student committee has never before tackled such a complex task. Students have no precedents to fall back on, no guidelines to give direction or to set boundaries. The brightest, most alert of your number, knows little or nothing about cost efficiency analysis or the inner workings of B&G. In fact, the very enormity of the undertaking almost precludes its completion this semester or even this year. Besides all this, a naive or unreasonably prejudiced point of view threatens to contaminate your findings and jeopardize your credibility with others in the community.

Nevertheless, the task is well worth effort. For too long, faculty and administration have denied the possibility and right of students to do more than readin' and writin' and arithmetic in the academic community. It's high time the students demonstrated that they can willingly, if not successfully, assume the role of administrator and make of it a learning experience unmatched anywhere else in the curriculum while at the same time instituting some much needed change.

### A NOTE

Last week's issue of The Observer released part one of the faculty Curriculum Report, which dealt with curriculum problems and summarized recommendations. The Observer applauded that part of the report as a positive step towards improving the college. We feel the problems are real. We welcomed any letters from faculty and students on the report and said we'd print them alongside the second installment. One student and no faculty member bothered to write The Observer.

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ONCE THERE WAS A GOOD KING WHOSE COUNTRY WAS VICTIMIZED BY A GIANT, WAR-LIKE NEIGHBOR.



THIS NEIGHBOR'S CONSTANT ASSAULTS IMPOVERISHED THE GOOD KING'S SMALL COUNTRY, AND TURNED HIS PEOPLE BITTER AND VENGEFUL.



BUT WHEN HIS PEOPLE CRIED OUT FOR RETRIBUTION, THE GOOD KING REPLIED: "WE MUST NOT IMITATE THE BLOOD LUST OF OUR NEIGHBOR LEST WE BECOME LIKE HIM."



"AND WHO AMONG US WOULD WISH TO BE SO EVIL?"

AND TO SET A MORAL EXAMPLE FOR HIS PEOPLE AND TO STRIKE AT THE CONSCIENCE OF HIS NEIGHBOR-



THE GOOD KING WENT UNARMED INTO ENEMY TERRITORY AND PROTESTED THE NEIGHBOR'S WAYS NON-VIOLENTLY.



"WE WILL NOT TOLERATE SUCH PROVOCATION!" ANNOUNCED THE NEIGHBOR, AND HAD THE GOOD KING PUT TO DEATH.



AND THEN OCCUPIED HIS COUNTRY TO FORESTALL FURTHER VIOLENCE.



MORAL: WHO'S MORAL?

# SENATE

Nine of the twenty candidates who signed up to run in the primary election for Student Senate, appeared tonight to express their views on campus issues. Bruce Lieberman, after presenting an apology for Peter Minichiello, who was not present, said that he had decided to run for Senate after looking at the list of students who had signed up.

Mr. Lieberman endorsed the Community Advisory Board and called for the Senate to act as a real "team". "Everybody likes a winner," he said and added that if Senate got "the ball rolling" they could have a strong united student body behind them.

Steve Levy said "I want to fight." He said that through working in the system, "a lot at Bard can be saved." He mentioned the academic deterioration at Bard which calls for the prime concern of the students. "Let's have a little more dedication and let's have a little more involvement."

Jeff Raphaelson opened his statement by reading an excerpt from the introduction to the Tewksbury Report that seemed to be speaking of today. No he said that the students should work to bring some similar program back into being at Bard. He said that Bard could be a community and that an active "student power structure could revitalize the Bard community spirit."

Mr. Raphaelson said "I believe in Bard. I believe that it can become what we thought it would be when we got here."

Jay Weil said that a meaningful dialogue must be established between the students, the faculty and the administration and mentioned the Community Advisory Board and suggested that there had to be some sort of veto available to give the students some sort of meaningful power.

He mentioned the Curriculum Report and called for student action since he felt that much of the faculty would not be too eager to put the programs into action. Mr. Weil threatened that if dialogue proved impossible that the only alternative would be a Columbia-like situation.

Randy Baier said that the Senate "has many things to deal with in the next semester such as implementation of the Student Life Committee Report and the Curriculum Committee Report." He emphasized the most important point as due process. He said that the students must have a voice putting the Curriculum Committee Report into action within the next year. He noted important points as being the extension of the choice of a major until the sophomore year and the half-semester courses in the freshman year.

Wayne Gordon said that he was ready to "enter the situation". He said that Bard "is an academic environment and that the students are community minded." He said that he felt that he would rather "broaden the system than improve it."

Gene Eliot addressed himself to the "romanticists with their idealistic ideas." He said that he hadn't enjoyed being on Senate but while he hadn't said a lot he "had been thinking." He said that he didn't believe in the Bard "community at this time but with a new Senate it might work."

Bob Melner said: "It is more important to get the college in with what the students are doing than to get the students in with what the college is doing." He suggested that the Senate do something about admissions at Bard and said that the students should have a definite role in deciding who was admitted. He suggested that students be working in the Admissions office interviewing.

Sarah van Leer, the only girl running for office this semester, spoke briefly about her desire to get into the decision making end of Senate after having been an outside person reporting the proceedings weekly for the Observer. She said: "Since I have been present at Senate meetings every week, I am aware of the problems and I think I can help."

After the last statement, the candidates answered questions from the Senators about the Curriculum Committee Report and other pertinent problems.

Mr. Edmonds presented each Senator with a copy of the Joint Statement of Rights and Freedoms of Students which the Community Advisory Board is in the process of endorsing. He told each Senator to read the report. It will form the main part of the discussion at next week's Senate meeting.

Then Chairman Edmonds read a statement on drugs, action on which was tabled until next week.

A referendum was authorized to change the constitution to make the chairman of HPC and HRC the same person.

After a lengthy discussion the Observer was granted \$400 so that it could continue publishing for the rest of the semester.

Mark Rosenberg made a motion that the Senate send the students at Columbia a telegram supporting their actions in the last week. The telegram reads: "The Bard College Student Senate is in strong sympathy with and wholeheartedly supports your recent efforts to attain our proper rights as students. 'Up against the wall, you...'"

Another telegram was sent to Springfield College after the Administration had liberalized the college's social regulations. "We believe that the students of Springfield College, who accepted a decision by their Administration which is an insult to the integrity and responsibility of students throughout the country, should take immediate and radical action to remedy the situation." The students were granted 4 hours of intervisitation privileges on one weekend evening at the discretion of the administration. Doors had to be wide open during this time.

A sign-up sheet will be posted for students interested in serving on the Dining Commons and New Dorm Building Committee. These students will work in connection with the Administration action on these projects.



A MAD HATTER'S TEA PARTY!!  
by Kathleen Ferretti

A mad tea party was given on Saturday evening at Blithewood Gardens. There was plenty of room, yet the party was a rather uncomfortable one.

It was chilly. The tea (which turned out not to be tea) was so horrible that it was undrinkable, and that was too bad because tea would have warmed everybody up.

Guests at the party included a dormouse -- Mary Lee Settle, a tall white hat which moved around the garden on different mad heads, a Campbell soup dress, a couple in black, and a lady with different colored stockings -- imagine all of that -- but it really wasn't much.

I think that the evening can be divided into two parts: the first party and the second party. The beginning, or the first party, resembled a bad cocktail party with people standing around staring

at each other (as usual). The Post War Baby Boom Band warmed up perhaps too hastily, not making themselves articulate in their art. Nothing unusual happened, and perhaps the Mad Hatter would have sung:

'Twinkle, twinkle, little bat!  
How I wonder what you're at?'

The second party, or the ending, did keep moving around the gardens -- maybe to keep warm, or maybe because everyone who was left decided to do something, or have another cup of tea. The sun floated in and out of the clouds, the band played better, people danced, and there was an awe-inspiring gymnastic show by the old flagpole. One by one the performers took off on marvelous feats of daring.

I left as the sun disappeared and, like Alice, I thought: "It's the stupidest tea-party I was ever at in all my life!"

## Engagement

by Anita McClellan



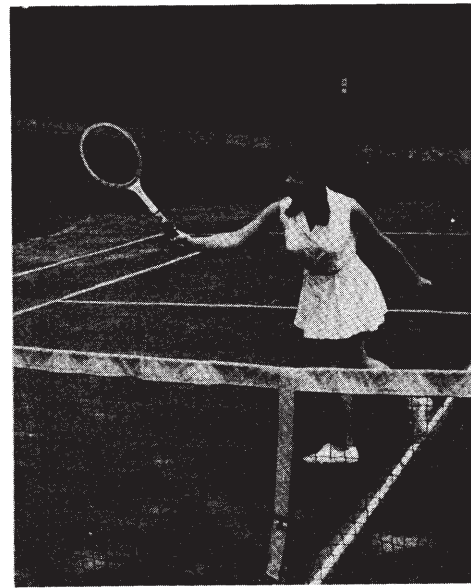
Mr. Harold W. Barry, of Larchmont, New York, and Mrs. Robert Berger, of Pleasantville, New York, announce the engagement of their daughter Collette to Mr. Robert Coles Edmonds, son of Mrs. Field Edmonds, of Northampton, Massachusetts, and the late Mr. Stuart C. Edmonds of Boston.

Both Miss Barry and Mr. Edmonds are presently attending Bard College in Annandale-on-Hudson, New York. The bride-to-be attended the Mamaroneck High School before coming to Bard. Mr.

Edmonds obtained his secondary school education at Rivera Country Day School in Weston, Massachusetts. In the fall he plans to attend the Marshall-Wythe School of Law at the College of William and Mary in Williamsburg, Virginia.

The young couple met at Bard in the Dean's Office in November of 1964. Mr. Edmonds has been active in local politics for the past four years: behind every successful man there is a woman.

The wedding will be held on the sixteenth of June in the Bard Chapel. On June 20th the honeymooners will fly to London. From there, they will proceed to Milano, Roma and points east.



TENNIS TEAM WINS SECOND

May 6. The Bard College Tennis Team won its second match of the year against Union College by 8-1.

The most interesting match of the day was Sherry Daniel's. Her scores were 8-6 and 6-0.

Charlie attributed her victory to her "physical stamina." However, spectators seemed to agree that she "psyched out" her opponent in the last game of the first set.

On Wednesday the tennis team plays Marist at Bard at two o'clock. Friday Oneonta State, away, and Saturday, Delphi, also away.





request from a small  
brown dog:

I have been getting sick lately because of eating ice cream and other bad things. I appreciate your love, but could you show in other ways? I am well fed by my owner every day. Even if I beg, please say no.

Thank you.


--Pushkin

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STICKERS

The Bard motor vehicle sticker (green and white for students, red and white for faculty staff) serves as visible evidence of proper registration. As such, it must remain unremoved, unobstructed on the right hand side of the rear bumper when the car is on the Bard campus. Infractions of this rule can result in heavy fines.

A student who wishes to conceal his college affiliation, in order, say to enjoy an uninterrupted ride down the Taconic, can temporarily cover his Bard sticker with masking tape or a bumper strip. Removal is not advisable as it will damage the sticker. When the car is returned to the campus, however, the registration sticker must be visible.

HPC President  
Sherry Rubin



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