

OBSERVER

Vol. 13 No. 9 April 29, 1970

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observer

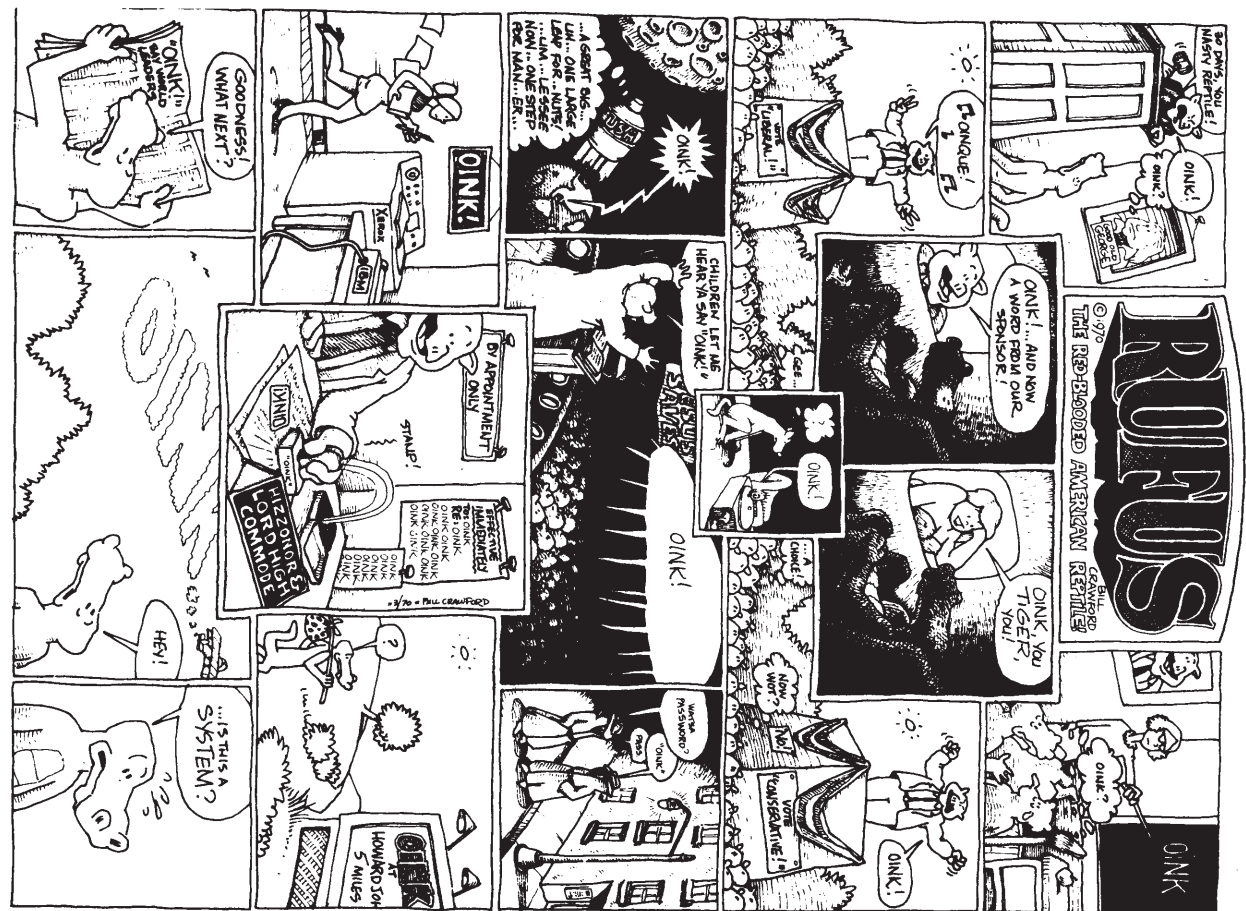
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vote yes May 13. . .
moderation boycott continues. . .

BARD COLLEGE
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| Bernard Greenwald | Eunice Lipton | Jon Rubin | Kate Wolff |
| William Griffith | Neil McKenzie | Joseph Seif | Elie Yarden |

These people will decide our fate.

On May 13 the faculty and administration members above will vote on the proposal of the Committee to Study and Review Present Policies on Faculty Evaluation, Appointment and Tenure. No one is quite sure how the vote will go. We urge you to talk with those

people you know on the above list between now and May 13. Make sure they understand the importance of the meeting and attend it. Let them know how you feel about the Committees report. Passing this proposal can mean a new life for Bard.

Committee report in: faculty vote May 13 will tell tale

The following are excerpts of the report of the Committee to Study Evaluation, Appointments and Tenure. The excerpted cover areas that are felt by many to represent the major changes that are recommended in the Report. The committee, now discharged from its work which it has been pursuing since the end of last semester, was formed in response to student demands. The demands involved a controversy over the firing of Carl Black, during which the students went out on strike to achieve reform of faculty processes as well as to gain the re-hiring of Mr. Black. This report, which can be read in its entirety by obtaining copies at the Library, or the Post Office, is the response to the first of the student demands. (Black is currently appealing the

decision regarding his re-hiring.)

TO: The Faculty of Bard College

FROM: The committee to study and review present policies on faculty evaluation, appointments, and tenure.

The attached documents are presented to the faculty of the College as motions to be acted upon at the next faculty meeting.

RESOLVED, That the attached documents, subject to the approval of the Board of Trustees, become the policy of Bard College relating to all matters of appointment, reappointment, evaluation, dismissal, tenure, and promotion and,

That the attached documents become

effective at the beginning of the academic year, July 1970, except

That any contract arrangements made prior to the effective date of the attached documents be adjusted in advance as hereinafter provided, and,

That these documents shall supercede all existing policy statements and agreements except as hereinafter specified.

I. Document entitled "Appointment of New Faculty

II. Document entitled "Criteria for Reappointment, Tenure and Promotion"

III. Document entitled "Faculty Evaluation"

Phasing-in period

A. Untenured teachers now under contract to the College shall be evaluated according to a timetable appropriate to such new contract arrangements as might be made under the provisions of IV, 2, below.

B. Tenured teachers who received tenure first effective for the academic year 1966 - 67 (who have completed four years of tenured service in June, 1970) shall be evaluated in the academic year 1970 - 71. Teachers who received tenure prior to July 1, 1966, shall be scheduled for evaluation, after a drawing by lot, in the year 1970 - 71 and the two subsequent years, except those teachers who are within five years of retirement for

observer

Phone (914) 758-3665
an alternative newsmedia project

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There are several truly striking things about the Evaluation, Appointment and Tenure Committee's report.

First, it is the first major document relating to power on all levels in which students are included on all levels.

Secondly, it wrests power from the clinched hands of the Senior Members Committee, a move which was long overdue. While this Committee's actual power may rise and fall, its potential for behind the scenes manipulation is always high.

Thirdly, it makes absolute provisions for some student evaluation of faculty members, even tenured ones. It makes no one indispensable. The faculty members at Bard who oppose this document will probably have myriad reasons. But basically they will have failed to read the writing on the educational wall.

As the article on page 5, from the AAUP newspaper indicates, the problems that will be dealt with on May 13 have not so much to do with Bard as they do with the whole nature of a progressive education.

FEIFFER

I SAY GIVE EIGHTEEN-YEAR-OLDS THE VOTE.



AND INTO THE VOTING BOOTHS.



GET THEIR PROTESTS OFF THE STREETS —



WHY SHOULDN'T THEY BE AS INEFFECTIVE AS THE REST OF US?



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letters

To the Editor:

Would the Observer please print the following open letter:

Mr. Bertelsmann:

You're pleading to know what's bothering us. Then maybe you can help me. You see, I'm in a dilemma: I don't know what to believe--what you say or what you do. Because now I've run into both and from here they seem contradictory.

You say nice things about rational and dispassionate discussion, about "Bard spirit," and about the value of student's contributions. Yet just four weeks ago what did you do when three Upper College majors (Bonnie Marcus, Bruce Warshavsky, and myself) requested (dispassionately) to be present at your "informal" Divisional meeting as silent observers (not even contributing)? We felt that the agenda was vitally important to students and bore directly on our long and hard work of the previous weeks for change in our Division -- work that had met only inertia, hostility, and plenty of words. What was your response, Mr. Bertelsmann? Please leave. Why? You said it was just an informal personal gathering and we wouldn't be interested. Interested, Mr. Bertelsmann? We're not interested when you restructure the power in our Division and discuss the relationships between departments. It was real hard for us to understand this. What happened to your "basic belief that students have the right to be heard and the ability to make valuable contributions?" Your "Bard spirit" seems a myth to re-enforce your control. It means evading direct complaints and dissatisfaction by diverting them into bureaucratic channels where they can be stalled, talked, and voted to death until students give up, have finals, graduate, or go away. One of your associates at that meeting wouldn't even let me say why we were there. He stopped out shouting that he was "ashamed" that students and history teachers were allowed into the room! Was that a dose of the "Bard spirit?" Another one of your colleagues told me afterwards that it was the "psychological presence" of students that disturbed the faculty. According to him the professors get uptight and cannot talk freely or honestly about our Division if the people they are paid to teach are seated in the same room!

Is that the "Bardian thing?" The reaction of the teachers at that meeting, led by you, to our concern and peaceful approach hardly promotes trust and cooperation in the future.

Mr. Bertelsmann, if you think you can dismiss or explain our discontent as an "unrealistic desire for instant gratification" or as a "fashionable belief" or as "frustration" over EPC and Student Senate or the "outside environment" playing perhaps "the major" role -- then you must share responsibility for confrontation tactics. The problem is right here, right now at Bard and if communication is breaking down it's because students have encountered words instead of response, found inflexibility dressed in rhetoric.

David G. Schardt

To the Editor of the Bard Observer:

I wish to correct what appears to be an error in the pseudonymous letter to the Editor on page four of the April 15 issue of the Observer.

It is there stated that the student body of the College has almost doubled in the past eight years, without one addition to educational, housing or recreational facilities.

The period cited is April 15, 1962 to date. In that time, student population has increased from 371 in 1962 to 651 this year, and the following educational, recreational and housing facilities have been added by construction, purchase or gift, or otherwise first become available for student use: Schuyler House, Sottery Hall, Manor House, Robbins House, Library levels four and five, Procter Art Center, the Bookstore, 28 newly built singles in Robbins House, the Language Laboratory, six tennis courts, and complete reconstruction of the Gymnasium interior.

Sincerely yours,

Reamer Kline

An open letter to the campus community:

There has been a state emergency in Berkeley for the last two days with no foreseeable end in sight. There have been more than 60 kidnappings

to page six

CAMPUS UNREST SPREADS

3

The American Campus -- (CPS) -- Campus unrest continues to spread through the nation.

University of Kansas -- Curfew violating students battled police for the second straight night April 21 during unrest over black students' grievances. An estimated \$2 million worth of damage was done to the University's student center by a firebombing and subsequent blaze April 20. A firetruck was struck with two bullets in one of several incidents involving gun play. Additional fires were reported in an off-campus housing area April 21. Tense campus race relations and racial disturbances at a high school in Lawrence, home of the University, were credited with triggering the unrest.

Penn State -- Militant students fire-bombed eight buildings and stoned the President's home April 20, forcing him to flee with his family. The unrest followed a rally by 900 students protesting the arrest of 31 students April 15 who sat in the administration building to protest University torpedo research for the government.

About 50 students have begun a second sit-in of the administration building at University Park in defiance of a court injunction. Their demands include open enrollment, the breaking of all ties with the military, including research, open enrollment, support for Black Panther Bobby Seale in his murder and conspiracy trials and an end to intimidation of students through the use of court injunctions. Amnesty for the 31 arrested April 15 is also a major issue.

Fires were set in five women's dormitories, a classroom building, office building and a cottage. The fires were put out quickly. Windows in ten other buildings were broken.

Pennsylvania State troopers were called onto the campus.

SUNY Stonybrook -- More than 20 students at the State University of New York at Stony Brook continue in the fourth day of a hunger strike in protest of Department of Defense Research on the campus. The demand to end all DOD research, first raised in a series of demonstrations April 13-17, arose from opposition to the DOD, its manipulations and its influence of higher education.

The protesters are encouraging sympathy actions on the Stony Brook Campus, and, out of the belief that

CASE LECTURE

This spring's James H. Case, Jr. Memorial Lecture, honoring the late Dr. Case, president of Bard in the fifties, will take the form of a 3-week series of lectures, a symposium dealing with architecture and urban and land planning.

Lectures on April 28 and 29 were given by Arthur Jones and Augustus Baxter. Mr. Jones, an architect who was Assistant Professor of Architecture at the University of New Mexico from 1966-69, spoke on "What Architects Have Been Thinking About." Mr. Baxter is a Planning Administrator, and is the Executive Director of the Architects' Workshop of the American Institute of Architects in Philadelphia.

The following week, on May 5 and 6, the lecturers will be Richard Reynolds, Urban Geographer and Land Planning Consultant, and a Lecturer in Landscape Architecture at universities in California, whose topic will be "Ecology, Architecture and the Landscape," and Denise Scott Brown, an architect, city planner, and a Design Critic at Yale University, who will speak on "South Street: The Architect in Community Planning." Miss Brown on "Learning from Las Vegas: New Directions from New Sources" on May 13, and the architect Robert Venturi, Professor of Architecture at Yale University, whose talk is titled "The Decorated Shed: Meaning and Symbolism in Architecture" on May 14.

The lectures will be held at 8:30 p.m. in Procter Art Center and will be followed by open discussion.

eliminating DOD research on one campus would not have the far-reaching results necessary to effect basic educational and social reform, they are asking for similarly-oriented actions on other campuses across the nation.

The strike is scheduled to continue until such time as either the DOD contracts are rescinded or until the University is shutdown.

Yale University -- The Student Senate has endorsed a campus strike called by a coalition of black groups from Yale and the New Haven, Conn. community over the murder trial of 14 Black Panthers (including Bobby Seale) believed widely to be a frame up. A meeting of 4,500 students and faculty members broke up April 21 without reaching a conclusive decision about supporting the strike.

University of Michigan -- Eight students have filed a \$2,000,000 suit against Sheriff Douglas Harvey, maintaining their constitutional rights were violated when their hair was cut very short while they were being held briefly in the county jail during a massive student strike this month on the Ann Arbor campus.

Hobart College -- College officials locked the ROTC offices and classrooms after 100 students sat-in. The students were from Hobart and its sister college for women William

Smith in Geneva, N.Y.

University of California at Davis -- Students at this traditionally conservative campus have begun a strike against ROTC.

Central Missouri State College -- The top three elected student leaders have been placed on probation for advocating the circulation of a petition to request the resignation of the college president, Warren C. Lovinger. The student government, in reaction to the probations, said, "Perhaps adults will have a better understanding

of why many young people are turning to violence if they will examine what is going on at Central Missouri State College...CMSC students have not resorted to violence or takeovers to achieve their goals and have discovered that 'going through channels' simply does not work." The government termed the administration "repressive" and "over-reacting against moderates."

SSR formed at meet

A group of students met Thursday, April 16, to form a group that would marshal support for the Tenure Document that has just been released. The group, calling itself the Students For Structural Reform (SSR), elected a Steering Committee of eight to coordinate the group's action in the coming weeks. Formed to support the results of the Tenure Committee's work since the strike of last fall, many of the members of the SSR were involved with that effort.

tenure document

from page 5

F. any other conduct that reflects unfavorably, and in a direct and substantial way, on the fitness of a faculty member in the performance of his professional functions.

Academic Freedom

All members of the faculty, whether tenured or not are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors.

Adequate cause for a dismissal related, directly and substantially, to the fitness of the faculty member in his professional capacity as a teacher. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.



DR. HIP POCRATES

Copyright, 1970 by Eugene Schoenfeld, M.D.

"Dear Dr. Schoenfeld: To be blunt, I'm scared. I was smoking some grass about 3 weeks ago and I started to feel dizzy. Next thing I remember is waking up on the floor and being told I'd been unconscious about 7 minutes.

This wouldn't bug me so much except that I can remember coming close to blacking out 4 times when I was younger: in pre-school, at the blackboard in a writing class in the third grade, at confirmation when I was about 11, and at a wedding when I was about 15.

All of these times I've fainted were when I was very uptight, like wanting to be somewhere else, so I've usually figured it's just some psychological trip -- like I shut myself off when I'm threatened.

Do you think seeing a head doctor would do any good? I can't afford a private doctor."

ANSWER: Recently I treated a student for bizarre symptoms after he'd smoked marijuana from a waterpipe with a group of friends. He had been noncommunicative for several hours before being brought to the hospital.

When I first saw him he was lying on the floor face down trying to crawl away from his friends. Then he crawled into a corner under a stretcher, obviously terrified. He couldn't be talked down (as most people can on bad trips) so I had the nurse give him a tranquilizer by injection. Within a few minutes, long before the effects of the tranquilizer could have taken effect, he was responding in a normal manner.

The student told me similar experiences had occurred before he had ever used marijuana. I referred him to a neurologist to determine whether any physical cause could be found for his behavior.

You should have a thorough physical examination soon. Perhaps you are eligible for private medical care through one of the welfare programs even if you are otherwise self-supporting. Call your county welfare department to learn whether you qualify as a "medical indigent."

"Dear Dr. Schoenfeld: Recently, our area has been bombarded with a spot radio commercial "presented in the public interest by the A.M.A." regarding marijuana, which

refers to it as a "noxious weed," implies that its use could lead to mental disorders and ends with the exhortation that "minds are for thinking, not fumigating."

What is your opinion of this sort of advertising on the part of the A.M.A.?"

ANSWER: Marijuana is neither a noxious weed nor a harmless flower. Most people find its effects beneficial or merely enjoyable when used in moderation. Others receive no effect from the drug, bum out or, in rare cases, become temporarily psychotic. The same description could be given to alcohol.

The A.M.A. marijuana message is considered by some to be an anti-drug induced distortion of reality.

"Dear Dr. Schoenfeld: The discussion of male and female urination postures in your recent column blew my mind. It must have been a put on!

Just in case it wasn't, however, let me say that there is no psychological reason why women can't urinate in a standing position. As a matter of

fact, this was the case in ancient Egypt, according to Herodotus. The necessity of these positions is all in the mind. I'm surprised Women's Liberation hasn't caught on to that one.

Some chicks (sic) I know are insulted by being repeatedly told they can't urinate standing up and are threatening to have a piss-in."

ANSWER: My secretary and several other female members of the Hip Pocrates research arm (or whatever) decided to test your hypothesis. The consensus was that barring practice and an absence of undergarments your friends had better bring a change of clothes should their demonstration come to pass.

Dear Dr. Hip Pocrates is a collection of letters and answers published by Grove Press. \$.95 paperbound.

Dr. Schoenfeld welcomes your letters. Write to him at 1611 San Pablo Ave., Berkeley, California 94702

tenure document meets

from pg. 1

age in the year 1970 - 71, who shall not be evaluated.

IV. Document entitled "Policy on Faculty Appointment, Reappointment, and Tenure"

Phasing-in period

A. All new teachers with contracts beginning their employment at the College July 1, 1970 or thereafter shall be hired under provisions of this document, unless contracts have already been written which cannot be altered.

B. All untenured faculty members now under contract to the College shall be given one, two or three year contracts, beginning July 1, 1970, after consultations between the President, the division, and the faculty member, fixing the year and semester of future evaluations in a manner following the guidelines and principles in the attached document as far as possible. This shall not prolong a tenure decision beyond a time now understood to exist, and these contract arrangements shall not allow for a probationary period longer than would exist in the documents now in force.

C. The provision in IV, A, 3, in the attached document, concerning the giving of twelve months notice before the expiration of an appointment after two or more years at Bard, shall not become effective until September, 1971, after which time such notice must be given.

V. Document entitled "Policy on Termination of Appointments"

VI. That the attached document entitled "Faculty Evaluation" shall expire at the end of the academic year 1974, and that notice of such expiration shall be attached to the document.

VII. That the following committee be formed:

Committee on Student Evaluations

A. Membership: Three faculty members and three students.

B. Duties

1. To gather materials from the "Project to improve college teaching," of the AAUP, and other sources.
2. To establish sound student evaluation procedures and a method of administering them which can be used once each semester in each class, and to explore and make recommendations for evaluations from graduating seniors and alumni.
3. To report not later than April 15, 1971.

The committee to study and review present policies on faculty evaluation, appointments, and tenure, submits these documents as its final recommendation; it considers its original purpose completed; it recommends that the President declare the committee discharged.

Members:

Students: Mark Zuckerman and Bruce Chilton (AMDD, one alternate), Katherine Stokley (SS), Alexander Bazelow (NS) and Ruth Danon (L and L)

Trustee: David Schwab

Administration: Carl M. Selinger

Faculty: Jacob Grosberg (AMDD), Fred Crane (SS), Peter Skiff (NS), and William Walter (L and L), Chairman.

Appointment of New Faculty

Committee on Vacancies

A. Membership

1. Three faculty members who have been at the College at least one

- year, elected from the whole faculty
2. Three students who have been at the College at least one year, elected from the student body at large.
3. The Dean, ex-officio

B. Duties

1. To consult with the faculty senate and to collect evidence relevant to the need for specific appointments, including consultation with departmental and divisional chairmen and interested students.
2. To initiate appointment procedures whenever an appointment is authorized.
3. To consult with the President as to the budget available and the rank at which a particular position will be filled, though it will often be possible to adjust salary and rank to the qualifications and experience of desirable candidates.
4. To appoint an appropriate sub-committee to search and interview for each appointment.

Sub-Committees on Vacancies

A. Membership

1. At least two members of the faculty with relevant professional qualifications appointed in consultation with the Division.
2. Two students who have declared majors in the field in which the prospective candidate is to teach.
3. At least one elected member of the Committee on Vacancies, if not already included in the above.

Members of the sub-Committees on Vacancies should consider the following avenues of recruiting:

- a. Communication with people already known to us answering our requirements.
- b. Inquiry by direct approach through colleagues in other institutions.
- c. Response to unsolicited letters of application bearing evidence of

exceptional education, professional, creative, intellectual, and teaching qualifications.

d. Candidates in placement register at the various professional societies, meetings, and whatever other placement agencies the committee deems appropriate.

Criteria for Reappointment, Tenure and Promotion

1. Teaching ability

This is the paramount criterion. Teaching is an art which eludes precise evaluation. Charisma, personality, style, the flair for nurturing loyalty to a discipline, humor, the force of character -- these are among the qualities which can contribute to teaching and which do not lend themselves to precise measurement. It may consist, in some instances, of imperviousness or abrasiveness in manner, of irony or obliquity in presentation. But whatever the constituents of outstanding teaching excellence, its presence is almost always recognized by a consensus of both faculty and students. When such a consensus exists, it should override other considerations.

Certain aspects of teaching ability of such a nature that some objective evidence can be gathered about them:

A. The teaching of courses

1. The ability to communicate knowledge.
2. Enterprise, energy, and interest in the field, and in teaching.
3. Development of new courses.
4. Complementing the teaching areas of colleagues, especially in small departments.
5. Willingness to discuss the content and method of one's courses with students.

B. Other forms of teaching

1. Effectiveness in advising at all levels.

MODERATION NOT JOB INTERVIEW

Note from the striking Government sophomores:

Apparently the ball is rolling swiftly and students throughout the college are refusing to moderate. To all those students involved in the moderation controversy we would like to suggest the following position, which is our own, as a point of reference.

A large part of that which is meaningful at Bard is found in the preparation and completion of the Senior Project. To use an over-worked cliché, the Senior Project contributes tremendously to Bard's "uniqueness." Most of the objective polemics surrounding moderation seem to start from the conclusion that moderation plays an irreplaceable role in relation to competent Senior Projects. We will start from this pre-occupation to build up our analysis of the faults discernable in the present moderation system.

Initially, we do not believe that moderation can be maintained as an integral part of a series of processes designed to protect the quality of the Senior Project. In other words, moderation is not responsible for whatever degree of "quality" exists in the upper college. It appears to us that the amount of productiveness, spontaneity, and creativity in the

upper college is due to the structure of the educational system at Bard, or due at least to that part of the structure which fosters debate, investigation, reinterpretation, and creativity. But there exists a "sub-system" which prevents the efficient functioning of the debating process. This sub-system initiates and enforces the division between students and professors (which here seems to be an unconscious phenomenon for the most part), and we see moderation as definitely part of the division. The current manifestations of this sub-system (moderation, faculty hiring procedures etc.) are all the progeny of role playing; student camp v. faculty camp. There is certainly no need for a function to be artificially elevated by an assumed role, and artificially and unconsciously furthered by a process such as moderation. It is virtually inconceivable to us that the situation in the upper college is enhanced by this type of unconscious role playing. That a Senior Project cannot be created which reflects the full potential of the author is in this instance logically obvious. In these circumstances a fully developed discourse is hampered.

In the Government department virtually all Senior Projects are

written, so the faculty is desirous of some mechanism which tests for writing aptitude. Hence the moderation paper comes into the foreground. The direct relationship between a ten page paper and a one hundred page paper is not clear, so it appears that it is not those things which the moderation paper directly reveal which are of primary importance. The paper, and of course, the moderation session itself, are designed to determine and gauge student proficiency in a specific discipline. But this proficiency should be clear before the session (through class work etc.) and a contradiction is apparent.

So the argument establishing the moderation as an integral part of the Project process falls by the wayside. But there are other reasons for the defense of moderation. It is claimed that moderation encourages a dialogue, that it presents an academic challenge, and that it prevents the promotion of deadweight into the Upper College.

Can a meaningful dialogue really exist in the moderation context, where one student is interviewed by three professors? Certainly it is a mistake, at Bard at least, to maintain that students and professors are inherently

antagonistic towards one another. But to expect a student to confront a board and present and defend his views without intimidation is illogical. The moderation is not a doctorate review, it is not a job interview, and it is not a graduate record examination. Why should the pressures and tensions of these latter sessions be similar to moderation? Are the Upper College and the Project really that big a step away from the Lower College? The ideal at Bard is to further dialogue and encourage spontaneous reciprocity in a faculty-student discussions. We feel that moderation prevents this ideal from becoming a reality.

Moderation could be seen as a second admissions procedure, set up to eliminate deadweight from the upper college. This is unnecessary. Only about 7% or 8% are failed in moderation. Assume a senior class size of about seventy. Without moderation only six or seven students would be in the upper college which otherwise would not have been. This is not a sufficient problem to warrant the establishment of moderation proceedings. We don't really believe that significant numbers drop out of school in lieu of moderation, and furthermore this clouds the issues as to where the blame for the high

crucial faculty vote may 13

2. Performance on moderation and senior project boards, and the preparation for them.
3. Maintenance of office hours and general accessibility to students.
4. Writing informative criteria sheets of value to students.

II. Professional Stature

- A. Productive scholarship and/or artistic productivity as judged by colleagues in the field.
- B. Knowledge of the field and growth in such knowledge.
- C. General Intellectual growth.
- D. Professional contacts outside the College.
- E. Activity in professional and community organizations.

III. Frequency of Evaluation

- A. The work of every faculty member shall be formally evaluated at least once every five years.
- B. Faculty members not on tenure shall be evaluated at least once during each contractual period, and in sufficient time for any notice of non-reappointment to be given not later than the dates specified in the Policy on Terms of Faculty Appointment, item 6.
- C. No decision on promotions shall be made on the basis of evaluations more than two years old.

Although the committees are charged with the responsibility of making recommendations for promotion as well as tenure, it should be borne in mind that each is a means to separate, though related, ends.

Tenure is a means to (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and

women of ability.

Tenure, usually given relatively early in a teacher's career, is given, from the institution's point of view, as earnest for promise.

Promotion and its concomitant, remuneration, is a means to the encouragement of distinguished achievement by offering incentive, recognition, and reward. Promotion, then, should not be considered an automatic consequence of time-serving.

Divisional Evaluation Committee

A Divisional Evaluation Committee shall be formed by each Division every fall semester before October 1. These committees shall serve for one academic year.

A. Membership

1. Voting members:

- a. Three faculty members (and one alternate) elected by the entire Division (in a single preferential ballot). One semester's prior employment at Bard is required for voting or candidacy. Teachers to be evaluated by the committee are not eligible for candidacy.
- b. Two upper college students (and one alternate), majors in the division, who have been full-time students at Bard for at least one semester prior to election. These students shall be elected by majors in the division who have been full-time students at Bard for at least one semester prior to the election. The student elections shall be conducted by EPC, using a single preferential ballot.

2. Non-voting member: A representative from the department of the teacher being evaluated if that department is not otherwise represented on the committee. This representative shall attend only those meetings concerned with the evaluation of teachers in his de-

partment. He shall be elected by the members of his department.

3. The committee shall elect its own chairman.

College Review Committee

A College Review Committee shall be formed every fall semester before October 15. This committee shall serve for one academic year.

A. Membership

1. Voting members:

- a. Three faculty members (and three alternates) elected at large by the assembled faculty (in a single preferential ballot). They shall be elected from a slate composed of faculty members elected to serve on the Divisional Evaluation Committees and such other faculty members as might be nominated from the floor. One semester's prior employment at Bard is required for voting or candidacy. Teachers to be evaluated by the committee are not eligible for candidacy.
- b. Three students (and three alternates) who have been full-time students at Bard for at least one year previous to election or who have been elected to a Divisional Evaluation Committee. They shall be elected from a slate composed of student members elected to the Divisional Evaluation Committees and other students nominated by ten-signature petitions. The elections shall be conducted by EPC in a single preferential ballot. All students may vote who have been full-time students at Bard for at least one prior semester.

2. Non-voting members:

- a. The Dean of the College
- b. The President of the College

B. Duties and Procedures

This committee shall have its first meeting, and elect its own chairman, no later than October 22.

1. To check thoroughness of divisional evaluations, see that all required procedures have been complied with, and that all documents have been assembled and forwarded.

2. To review all divisional recommendations, with special emphasis on issues relating to college-wide policy.

3. To deliberate and make recommendations to the President of the College regarding reappointment and reappointment with tenure.

Confidentiality

All statements made and documents used in these procedures shall be considered confidential.

Policy on Termination of Appointments

I. Grounds for Termination

Termination of an appointment with tenure, or of a special or probationary appointment before the end of a specified contractual term may be effected, by the College only for adequate cause. "Adequate cause" as used in this policy means

- A. demonstrable financial exigency; or
- B. bona fide discontinuance of a program of instruction; or
- C. prolonged inability to perform contractual obligation; or
- D. refusal to perform contractual

obligations; or
E. failure to perform contractual obligations in accordance with recognized professional standards; or
to page 3

trition rate really lies.

failures of slouchers in the upper college could not be delt with otherwise, then there would be some partial merit to the present moderation system. But cases do arise in the upper college where requirements are not met and responsibilities are generally ignored, and these students are eliminated from the specific department (or are forced to find another advisor). There is no need for a second admissions policy when professors can admittedly eliminate their advisee any student who they feel does not meet certain objective standards. If the present system were one away with, the task of finding a willing advisor would have to be shouldered by the student, and this could be a welcomed development.

should be evident by now that the controversy surrounding moderation part of a larger entity, with the student desire for self-determination assuming the vanguard position in that rger conflict. This is clearly our chief concern. We reject the assumed role of the faculty as judges issuing national decrees about our academic futures. To use a popular concept, this is not consonant with the Bard spirit. But so far the eminent role of dialogue has not been used,

FROM AAUP CHRONICLE . . .

more is demanded of us

The privileges of college and university faculty members -- including tenure -- are coming under attack from several quarters.

At a recent meeting of the National Catholic Educational Association, a number of speakers charged that entrenched faculty privilege was a chief cause of higher education's problems.

"Until we solve the problem of the faculty, we're not going to solve the problems of students, or of the university," said the Very Rev. Robert J. Henle, president of Georgetown University. "We must completely review the whole question of ranks, teaching loads, and tenure."

The source of many university problems, said Charles H. Malik, professor of philosophy at the American University of Beirut, "is not the students, but the faculty -- the kind of philosophy and attitude they have been disseminating."

Mr. Malik, former president of the United Nations General Assembly, suggested that the tenure system be revised. He said he recognized that important considerations of academic freedom led to the establishment of

the system of tenure, but he added, "To allow tenure to tyrannize a university . . . is an abuse."

Mr. Malik proposed that universities set up committees to review the status of all tenured faculty members periodically.

Father Henle urged colleges and universities to adopt changes in the way faculty members are rewarded. "We must truly reward educational activity," he said. "In theory, there is no conflict between teaching and research, but in practice there is."

A better system of hiring, evaluating, and rewarding faculty members "must be found," Father Henle said. Any such system, he continued, should be set up in line with the purposes of the institution.

"We've been pushed into a stereotype of who you hire and how you hire them," he said. "Institutions have prostituted ranks and teaching loads to attract faculty."

History shows that static forms that refused to change have produced revolutionary situations, Father Henle warned. "If we do nothing, we're going to have a university system that is more and more uniform, more and more stereotyped, and more and more ineffective."

Another speaker, Victor C. Ferkiss, professor of government at Georgetown University, said that much administrative and faculty resistance to change "is an attempt to preserve special privilege, and is based on narrowness, insecurity, and Philistinism.

"If we feel superior to our students, as in some ways we are, because of our greater learning and experience, then we should remember that more is demanded of us and our derelictions will be judged more harshly than theirs," he said.

The great power that faculty members have was discussed by David O'Brien, associate professor of history at College of the Holy Cross. He said: "The professor complains of the administration's power and sees himself beset by ignorant bureaucrats and an incurably anti-intellectual populace.

"His relations to his students partake of the benign image of Mr. Chips or the less absurd but more vicious image of the goddess of justice measuring the intellects of his charges against standards inherent in the discipline.

"Seldom, if ever, will such men admit that they possess enormous power in society or arbitrary power over their students."

FIGHTING THE GOOD FIGHT... OR HERE WE GO AGAIN...

CAT OF



TAILS

Over the past year I've written many times about the sheriff, and what I feel is his vindictive singling out of Bard. Obviously, by now, you are probably aware of what I think of the sheriff, personally, so I will not dwell on the fact, but what I've never said is exactly what the sheriff implies, and what meaning his actions actually have. In effect, the sheriff has turned Bard into a microcosm of the real world. Every year he and the school play their little petty version of the Chicago eight game, or the Panther 21 game, or what have you. What we face here, in Annandale-on-Hudson, is really exactly the same thing that the youth (an abhorrent term) are facing all over the U.S.

I wouldn't say that it was in any manner or form, a revolution. Rather, it has become a fight for existence, and by that I mean exactly what I've said before, it is either him, or us. But what we fail to realize is that we actually have the upper hand, and we have a series of defenses that we've never tried to use. It is simple. We all know that what the sheriff does is generally illegal. Witness his tremendous success at getting convictions. It is easy to arrest, not so easy to prove the case. This is a fact that should be turned against him, and can be done so easily. That is, we use the law, the same thing that the sheriff has been so successful at hiding behind for these past years.

RAMBLER

from page seven

The kids coming up in high school all smoke dope and once that happens they can no longer see the function of our present day military. Everyone in high school is against the war. I think marijuana is related because a pot smoker wants as few things hasseling his head as possible. He becomes passive and certainly could never cope with war, let alone the Army.

I know that if Nixon ever smoke a joint he would look at the Vietnam War and say, "What the hell am I letting this thing hassel my head for? What the hell am I doing to my American boys over there? And what the hell am I doing to the Asian people?"

Grass is a term will known even in the grade schools although its use is highly limited. While stuck in a traffic jam on the LongIsland Expressway I looked to my left and saw three school buses packed with grade school kids. I noticed a few looking down at me and I flashed them the peace sign.

We can turn it against him, and he will find, undoubtedly to his consternation, that it is he that is on trial rather than those unfortunates that were standing in the wrong place early on a Thursday morning.

The other thing that can be used against him is the press. Before, the sheriff has always used the press and the newsmedia to exploit the students. If anyone was ever guilty before being proven so, then it is the students arrested yearly at Bard. But look at the situation objectively, if the truth of what the sheriff has done was made public as quickly as the sheriff himself does, then we could turn all those morning headlines around. Last year there wasn't even a reporter from the Poughkeepsie Journal on campus. TV 10 did send that crew around, and students willingly played right into their hands. This year we should turn this right around. Imagine how it would take the wind out of his sails if he did not receive the favorable press that he has enjoyed in the past.

Obviously attacking the sheriff on our own ground will not work. It has been tried, and tried again. Now is the time to attack him on his own ground, because he, in reality, has no basis for his raids at Bard. Instead of bewailing the fact when it happens, this year we should demonstrate that we are willing to fight him with all the tools that he has used.

And don't kid yourself that he won't come, because he will, and it will be as bad as the other times. He seems to want to drive us into the ground, and won't stop until he has. But if we can assume any pride on our parts, if we are willing to stand up to him, then the tables can and will be turned. I don't see how we can consider ourselves progressive or revolutionary if we don't take this most basic step.

It is spring, and undoubtedly it will be difficult for us students to apply ourselves to any question of this sort, yet if it is not done, then we will all end up in jail, as usual.

Sometimes I feel like Cassandra. I find the whole situation very tiring, knowing the inevitability of something yet not being able to persuade anyone to do anything about the problem. This is a fact I am willing to live with, yet it is frustrating. It is fine, and commendable to try to change the school, and to boycott that which you think is unfair, but I find it difficult to believe that at the same time no one has any interest in attacking that thing which has a real chance to destroy all that has so carefully been fought for. Maybe you can change moderation, but if something is not done about the sheriff, it won't mean a damn thing.

—john katzenback

The response was astounding. In a split second everyone in the bus was hanging out the window displaying their peace signs to the shocked hippie in a Mustang. Me being the shocked hippie in a Mustang I decided to try the same experiment when I reached the other buses if traffic would permit. It did and the same electric response ensued. I got to the last bus where the kids had begun to chant "peace..."

chant "peace...peace...peace" along with showing me their tiny peace signs. Realizing that the teacher was having difficulty controlling the children I did my best to weave through the traffic and away.

How encouraged I was when I realized that there is no way the Youth Culture can be stopped when six, seven, and eight year olds relate and respond to what that culture stands for.

--- Michael Harvey



letters

from page two

(arrests) with ransoms (bail) set as high as \$28,000 and totaling an astronomical sum approaching one-half million dollars. Uncountable heads and bodies have been smashed, and the repression is just beginning. There is a tremendous need for financial help to defray the outrageous bail and legal defense costs. The meager funds available have been exhausted. Next week, evictions from the Berkeley Tenant's Union rent strike are beginning and more bread is needed for the defense of the evicted tenants and possible busts around our attempts to keep people from being evicted. Help us get our defense together! Send as much money as you possible can to the People's Office, 1925 Grove, Berkeley, California, 94704. Make all checks payable to the People's Park Legal Defense Fund. Free the brothers and sisters in Berkeley!

FREE ALL POLITICAL PRISONERS!

To the Editor:

We, the undersigned, are soldiers of the United States military Reserve forces.

We wear the same uniform as the American troops being killed and

maimed every day in Vietnam. We want those soldiers home--alive.

We demand total withdrawal of ALL our fellow American soldiers from Vietnam now. Not just ground forces, but ALL troops.

We demand total withdrawal now of all the American soldiers advising the armies of dictatorships throughout Latin America and Asia. We don't want Guatemala, Thailand, or Bolivia to become the Vietnams of the 1970s. One Vietnam is enough; too many people have been killed already to preserve America's overseas empire.

As men who have served in the armed forces, we have seen first hand the dangerously growing power of American militarism. As soldiers and as citizens we believe we have a special obligation to speak out against it.

L/Cpl. Stephen Pizzo, Marine Corps Reserve
AB Chuck Williams, Air Force Reserve
PFC Robert Domergue, Army Reserve

---and over 250 other National Guardsmen and Reservists from all branches of the U.S. armed forces. Any member of the Reserves or Guard wishing to add his name may write P.O. Box 4398, Berkeley, Calif. 94704

A PERSONAL VIEW:

off moderation

by Bruce Warshavsky

"We must help students to think. . . no two students are alike. Therefore, rules, curricula, methods must be adopted to students, not the student to them."

--- Dr. Bernard Iddings Bell
(President, Bard College)
1927

Last semester the Curriculum Committee began to study moderation and propose any needed changes in the system. The committee's report, released last month, suggested that the verdict of the moderation board be changed to a recommendation. In this way, the student would make the final decision as to his capabilities of doing Upper College work. Two weeks ago the faculty voted this proposal down. In response to the faculty vote, many sophomores announced that they would refuse to moderate, joining the government students in their challenge. I hope their number grows and I hope they are successful --- moderation should be abolished. It should be abolished because it is a compensation for several faults in the way this school is run.

As a second admissions policy, moderation has no place at a four-year college. It is the job of the Admissions Office to accept students it thinks capable of meeting Bard's academic standards. It is not the job of the Admissions Office to take as many tuition-paying freshmen it can squeeze in, leaving the work of academic selection to a moderation board two years later. (Of course, this is not Mr. Haberman's fault --- decisions are made elsewhere.) It is good that Bard takes the risk of admitting "under-achievers" (how many of us aren't), but when a school of 650 admits over 300 freshmen, surely it knows that 50 or 100 of them don't have a chance. And moderation should not be used to get rid of those whom the faculty calls "dead wood." The failure of these students should be noted in the classroom, not at a moderation hearing. If moderation is needed to judge a student's ability, that only points to a lack of attention paid the student in his Lower College years by the faculty. And this shouldn't happen, especially at Bard.

What are some of the other effects of moderation? It forces the student to specialize early, it forces him to take two or three required courses in his field before moderating, it often makes it difficult or impossible to change majors. These are some of the insidious problems of moderation which are not reflected in the 8% failure statistic.

Many good students leave Bard in the first two years, and many of their complaints are the results of the strictures moderation imposes: the departments are narrow and confining, creativity is rare, the quality of Lower College education is lacking. The appalling drop-out rate in the Lower College (often used as an excuse for over-admissions) might be related to the fact that so many of the advantages of Bard education are deferred until the student reaches the Upper College. It isn't until you're a junior that you get a conference, or an art studio, and most baffling: at once the faculty begins to respect your academic prowess. But the freshman and the sophomore must wait until after moderation to begin an education that is in the least bit exciting.

Then, of course, there is the absurd worry of remaining in good favor with the faculty at least until after moderation. It might be mentioned here that many sophomores who in private supported the Social Studies letter would not sign their names to it. At other times and places, professors in similar situations raised the issue of academic freedom.

Some will say that moderation is an important part of the Bard tradition. But the only tradition at Bard worth preserving is iconoclasm. If we cannot make needed changes at this college, then we have lost touch with that one tradition which used to distinguish Bard from other schools.

The restrictions moderation causes in the Lower College must be ended. The attention and criticism a student gets at moderation must not remain a biennial event. Moderation should be eliminated.

SOPHOMORES:
BOYCOTT MODERATION

RAMBLER

midnight

On campus busts are certainly not exclusive of Bard and if you look around you will notice a definite pattern of repression directed towards the youth culture. I recently read in "Newsday" that forth high school students from Valley Stream, Long Island were busted for sale and possession of hashish.

Ninety-five undercover agents worked for over three months to "get the goods" on these sixteen year olds. Big men! Grown men paid to bust some kids getting high. They probably celebrated the end result of their tedious labor at their local tavern.

Inspector Henderson, Pig Chief of the Narcotics Division in Nassau County, boasted of over 1,000 arrests already this year, as compared to only 500 arrests in all of 1969. This little piggie can now pass go and collect two hundred dollars.

* * * * *

Meanwhile, back at the ranch, I remember telling you a few weeks ago that Panther Judge Murtaugh was delinquent in reporting information given to him concerning payoffs within the New York City Police Department. Well, twenty years have passed since Murtaugh gave the gangsters a reprieve and now, twenty years later, the New York Times printed a story charging gross corruption in the Police Department. (We knew it all the time!)

Mayor Lindsay quickly responded by appointing a five man commission to study the problem. I can't see how an unbiased report can be produced by this commission since one of the men Lindsay appointed is the Chief of Police in the City of New York!

* * *

One unheard of solution to the number of deaths due to heroin overdoses and the growing number of drug addicts and alcoholics might be to simply legalize marijuana. No explanation is needed, I'm sure. Any politician who made the legalization of marijuana part of his platform would pick up thousands of new votes.

* * *

President Nixon is exposing both of his two faces in his latest bit of political maneuvering. On one face we see the man supporting the lowering of the voting age. This always confused me because I knew the youth vote would not go to Nixon. But on Nixon's other face we see the man informing Congress that he will veto a bill which would make it possible for eighteen year olds to vote in the 1972 elections, even though the bill has been gliding easily through Congress.

He also said that he wants to see the voting age lowered by a constitutional amendment instead of by a legislative action. However, the process of getting an amendment passed would probably take more time than that left before the 1972 election. It seems as though Nixon backs the youth vote as long as it won't affect him. But once it does affect him he plays all the constitutional games in order to defeat it. What real deference does it make how it becomes law as long as it becomes law.

I really hope that whenever the voting age is lowered, a fourth political party composed of young people with young ideas will be formed. If a battle can be

won at the polls then this is the only way it can be won. We should have a candidate who sincerely understands and believes in the Youth Culture. And we should support him and vote him in so that meaningful human reforms are finally accomplished.

* * *

While I'm on the subject of Youth Culture I'd like to pass some thoughts. I remember a few years back when at the Fillmore people were uptight about smoking grass in the theater but we all knew where our heads were at in relation to the human experience. Now everyone smokes in the theater and it is mobbed with kids all too anxious to acknowledge a raised fist.

It flipped me out to see how many people packed Madison Square Garden to see the Rolling Stones. As I looked around me I realized that there was not one person in the whole place who wouldn't be ecstatic if the Vietnam was ended tomorrow. EVERYONE was at least for peace. Wherever I go to see a concert whether it be in New York City, Port Chester, Post College, or Queens College, people are getting together, getting high, and nowhere is anyone against immediate peace.

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