

# OBSERVER

Vol. 14      No. 3      October 16, 1975

Back Page	Bring Us Your Kodak Snaps!
Page 1	Why Change
	The Constitution
	Bill Dickens
	Brooks Parsons
	Faith James
	Michael Lieberman
	Kate Thompson
	Why A Duck?
Page 2	The Great Tax Blockout
	Loop The Loop
	Environmental Action Foundation
Page 4	Jam Session
	Dead Leaves
	Theater Review
	Leaf People
	Tim Stolz
	Recordings
	Zappa
	Lee Kessler
Page 5	More Kiddie Libber
	Continued From Last Week
Page 7	Calendar
	Week of Oct. 16–22
Page 8	The Ones Who Got Away
	Tina McChesney
	Paul McGovern
Page 9	Tandy Sturgeon
	Susan Lloyd McGary
Page 10	Observations
	L. J.
	Plain Speakin'
	. . . Speeches And Parades
Page 11	Mother Hubbard's Cupboard
	Dinners
	Meat
	Meatless
	Access
	Phillip Morris Grant
	Glamour
	MOMA Lectures
Page 12	Library Wing Over Due
	Faith James
	Basketball 101 – Levine
	Bill Moss
	Sports
	Pagan Victory
	Mark S. Callahan
Page 13	P.R. vs. U.S.
Page 14	Continuation Of Previous Article
Page 15	It's The Amazing Newshow
	From: Jesus to the Communist World Inc.
	The Voice of the Martyrs
	Rev. Richard Wurmbrand

**observer**

volume 14 number 3 october 16 1975 TEN CENTS

**NEW  
CONSTITUTION  
PROPOSED**



## Un classified Ads

OPPORTUNITY, sparetime, earn up to \$100 weekly in your home adressing circulars! List of firms with offers sent for just \$2.00! Guaranteed! WG Smith Enterprises, Box 561 -JT, Sunnyvale, Calif. 94088.

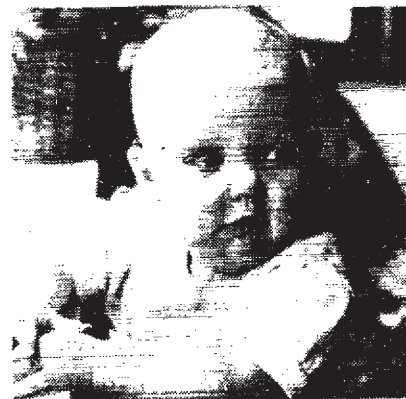
TRAVEL! . . . EARN MONEY! . . . Be a Campus Representative for New England's largest travel agency. Interested students, write GARBER TRAVEL 1406 Beacon St., Brookline, MA 02146 or call (617) 734-2100 collect to Peter Johnson.

# Bring Us Your



# Kodak Snaps!!

The Photography Department is preparing a snapshot show in November. Please look through your family's albums, your albums, anybody's albums and bring your snapshots to Doug Baz, McVickar 101 or Woods Studio. Old snapshots, anonymous snapshots, contemporary snapshots, decaled edges, cracked, faded, blurred — we want to see them all. The exhibit will be mounted in the dining room at Kline Commons — Deadline is Oct. 21.



BARD COLLEGE  
ANNANDALE-ON-HUDSON  
NEW YORK 12504  
RETURN REQUESTED

Non-Profit Organization  
U. S. POSTAGE  
PAID  
Annandale-on-Hudson, N. Y.  
Permit No. 1



# why change

The way the Student Senate is set up now, elected representatives meet weekly to make policy, hear issues, and legislate. Under this representative system, Senate opinions and rulings should reflect general student sentiments. An increasing number of students are questioning the effectiveness of this form of government.

The Student Senate has proven to be cumbersome, bureaucratic, and often isolated from the mainstream of student opinion and activity. The student community is too small and heterogeneous to need a representative democracy. A new senate is elected every year, so there is no continuity from one year to the next. Having little knowledge of precedent, the new senators start from scratch every fall.

In the student body there are no conflicting ideologies, hence candidates do not run on platforms. Personality replaces platform as the major decision criterion for the voting student. Too often all he or she has to vote on are snap judgements associated with the face on the I.D. card. This situation

has not only stopped many students from running, but it has also caused a large number of students to simply ignore all senate elections.

Most senators have strived to be equitable and just in dealing with issues of student concern, and it must be emphasized that their ability and dedication are not being questioned. But, the procedural format is such that it is laden down by painstaking debate and pseudo-issues. There are not enough substantive issues to justify a weekly meeting. Current senate meetings deal with many issues which need not concern the full Senate, and budget allocation procedure is a prime example. As it stands, convocation money is split in thirds and allocated through student allocations budget committee allocations, and Senate contingency fund. A club not satisfied with its allocations from students and budget committee must go to Senate where the validity of the request is reviewed (in effect repeating the work of the budget committee).

Even the finest candidates we could elect would find themselves in the same unpleasant situation of mediating and arbitrating between special interest groups (clubs, lobbies, etc.). This turns them into judges and policy makers instead of coordinators and heads of state.

The Senate, in order to maintain good relations with the administration, has never barred the Dean of Students from meetings, despite the fact that students are not invited to meetings of Faculty Senate, Executive Committee and Board of Trustees. It appears that the Senate maintains closer touch with the administration than with the students, as they often vote without gauging student opinion. This brings to mind an incident last year where the administration authorized Senate to vote on whether or not to temporarily release Saga Food from their contractual obligations. This contract covers things like type of menu, provisions for vegetarians, variety of beverages, and unlimited seconds. This voted on suspension allowed Saga to feed us box lunches, a constant disappointment, and barbecues which were poorly managed and inconvenient.

The tedious cumbersome procedures and the lack of continuity over time have helped to create the general apathy which prevails here now. This apathy has helped to isolate the Senate from its constituents. The problem is inherent in the system, not in any of the personalities involved. It's just not the right tool for the job.

## THE CONSTITUTION

The parts of this Constitution which are identical to the present Constitution are printed in medium type. Changes are in italics, and all explanatory notes and comments are in boldface type.

### ARTICLE I. Composition

The Bard College Student Association shall be composed of all students registered at Bard College.

### ARTICLE II. Rights and Freedoms

Each member of the Association shall, in general, enjoy all the rights and freedoms accorded to a citizen of the United States of America, and, specifically, he shall enjoy the rights and freedoms enumerated in the Association of American Colleges' Joint Statement on Rights and Freedoms of Students.

### ARTICLE III. Government

#### Section I. The Bard College Student Association

##### A. Composition

The entire membership of the Bard College Student Association shall itself be the supreme governing body of the Association.

##### B. Officers

1. *There will be four officers of the executive steering committee of the Bard College Student Association. These four officers shall be: a) secretary; The secretary will be responsible for minutes of all meetings of the Exec. Steering Comm. and the Student Forum. The Secretary will be responsible for publicizing all meetings and referendums of the Student Forum. The Secretary will receive all petitions and will be responsible for scheduling meetings of the student forum. The Secretary will sit as chairman of the elections committee. b) treasurer; Treasurer will be responsible for keeping an accurate account of the financial affairs of the Association. That person will be responsible for the disbursement of funds as directed by the Student Association. c) chairperson of the planning*

*committee; The chairperson of the planning committee shall be responsible for calling meetings of the planning committee, chairing those meetings and publicizing their results. d) chairperson of Student judiciary board; The chairperson of the SJB shall be responsible for calling meetings of the SJB, chairing those meetings, and publicizing their results.*

There is no President. No one person has to handle all the executive duties. Instead these duties are divided between four officers each with a specific area of authority. This splitting of responsibility has two main effects. First, by splitting up the work load, and assigning specific duties, the new constitution increases the amount of work that the executive officers can handle. Secondly, by lightening the work load the new constitution will make it easier for good students to find time to take positions in student government. (Time is a real problem for seniors with senior Projects.)

#### Section II. Tenure

A. *The secretary and treasurer shall be elected for one semester by the community forum at the election meeting of the forum of the preceding semester.*

B. *The chairpersons of the planning committee and the Student Judiciary Board shall be elected for a term of two semesters at the election meeting of the forum at the end of the spring term.*

#### C. Student Forum

1) *Meetings of the Bard College Student Association will be called the Student Forum. These meetings will be open to all members of the association, and shall be the only body responsible for student government policy formation. 2) The meetings shall be run by Robert's Rules of Order. 3) There will be two required meetings which will be called at the beginning of each semester. The first shall be called by the secretary of the student association, upon receipt of the planning committee's budget. This meeting will take place no sooner than five days and no later than eight days from receipt of the budget. The second required meeting shall be called by the secretary to elect all officers and chairpersons for the following semester. This meeting will take place no later than 14 days and no earlier than 21 days before the end of the semester. 4) Other meetings may be called by the secretary upon receipt of a*

## WHY A DUCK?

Q: If apathy has helped to render Senate ineffective wouldn't it cripple the new system as well?

A: Apathy is a problem in any form of government, but it probably would be less of one in the new system. It's a lot easier to be apathetic when you have a representative who has to go to the meetings and decide for you than when you must petition and attend forum to affect change yourself.

Q: Under the proposed system wouldn't we be flooded with Forum meetings and referendums?

A: One thing this system would probably reveal is the fact that these aren't that many real issues that come up each semester that necessitate student attention. A referendum will not be necessary to settle every issue that comes before the Forum. In the event of a busy Forum meeting in which several referendums have been authorized, they can all be put on the

same ballot anyway. Also, it must be remembered that at least two thirds of senate business is the tripartite budget allocation system, including the drawn out disbursement of the contingency fund. This responsibility would be the sole charge of the Planning Committee, and would not burden forum meetings.

Q: Why should we expect the Administration to listen to Forum any more than it does to Senate?

A: Senate is a group of nine representatives charged with representing the best interests of the student body. On the other hand, the Student Forum would consist of every member of the student body that cares enough to show up. Obviously a group of people who have agreed on a demand or opinion by consensus commands more respect than a group of representatives who are middlemen for the demands and opinions of the students.

continued on page 3



NEW YORK (LNS) — Next time you utter an involuntary groan at the sight of your utility bill, think about this. The nation's 150 largest privately owned utility companies charged their customers \$1.4 billion for federal income taxes last year, but actually paid only \$505 million. This resulted in an overcharge of \$936 million.

And that's not all. Fifty-two power companies, for instance Philadelphia Electric and Carolina Power & Light, paid no federal income taxes in 1974. Instead they received an estimated \$217 million in refunds of back taxes. These same utilities, however, charged their customers for \$269 million in federal taxes that year.

This chicanery is detailed in "Phantom Taxes in Your Electric Bill," a report published recently by the Environmental Action Foundation after a 12-month investigation of Federal Power Commission records. The Foundation serves as a national clearinghouse on electric utility issues and is in touch with more than 1,000 consumer and environmental groups opposing rate hikes and unnecessary construction of new power facilities.

How is it that the utilities got away with paying only 7.4% of their taxable income to the government last year when the statutory corporate income tax rate is 48%? Don't hold your breath waiting for the power executives to go to jail because it's all perfectly legal. The answer is loopholes.

Back in 1954 Congress passed a law permitting businesses (including utilities) to use "accelerated depreciation" in calculating what they owed in taxes. This bookkeeping trick allows a business to overstate its expenses, thus understating its profits and tax obligations.

Eight years later, Congress further increased depreciation rates and established a tax credit allowing utilities to deduct 3% of all new investments from what they owed in taxes. This amounted to an offer by the government to pay for 3% of the cost of any new construction.

The tax credit was repealed in 1969, but reinstated at 4% in 1971. This year, thanks to President Ford's efforts, the tax credit for utilities was increased to 10% and no sooner was that accomplished than the administration began to push for 12%.

*Under the new tax law it is unlikely*

*that the power industry will pay any Federal income taxes in the future, writes Richard Morgan, author of "Phantom Taxes in Your Electric Bill."*

*Moreover this enlarged loophole will probably result in the Federal government's refunding of most of the more than \$2 billion in income taxes paid by utilities since 1972.*

How? One subtle feature of the tax credit does the trick. It's called the "carry-back/carryforward" provision, and it says that if the utility cannot use its full tax credit in the year that the investment was made, the unused portion may be applied to taxes paid during the three previous years. Or, it may be saved and applied to future taxes in any of the next seven years. By carrying back the credit, the company can receive an immediate cash refund from the IRS.

And the Ford administration isn't through with us yet. Currently proposed leg-

islation would also exempt utility stock dividends from being taxed if they are reinvested.

*A further increase in the tax credit [to 12%] is probably meaningless at this point, says Morgan. The utilities already have more credits than they can use. But the exemption for utility stock dividends could become a large new subsidy, especially for the banks and insurance companies which are the largest utility stockholders.*

In addition to detailed descriptions of how these loopholes work, "Phantom Taxes" lists the 150 largest utilities, the amount they collected on taxes, and the amount they actually paid. The report also suggests ways to force your local utility commission to cut off the loopholes from their end.

For a copy of the report and a list of the other Environmental Action Foundation resources, send \$1 to the foundation at 724 Dupont Circle Building, Washington, D.C. 20036.

# THE GREAT TAX BLACKOUT

## Loop The Loop

Exactly how do the utilities' goldmine of loopholes work? The following is a brief description of one of the most important — "accelerated depreciation."

In producing electricity, a power company spends money on many different things, including fuel, salaries, advertising, and so on. Another expense is *depreciation*, which can be explained like this:

When a utility builds a new power plant it can't charge its customers for the full cost of the plant when it is built, but rather it charges them gradually over the life of the plant.

For instance, if a \$300 million plant is expected to last 30 years, the utility will charge its customers \$10 million each year for depreciation over the life of the plant. This process of charging the same amount each year is called *straight line depreciating*.

Since the amount of depreciation claimed by a business substantially affects the amount of taxes it owes, the method by which it is calculated is very important. Until 1954 businesses were required to use the straight line method for tax purposes.

But in that year the Internal Revenue Code allowed businesses to *accelerate the rate of depreciation*. This meant that companies could write off larger percentages of their asset to depreciation in the early years of its lifetime and smaller portions in its later

years. This would reduce a power company's taxes in early years and theoretically increase them in later years.

But many utilities have convinced their regulatory commission to let them keep two sets of books — one for the commission and the other for the IRS. The commissions allowed these utilities to charge their customers for taxes calculated by the old straight line method while paying fewer taxes according to accelerated depreciations. This type of bookkeeping is called *normalized accounting*.

Utilities argue that all of the taxes they charge to their customers will eventually be paid but the facts don't bear them out. Year after year they have charged their customers for more taxes and the situation is getting worse.

The reason why this is happening is that the power industry is growing rapidly in size. A growing power company invests in new plants which cost many times the original cost of the 30-year old plants it is retiring. Accordingly, the tax savings on its new plants are always much greater than the deferred taxes it must pay on its old plants. And the same will be true in 30 years from now.

With accelerated depreciation, the power companies are always ahead of the game — at the expense of the consumer and taxpayer.

(Thanks to the Environmental Action Foundation for this information.)





continued from page 1

*petition calling for consideration of a specific issue signed by no less than fifteen per cent of the members of the student association. The secretary shall schedule such a meeting to take place within 8 days of receipt of such a petition. 5) The student forum has the power to consider all matters brought before it by petition. The student forum may debate an issue, and the student forum may, by a majority vote, authorize the executive steering committee to present their consensus to the entire student association in the form of a referendum.*

The basic unit of student policy formation is the student forum which is a meeting open to all members of the student body. These meetings are basically a forum for debate. Meetings are called to consider specific issues. The issues and meetings will be publicized by the secretary beforehand.

Students gather and discuss the issue at the forum meeting. If the consensus of the meeting (the existence of consensus being judged by majority vote) is to take some kind of action or pass a resolution. The question is then put before the student body in the form of a referendum organized by the executive steering committee.

These changes will have two major effects.

1. Real democracy: The actions of our current student government often run against student preference. This is no surprise when you consider that there is no reason for Senate to follow the will of the students. Nobody runs on issues because there are no issues to run on. When an issue does come up, it is usually not foreseen and usually decided before there is another election. Students are elected to senate on a basis of their popularity and once on Senate are free to do as they please. Most Senators don't run for reelection, and even when they do, few people know how they voted. At best, we are randomly choosing a few students to make our decisions for us. At worst, the demands of Senate, in terms of time and willingness to put up with hours of useless discussion (anyone who has ever been to a Senate meeting knows what we mean), eliminate many people who could be good Senators. The new system allows everyone to participate as much as they want and leaves the final decision on issues up to the whole student body. At worst, there are special interests dominating meetings, but they would be checked by the required referendum. At best, there would be participatory democracy serving the best interests of all students.

2. Student power: Student power in simple terms is the ability of students to get what they want. Individual students don't have power. If the faculty and administration want to do something, there is nothing the individual student can do to stop them. However, students as a whole have power. But, for a student government to exercise power, it must have the student body firmly behind it. The type of student government proposed here would have that support by definition. If there is no support for an issue, then there would be no issue. But, if there were support for the issue, the support for action would be there too. The same can not be said for Senate. This is not to say that it would be impossible for Senate to muster this type of support, but it would certainly be more difficult for Senate than for Student Forum.

*6) Non-members are excluded from meetings of the Student Forum. Non-members may be allowed to attend a specific meeting of the Forum by a majority vote of that meeting.*

### Section III. Executive Steering Committee

#### A. Duties and functions

*1) Members of the ESC (Executive Steering Committee), excluding the secretary, will on a rotating basis chair meetings of the Forum. 2) Members of the ESC hold primary responsibility for seeing to the execution of*

*the actions called for by the Student Association and Student Forum. 3) Members of the ESC shall act as the sole representatives of the student Association. 4) ESC will be responsible for preparing referendums originating with the Student Forum for approval by the Student Association.*

The Executive Steering Committee are the people who make sure that things get done. They are not a policy forming body, they are a body that executes policy which originates with the students and is approved by the students. When an issue is approved by the Forum and passed by referendum, the Executive Steering Committee talks to the people the action is directed at (SAGA, the administration, Faculty Senate, B & G, etc.) and then reports back to the student body through the campus paper or newsletter. If students don't like the results that they get they can meet again and try a different tack.

#### B. Meetings of the Executive Steering Committee

*1) Meetings shall be called by the Secretary of the Forum whenever necessary.*

## more of the



## CONSTITUTION

### Section IV. Committees of the Student Forum

*There shall be eight standing committees of the Student Forum.*

#### A. Educational Policies Committee

The Educational Policies Committee shall advise Student Forum on matters of educational and academic policy. It shall serve as the liaison between students and faculty on academic problems and curriculum changes. EPC shall be composed of two elected representatives from each of the four academic divisions elected at large and a Chairperson elected by Student Forum.

#### B. Faculty Evaluation Committee

The Faculty Evaluation Committee shall serve as the Student Forum's instrument for conducting Faculty course evaluation. FEC shall be composed of two (2) elected representatives from each of the four academic divisions elected at large plus a Chairperson elected by Student Forum.

#### C. Planning Committee

*1) Composition — The planning Committee will consist of five (5) members elected for two semester terms at the Student Forum elections meeting, two (2) to be elected at the end of the fall semester, and three (3) to be elected at the end of the spring semester. In addition to these five members, the Treasurer and Chairperson will be voting members. 2) Purpose — The purpose of the Planning Committee is to plan for the optimum use of student funds and the development of student resources. The Committee will be responsible for developing long-range projections of income, needs and alternatives, and for the gauging of interest in the various student activities. Through close cooperation with student groups requiring Association funding, the Planning Committee shall be responsible for the development of long-range plans to realize the greatest potential in student resources in light of existing alternatives and student interest. 3) Budget — With the first two weeks of each semester the Planning Committee shall submit to the Secretary of the Student Association and copy of its proposed budget for the semester. This budget shall have been drawn up by the Planning Committee in cooperation with the heads of the various student activities.*

The Planning Committee replaces the Senate Budget Committee. But Planning Committee is more than just a new name for the Budget Committee. Unlike the old Budget Committee, which meets for only one or two weeks at the beginning of each semester to dole out student convocation funds with no sense of continuity, the Planning Committee is the central part of an ongoing process of development of student activities. The two major duties of the planning committee are the development of long-range plans which take into account all the factors that should be considered in the allocation of student funds. Planning such as this is a necessity if we are to get the most out of our limited funds. The second major duty of the Planning Committee is the evaluation of student activity budget requests. Whereas, the Budget Committee, as it now stands, does all this in one week at the beginning of each semester, the Planning Committee would do this as part of an ongoing process during which it could regularly meet with all the directors of student activities, over the course of each semester, to discuss the scheduling of events and plans for future programs. This will give the planning Committee a perspective on allocations which the Budget Committee just doesn't have. The Planning Committee will also have continuity in that the terms of its members are overlapping and that its chairperson serves two semesters.

#### D. Radio Club

*Radio Club shall be responsible for developing and administering the Bard College radio station.*

#### E. Media Co-op

*Media Co-op shall advise the Planning Committee on all budgets of journals and other media organizations. It consists of the editor-in-chief of each journal or head of other media concern and three (3) technical advisors to be selected at the elections meeting of the Forum.*

#### F. Elections Committee

Elections Committee shall supervise all elections of the Association. It shall be composed of all interested members of the Association. *The secretary of the Student Association sits as chairperson of the Elections Committee.*

#### G. Orientation Committee

Orientation Committee shall plan and supervise the successful execution of the College Orientation Program. It shall be composed of all interested members of the Association

continued on page 14



## Jam Session



If all the jams and jellies consumed in the United States in the past year were used only in sandwiches, the annual per capita consumption would amount to 46 jelly sandwiches. Four year old Brian Wetherald stacks up his per capita consumption of the more than 602 million pounds of jams and jellies sold in the last 12 months. The J. M. Smucker Company, manufacturer of preserves and jellies since 1897, reports that grape jam and jelly is the leading flavor by far, accounting for 48.4 per cent of the total with strawberry preserves and orange marmalade running second and third.



# RECORDINGS

Zappa

New Zappa, a phrase with contradictory connotations. The name Zappa connotes intricate music, extraordinary versatility and precision, menaingful strangness, satiric wit — (the list is endless) — in a word, genius. The word new, when placed in front of the name Zappa, connotes sad mediocrity.

The flashes on this album consist of Zappa's guitar. If the single best guitarist in rock had to be named, it would be Zappa. This album, however, is in need of more than an occasional hot lick. Many of the songs employ changes in tempo and style, but the overall result is one of frenzy. An exception to this is "Sofa No. 1", an instrumental. This tune exhibits the fine controlled progression that we know is well within Zappas capability.

"Po-jama People" is a nice song. In addition to having good guitar, it has lyrics that actually mean something, in contrast with most of the other songs. For example, in "Sofa No. 2":

*I am the author of all tucks and damask piping*

*I am The Chrome Dinette*

*I am The Chrome Dinette*

*I am eggs of all persuasions*

If this, and all the rest of the obligatory wierdness on this album, means anything, Zappa dosen't care to let his listeners in on it.

Zappas' earlier bands, especially his earliest, contained musicians who couldn't always pull their weight. The present band contains musicians who are simply detrimental. Napoleon Murphy Brock (flute, tenor sax) has an obnoxious voice which stains several songs. His stage presence is simply ludicrous. Tom Fowler (bass) is a joke which could be told at a ladies sewing circle in Hackensack. George Duke (keyboards, synthesiser) and Ruth Underwood (vibes, percussion) have played with Zappa in better days. They are excellent musicians, but are not given free rein on this album, with the exception of an outstanding vibes solo by Underwood in "Inca Roads."

Zappas' past few albums have all been similar in their superficiality. He's heavy business and has become strictly commercial. This is one of those albums where the graphics on the jacket are more interesting than the music on the vinyl. *The present-day composer refuses to die!* — Edgar Varese.

Lee Kessler

## DEAD LEAVES

Audience involvement is a necessity to all types of theater. Without the leading of our attention through a play's action, feeling and emotion, we are left with nothing more than an un-dramatic presentation. This fact is so basic that we don't even consider it until it's missing from a play. Unfortunately *The Leaf People*, The New York Shakespeare Festivals' new play by Dennis J. Reardon, doesn't lead us anywhere, but deliberately chases the audiences' attention away. We were left yawning and in desperate need of a reason for staying awake, instead of being drawn to the Amazon Rain Forest faced with an intriguing theme of "civilized" intervention on an Indian culture.

It's interesting that a play filled with so much action, color, and fantastic technical achievements should only get a slight stir and a yawn. The author has chosen to use three different languages, as he explains in the program notes, to tell his story: English, Leafish, and Music. It is in these various methods of communication that the play loses it's feeling and emotion.

For two hours we listen to two interpreters hung in plastic bubbles below the proscenium arch, giving us an English translation of the Indian's language. While the Indians dramatically communicate in Leafish on stage, we are given a monotoned translation through the auditorium's P.A. system. More than distracting, it's un-dramatic. We have no idea of the real tone that an Indian character may be using. We never understand the emotional affect which these people are going through when faced with three White-men, and a foreign culture.

The affect that these three Americans have on the Leaf people is but a small intervention of the English language, and several artifacts of our industrialized age. There is no exchange of spiritual or mental ideals and concepts. In fact, it is impossible, since the

## THEATER LEAF PEOPLE REVIEW

three Americans are held captive for the most part of the show. It is from this small and insignificatn intervention that the author bases the down-fall of this tribe. In no way can we understand why this has such an effect. These three men have absolutly no bearing on the tribal revolution between the Indian leaders, which takes place in the second act. It is in this revolution that the real decline of the Leaf People takes place, and the affect of the white-men is only apparent afterwards, when the society is highly accessible.

In the last two minutes of the play, through a clever pantomime, we find the real emotional affect of the tribe faced with the intervention of a highly industrialized civilization. In these two minutes it is shown that a highway is being built through the middle of the tribe's territory. Most of the Leaf People are killed off in the intervention, with only a

few remaining, forced into employment by this foreign culture and left to remorse in liquor. I can't help but feel that this small pantomime held more dramatic meaning than the entire show. It was only in this conclusion that we understand the author's thesis. What was more interesting than this, was that the author, in the conclusion, used no language, and communicated only with movement. It seems to me that his first two hours of using three different languages was futile.

The production was superb though, under the direction of Tom O'Horgan. The director held the show together by using a variety of dance and pantomime movements.

Tom Aldredge gave a marvellous performance as Shaughnessy, the compassionate anthropologist, who had been studying the Leaf people's customs for twenty years. Other good performances were given by Ted LePlat, who played the son of Shaughnessy, and Lane Smith who gave a humorous portrayal of an American "River Rat."

Raymond J. Barry, who played Gitaicho, the leader of the Leaf People, gave a strong but unemotional performance. Leon Morenzie, the speaker for Gitaicho and later leader, was over-bearing. His mother, played by Susan Batson, gave the most effective and emotional performance.

John Conklin's settings were fantastic and added a great deal to the color of the production. The lighting, directed by John McLain, was quite affective and innovative.

Overall, the show was interesting, because it held all the qualities in production, but seemed to be wasted on a dull and insipid script. I'm sure the author felt that his inventive techniques would add a new excitement, a new flair to this production, but after the first fifteen minutes, this became nothing more than trite.

Tim Stolz



## POLITICAL INDOCTRINATION

The educational reformers were concerned with the *content* as well as the form of schooling that the common people received. The curriculum that they developed reinforced the ideology that was already being promoted by the structure of the schools.

This type of indoctrination developed with the rest of the educational system. An American economist, writing prior to the spread of mass education, said in 1828:

*Education universally extended throughout the community will tend to disabuse the working class . . . (of the notion) . . . that manual labor is at present very inadequately rewarded, owing to combination of the rich against the poor; that mere mental labor is comparatively worthless . . . The mistaken and ignorant people who entertain these fallacies as truths will learn, when they have the opportunity of learning, that the institution of political society originated in the protection of property.*

"Americanization" of immigrants was a major task of the schools. Loren S. Minckley, Superintendent of Schools in Frontenac, Kansas (a mining town with 90% immigrants), organized the school system around citizen training. He hoped to create a type of education that is going to save America and American institutions, and make it the ruling nation of the earth. Minckley explained his ideas in his 1917 book *Americanization Through Education: How is the foreigner to be trained for citizenship? . . . How are they to live in it [America] when it is strikes and contention most of the time, and they are out of employment one-third of the time and the other two-thirds receive a wage barely sufficient to keep the wolf from the door? . . . Many of them never attend church, so it is not there that they learn patriotism. Where then are these foreign people to learn to love this great land of ours? . . .*

*Shall we say the teachers must make good patriotic citizens, citizens who will swear allegiance to the United States and especially against the land where their father and mother lived and died?*

The answer was a resounding yes.

In some places there were direct relationships between working-class struggles and the nature of the curriculum. In Lawrence, Massachusetts, the scene of the internationally famous "Bread and Roses" strike by women textile workers in 1912, the textile owners were worried about a possible working-class revolution. They implemented a new school program, called the *Lawrence Plan for Education in Citizenship*, to warn 6- to 13-year-olds of such dangers threatening democracy (and their profits) as *the menace of Bolshevism in Lawrence*.

Upton Sinclair writes in *The Goslings* of many instances where radical or even liberal teachers were fired by school boards for supposedly being Bolsheviks. Many times it was just because they were involved in union activities.

### Distortion of History

Unfortunately there were many other, less obvious, forms of indoctrination. The whole method of thought and approach to history subtly trained people to accept the present and misunderstand the past.

Students were taught that ideas alone, and not the conflict of different social classes, were the main force of history. For example, schools taught that the Protestant Reformation was caused more by conflicting ideas about holy communion than by the rise of the capitalist class; that the Civil War was fought more because of Abraham Lincoln's high moral standards than because of the economic interests of the northern capitalists; that Andrew Carnegie got rich more because he was bright and hard-working than because he exploited so many people.

All historical events were portrayed as the result of "universal ideas" that marched down from the skies into human affairs and mysteriously moved famous men to speech-



making and vast nations into war.

History was presented not as the history of ordinary people, but rather as the history of individuals: presidents and senators, Rockefellers and Mellons. According to textbooks, it was not working people who built the factories, farms and railways, it was a few rich, powerful men. In a people's history play called *The People are a River*, the Alive and Trucking Theater depicts schooling at that time in Minnesota:

Teacher: Good morning children.

Children: Good morning, Miss Hesson.

Teacher: Is everyone ready to start today's lesson? Now for the quiz.

Who discovered America? You.

Wendy: Christopher Columbus.

Teacher: Very good. Now, who is the father of our country? You.

John: My very own father.

Teacher: No, No, NO!! You.

Wendy: George Washington.

Teacher: Very good. Now, who built the railroad? You.

Wendy: My uncle worked on the railroad for fifteen years.

Teacher: No, No, NO!! Now repeat after me. James Jerome Hill built the railroad.

Children: James Jerome Hill built the railroad.

Teacher: Father Hennepin brought religion to the Indians.

Children: Father Hennepin brought religion to the Indians.

Teacher: And General Sibley saved us from the Sioux.

Teacher: Very good. Class dismissed.

This approach to history didn't come about by accident. A main conflict in our society has been between the mass of people who produce all the wealth, and the few people who because they own the factories and railroads rake in money without producing anything. If everyone understood that it was the working people who built this coun-

# MORE



# KIDDIE LIBBER

Con't from last week

try, they might get the idea that it is the working people who should run it.

Educators found that a good way to keep that from happening, and to indoctrinate immigrants, was to promote hero-worship. Heroes of the ruling classes were emphasized: James Madison wrote the Constitution, Andrew Carnegie built the steel mills, Samuel Gompers created the American labor movement; and John D. Rockefeller built the oil industry. Their exploits were glorified, while the struggles of the working class and common people were distorted or left out.

Instead of showing how ideas were the product of social classes fighting each other for economic and political power, this way of looking at history made people feel powerless. It portrayed human progress as the result of *great leaders* convincing the rest of society to behave in a way that promoted the unfolding of an *abstract and unchanging* human nature, rather than the struggles of common people for a better life.

### 1930s TO 1960s

From the depression until the mid-1950s, little educational reform took place. The biggest change was that schooling kept expanding — in 1940 73% of high-school-aged youth were in school; by 1960 it was 90%.

Control of the schools became more centralized. The 130,000 school districts of 1930 were consolidated, by 1960, into 20,000 much larger districts.

The working class struggles of the 1930s — the Unemployed Councils, the formation and expansion of the CIO, the fights against housing evictions — seem to have had little effect on the schools. Some radicals were elected to school boards, and Communist Party members achieved leadership in the New York local of the American Federation of Teachers, but the schools at this time played a role secondary to the larger struggles taking place in the streets and factories.

After World War II, 12 million soldiers returned, and Southern blacks and Appalachian whites began moving to the cities. Unemployment threatened to soar, and the schools looked like mass detention homes.

McCarthyism dominated the '50s. Anything progressive was attacked as Communist, and the New York city schools were purged of radicals. Anti-communism filled the history and civics texts

### Post-war Period

U.S. corporations were concerned about communism abroad as well as at home. With the capitalist world in shambles after World War II and China going socialist, the U.S. corporations, with economic interests throughout the world, worried that a people's revolution would close off more markets and raw materials to them.

Certain steps were taken to prevent that. U.S. foreign aid, especially the Marshall Plan, was used to bolster friendly regimes. When monetary aid proved insufficient, the CIA or Marines were sent in, as with Lebanon in 1958, Cuba in 1961, the Dominican Republic in 1965, and numerous other places.

Within the U.S., the corporations shaped the curriculum to meet their changing technological needs. When the Russians launched Sputnik, the first artificial satellite in space, business used it to stir up support for rapidly expanding science education.

The late '50s brought another social movement, small at first, but later to drastically affect the school system. The civil rights movement, which started in the South, was to challenge the inequalities and racism in all parts of society, but particularly in the schools, as we will discuss later.

### WHO CONTROLS THE SCHOOLS?

Up to this point we have seen how schools have been expanded and *reformed*, to meet the needs of the capitalist economic system and its political apparatus. I have implied that the school system is controlled by educational reformers and their corporate

continued on next page



## Kid Lib

continued from page 5

backers. In fact, uncovering who controls the schools and how they do so is not an easy task.

Unlike we have been led to believe, the masses of common people do not run the schools in our *democratic* society. Nor is it a small group of mean capitalists who meet on Wall Street every third Tuesday to plan out school curriculum and policy.

My research has convinced me, however, that the schools *are* run in the interests of the capitalist system and the ruling class. This done through *direct* ruling class control of foundations and certain parts of *school government*, and through *indirect* control via the pervasiveness of capitalist ideology in our society. Ordinary people influence the schools only when they are highly organized, as in militant teachers unions.

### Direct Control

Historically the state governments have been the most important means by which the rich control the schools. State legislatures passed the compulsory attendance laws, granted authority for taxation, created local and state school boards, and forced towns of certain sizes to maintain high schools. Yet these legislatures had few working people on them and were heavily influenced by pro-business lobbying. To seriously run for state office takes thousands of dollars, and except in cases of strong people's movements, only the rich, and those with support from the rich, are able to run.

One example of the power that business interests wielded was described by Upton Sinclair in *The Goslings*. Representatives of the National Association of Manufacturers (NAM) came to Wisconsin in 1921 and asked the State Superintendent of Schools, Charles Cary, to institute industrial education in the schools. Cary refused — such a program would have destroyed the union apprenticeship programs, and thus weakened the unions. NAM threatened to put him out, but Cary still didn't move. NAM then lobbied in the state legislature and got a separate vocational-educational system set up in Wisconsin. NAM kept its promise to Cary — in the next election it ran an agent from the Ginn textbook company against him. Wisconsin manufacturers backed NAM's candidate, and Cary was defeated.

After the legislature, the next level of control of in the school system is the local school board — a body with much local-autonomy. Like the state legislatures, local school boards are controlled by the richer members of the community. One way they got this control was by reducing the size of school boards. In the 19th century, many boards had large numbers of members, each one representing a small section of the city. Working class and minority voters were able to elect people from their neighborhood who would represent them. As boards became smaller, each member represented a larger area (and in some cases members were elected at-large), and it was harder for people to be fairly represented. Boston, one of the first industrial cities in the U.S., had a school board with 97 members in 1850, 24 members in 1876, and 5 members in 1908.

The citizens who pushed for these reforms and who benefited from them were the social and power elite of the large cities. One study of the occupations of St. Louis school board members before and after the centralization reforms of 1897 (which cut the 21-member board elected by wards to a 12-member board elected at-large) showed that the percentage of professionals on the board jumped from 4.8% to 58.3% and representatives of big business from 9.5% to 25%. Small businesspeople dropped from 47.6% to 16.7%, and wage-earning employees dropped from 28.6% to none.

In communities of even moderate size, a person must be well known and have quite a bit of money and extra time to win a school board election — plus be wealthy enough to afford to fill such a non-paying

position. Minorities, women, workers, and poor people thus face discrimination.

Several studies have documented this bias. Scott Nearing, in 1916, surveyed 104 major cities and found that three-fourths of all school board members were business or professional people, yet people from those professions represented less than 15% of the population. Another survey, taken in 1926 by George Counts, substantiated Nearing's finding.

More recently, a study of all school board members in the country by the Massachusetts Teachers' Association found that only 20% were women, and only 4% black and 2% Chicano. They had an average income of \$22,686, and generally ranged in age from 40 to 50. In 1968 the National School Board Association found that of school board members in the 30 largest cities, 62% were either businesspeople (32%), attorneys (20%) or physicians and dentists (10%).

Under the authority of the school boards come the individual school administrators and bureaucracies. At times it seems as if these school bureaucracies control things more than the actual board does, but they don't. For one thing, the ideas and methods of these lower-level bureaucrats have been shaped by colleges, publications, and past historical practice, all of which have been greatly influenced by the wealthy. Furthermore, even though the bureaucrats have leeway on many issues, they generally operate within specified limits, which they cannot overstep without being corrected by the board.

Directly or indirectly, then, the rich have control over all levels of school administration.

### Other Big-Money Influences

Corporations have their fingers in school affairs in other ways. They control the production and distribution of all kinds of educational materials — films, textbooks, even *My Weekly Reader*. Naturally they don't publish materials which convey ideologies or interpretations of history that are counter to their own interests.

In the field of higher education, foundations have played a major role in determining what is taught. In 1902 John D. Rockefeller established a private multi-million dollar foundation, the General Education Board, and three years later Andrew Carnegie set up his own Carnegie Foundation for the Advancement of Teaching. These foundations didn't tell professors and schools what to do, but by offering badly needed money only to schools with acceptable programs, they exercised great influence. Between 1902 and 1938 the Rockefeller and Carnegie foundations provided two-thirds of the total endowment received by all higher education institutions, and one-fifth of their operating expenses.

Indirectly, these foundations also influenced secondary education, because colleges had to have strict entrance requirements to get grants, and that meant changes in high school curricula.

Today most innovations in education are started by universities with foundation and corporate grants. For example, corporations first introduced the concept of programmed learning. They paid certain school districts to experiment with it, and once it was proven successful the federal government aided schools that used the program. In this way, many schools voluntarily adopted such programs in order to get money.

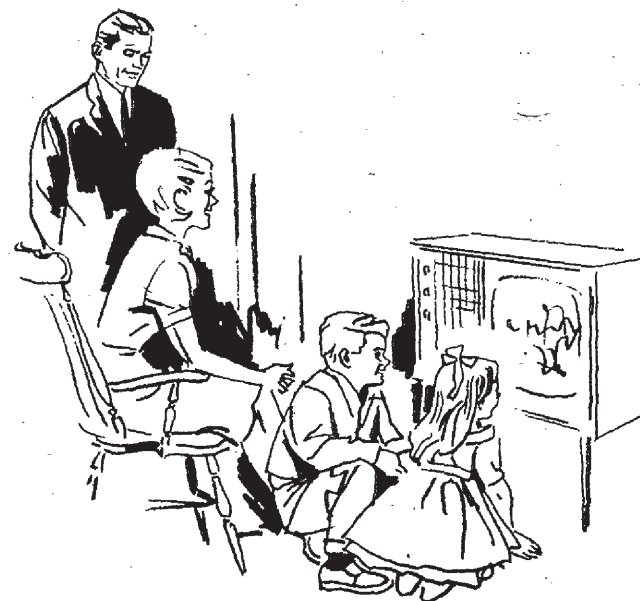
### Control of Ideology

Corporate control of legislatures, school boards, foundations and learning materials is fairly clear. The subtle intrusion of capitalist ideology into our lives is harder to detect, but every bit as important.

Through the schools, the church, electronic media, newspapers, and just the way power and production are organized, we all learn to look at the world from a capitalist perspective. It shapes our morals, our thoughts, even our feelings. We are taught to be realistic and our thoughts on possible alternatives to this social system are buried in a

mire of *practical* and short-term solutions.

Thus to control educational institutions, the ruling capitalist class doesn't always have to be directly represented on the school boards and legislatures. It doesn't have to wage big campaigns against textbook authors who want to write from a socialist perspective. The people working for the industries, and those who are elected, generally agree with the capitalist system, and only differ on how to patch up its obvious weaknesses.



### Family Influence

All these controls are the primary means by which the rich control the school system. But there is one additional, more subtle method of control.

Educational historian Sam Bowles has described a *class sub-culture* which indirectly plays an important part in perpetuating the class nature of the school system, and of the whole society. While people's ideas are shaped primarily by corporate-dominated schools, mass media, and other institutions, their ideas are also affected by where they work, how people relate to each other at work, and their family and class backgrounds. The attitudes and personality traits that each person learns at work are expressed at home, and are transmitted to her/his children.

Thus the professional person or small shopowner, who has a lot of control over her/his work, is likely to be a less authoritarian parent than a secretary or factory worker who is continually ordered around by a boss. Accordingly, their children will learn to behave differently. The differences will also be reflected in what parents expect their children's schools to be like, and how they use the little influence they have in school board elections.

Furthermore, professional and managerial parents expect their kids to *achieve* in school. Reading is stressed, and magazines and newspapers lay all over the living room. The self-images and self-expectations of the children are similar to those of their parents.

Children from poor and working class families, on the other hand, develop lower occupational and educational expectations for themselves.

These differing self-images are reinforced by the differences in the schools, and the way teachers and administrators relate to the different students.

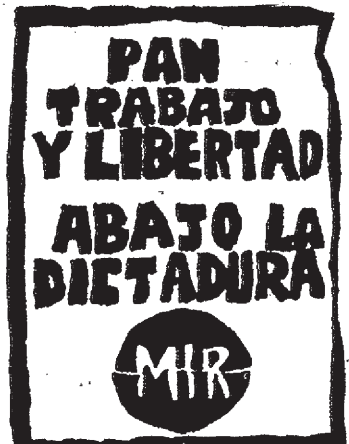
So, our look at control of schooling has shown us that the capitalist class has dominated this institution, and maintains both direct and indirect control over the schools. Moreover, other factors like *class sub-culture* and the very nature of the school itself tend to reinforce the class nature of the schools.

to be continued next week

1:00-6:00	Dr. Stephen Lifrak available every week by appointment only. First appointment should be made through Dean Sugatt.	Asp. 207	Thursday	<div>CALENDAR</div> <div>WEEK OF OCT. 16-22</div>
3:00	Varsity Soccer Bard vs. Dominican			
7:00-	Towbin Poetry Room open for listening from its library.	Preston 127		
"Blithewood Breakout" please help move 2,500 books from Blithewood to the library. Sign up in Dean's office. a fabulous fete for all those who helped.			Friday	
12:30	CRES	Committee Rm.		
9:30	Bus trip to Rhinebeck leave 2:00 return 4:00 Disco	from Gym  Gym	Saturday	
11:30	Holy Eucharist	Chapel	Sunday	
6:30	Dance Club student taught elementary dance class	Dance Studio	Monday	
7:00	Towbin Poetry Room open for listening from its library	Preston 127		
8:00	Social Dance Class taught by Walter Holland	Blithewood Study		
8:45	Swimming at Holy Cross	Gym		
3:30	Math Department tea	Hegeman 105	Tuesday	
7:00	Student-run drawing class	Procter		
7:00	Women's Alliance refreshments served	South Hall Social		
9:00	Poetry reading Armand Schwerner	Preston 127		
8:00	Folk and ethnic dances	Gym		
3:00	Varsity Soccer Bard vs. Columbia Green College		Wednesday	
3:30	Cross Country Bard vs. Columbia Green College			
3:00	Social Dance Class taught by Walter Holland	Blithewood Study		
6:30	Student Senate Meeting	Albee Social		
7:30	Art Faculty Members will display their work	Procter		
	Midterm Moderation Papers due			



because the color of blood  
is not forgotten;  
we swear before history  
that the executioners  
will pay for their crimes





## Tina McChesney



I spent the last year in New Mexico and Arizona as a member of Livingston College's (a college of Rutgers University) Southwest Project. The project, as a group effort, deteriorated; I consider all the work I did as *independent study in the field*, so to speak. As an anthro major at Bard, I felt I needed field experience before attempting my Senior Project. At the time I decided to leave I had just successfully moderated, having presented for Moderation a paper concerning Navajo women. With this background and familiarity with the literature and a personal interest in weaving, I decided to join the Southwest Project in order to study Navajo women through their weaving.

My field experience, such as it was, was very limited; I was living in Santa Fe, N.M. making trips to the Navajo Reservation in Arizona, and studying what I could about the weaving in Santa Fe itself. I had to completely rework my original ideas for a project. But the experience was incredible. I learned a great deal about anthropology as a field of study, about field work situations, the problems of trying to relate to people of an alien culture, and even more about my personal capabilities and shortcomings. My work was made more difficult, not only as a result of the circumstances under which I attempted it (going into the field as a young, naive individual with no real financial backing and a limited amount of time), but also as a result of the political situation — the Navajo, as a tribe, forbid the teaching of their weaving to Anglos on the Reservation; and anthropologist is, on Indian Reservations in the Southwest as well as in other parts of the country, a dirty word to many. But what I became more and more aware of as time went on there, was that I could do what I had originally set out to do, I just needed much more than a year — to do it in.

So here I am back at Bard; for me, a drastically changed school. True, I see it through new eyes now, but in reality it actually has changed — there is a new administration, and with it, new policies; a new soc-anthro department, a new Library, and two years of unfamiliar faces. Now that the culture shock of being back here has, for the most part, subsided, I am trying to translate a year's essentially unacademic experience into academic terms, the Senior Project. Yes, I did learn to weave Navajo rugs and get a feel for contemporary Navajo culture, but I can't weave a rug for a project. Besides, I'm not a Navajo; the weaving, if nothing else, taught me that. So I'll do a Project on culture change, maybe, relating white influence to the development of the weaving and its consequent economic impact on the culture, the change in sex roles and division of labor as a result. Maybe my Project will become so involved that it will lead me back to the Southwest for more extensive research. I hope so.

In the meantime, I'm thankful for the opportunity of last year's experience, glad to be back at Bard working it all into a Senior Project. Bard's a special place. If I didn't believe that I wouldn't have come back.

# The One



Paul McCarty

France, w  
in 1944. I  
movie set  
It is beau  
on such a  
can't be r  
streets an  
vel throug  
know hov

highway t  
make som  
world, mo  
century s

the big ci  
twentieth  
new can I  
right besi  
large con  
sedly rese  
wood, ex

teenth ce  
for when  
century,





## Tandy Sturgeon

My year in England was sweet. I threshed over a lot of things in my personality and made myself stronger. It was good to get away from Bard. Now that I'm back I can appreciate it as much as it deserves. It does deserve. One of the things I learned from a far perspective is that Bard is a good school.

The U. of York is a good school too, but very different. It's about twelve years old and looks as though it just landed — spaceship modern — around its artificial lake. The fact that this is the largest plastic-bottomed lake in Europe is a statistic which York students enjoy relating to one another sneeringly.

The English department is small and consists of dynamic people who work hard and are willing to put energy into their discussions about literature. Of course, you still have to meet them halfway — it's never handed to you. I had to work hard, but I wanted to anyway.

I refuse to describe the English here. I also refuse to describe the Yorkshire countryside and the London tube and, of course, I refuse to describe Stonehenge.

I had a love affair with a painter in London, that was mostly fun. I met R.R. Leavis, John Wain, and Ted Hughes. Come and ask me, I'll tell you all about it.

There were a lot of ducks in that lake.

The plane it rains, leaving Boston; it rains in Paris. My god I cannot speak; all these people are French, even the children speak this strange tongue. I reach Strasbourg; it rains. It rains for three months, grey, each morning, soggy shoes. I find a place to live, I go to a cafe, I get to know my landlord, I go to classes — they're horrible, I start to drink wine, my French improves. I spend Saturday with Jean-Claude and Denise. I discover Appolinaire, "Zone," Le Pont Mirabeau — *faut-il qu'il mieu souvienn*e/La joie venait toujours apres la peine. It is still raining. I read Buber. It is my birthday and I have red carnations, what are they called, *les oeillet*s? I am in France, November, I smoke Gauloises, I drink expres, I meet a lot of North African men, I cry, I talk with Jean-Claude about poetry, I eat wild boar for the first time.

It's Christmas and Ireland, sunshine in Dublin, drink on old friends and English, maybe all these pints of Guinness have something to do with it as well. Ancestor land so I call mine. No, I won't go to Spain. Shall I go back? Winter Field Period, how is Bard and my dear friends? I want to see you all; come over here, I can't come back now.

Strasbourg again, but this time some sun, walks by the river, men don't bother me in the street so much — I must belong. Exams, I'll fail, but I don't. My first opera since age seven, dress-up time. Nice for the weekend, Monte Carlo for lunch, I get my feet wet in the Mediterranean and pocket a smooth pebble.

Strasbourg and studies — so boring the classes, except for Proust. I want to talk, to argue, but fear. Khalid teaches me chess; I beat him the third time we play — maybe I'm learning something. Paris oh lala the eye-ful tower, the latin quarter, Vladimir gets lost, Marie is sad, we spend our last six hours there in a ritzy cafe, persuading the sullen waiter to smile, and he does when we order the cheapest beer (*la moins chere*) he laughs. I miss Narcisse, but see her next time.

Strasbourg goes on; the cathedral still dominates the skyline and the postcards, Denise makes chouirote and Easter comes early. We go together to Gy, a little chateau town near Besancon. Beaune isn't far; I want to see wine made. Long walks in the country, mushrooms grow in a day, or even while you watch them! We fast, drink tea made from nettles. I gather them, the moor is full. I am writing. Denise cries, I know why. We talk 'til two in the morning. There is no distance, I am no stranger, I am home. In this house with a wall from the 12th century. But I must go south, must see the land of the *langue d'oc*.

Strasbourg return, springtime. Week-ends in the country, lunches of wine and cheese in the vineyards with the hot sun burning my face, bicycling with Kate. The woods with Denise, I would be a savage, living on roots and sunshine, grunting for greeting, clothed in animal skins. Denise and I make savage noises together; she is afraid of getting lost. I cannot see why; wilderness never lasts long in France. We return to the village and the pastry shop, eat seven different sorts of cake, I choose and she pays, we talk about her childhood, the Germans, the war, her husband, my mother. I love this woman, her husband, too. He tells me to read Foucault. We watch parachutes descend together. France is no foreign country, it is the home of my older sister.

Exams and I am shaking. I borrow Baudelaire and Burroughs from Mike. The two explode in my head. I write my first poem in French. School ends. I go to Germany with my Czeck friend. Holland the seashore. I say goodbye to Denise and Jean-Claude. They give me books; Michel Luris, Rabelais, Lacan. I never read them my poems, regrets Bastille Day fireworks. I take off — two days later I'm back in the States.

France — je dois y retourner.

# Who Got Away

vern

been to Colmak? It's in the allies kept their pocket '5 it looks like a congenial seventeenth century farce. too perfect to be real, built scale that you know it rucks pass through the seems as if they had to tra-turies. You don't even fit through the city. e's also a *wine road*, a back vinds up in Strasbourg. They the best white wine in the ten than not in sixteenth s.

course, once in Strasbourg, this corner of France, the ury comes out fighting. The y up the old that's standing The big kick now is to build apartment houses that suppo- the traditional houses of beam and stone, at least in France the six- is right around the corner, get sick of the twentieth kes for interesting afternoons.



Susan Lloyd McGary



The *Observer* is an independent student publication of the Bard College community. Publication is weekly during the Bard College academic year. Letters to the Editor and other inquiries should be addressed to Box 85, Bard College, Annandale-on-Hudson, New York, 12504. The contents of the *Observer* are copyright 1975 by Observer, Inc. unless otherwise stated. The *Observer* is a member of the Alternative Press Syndicate, and subscribes to Liberation News Service and People's Translation Service. The opinions expressed herein are not necessarily those of Bard College or the Editorial staff.

# observer

An Alternative Newsmedia Project

Editor-in-Chief: Michael Lieberman; Managing Editor: Gina Moss; Copy Editor: Kathleen Mandeville; Art Editor: Lora Jacobs; Photography Editor: John Kisch; Assistant Editor: Linda Hirsch; Advertising Manager: Lewis Copulsky; Da Whole Staff: Jill Erickson, Shari Nussbaum, Nancy Amis, Sylvia Sims, Gail Levinson, Rita Furstinger.

S. C. A. R. E.

Illegitimi non carborundum.

Our apologies to Gail Levinson for omitting her name from her fine article on the pet problem.

## ...speeches and parades

Saturday was a time for speeches and parades. The tent was up, the flowers were properly arranged, the spangled and multi-colored robes abounded, the celebrities and bigwigs were all there. It was glorious. As the band played the fanfares and processions and as the speeches went on, we were made to realize that not even the rain would be allowed to sour the occasion.

But not all was pomp and circumstance. The speeches had substance and import. Behind the fluff of the verbiage there was a well-hidden message for those willing and able to wade through the crap to get to it. There were two speeches, each approximately 25 minutes long. They were filled with enough chest-pounding sincerity to make anyone feel that no one that earnest could say anything even questionable.

In the speeches, however, there was much to look askance at. Botstein in his speech announced that the Tewksbury plan had been a failure. It had not produced a good Liberal Arts program. He called for a change in the very way we think of a liberal arts program. He called for a change of like proportions at Bard.

Since 1935 Bard College has operated under the Tewksbury plan. There have, of course, in the intervening years been modifications in that plan and at times we have wished it would work a little better. But has it failed? Where is the evidence of such a failure? Are we no longer able to place our graduates in grad schools, has our attrition rate risen (we had been advised that it had dropped), have we stopped learning? Or is it our new president's claim that it never worked? If that's what the claim is, our new president had better dig up some new evidence in a hurry because he is going to have to do a lot of convincing to make us swallow that. In the mean time, the push around here to make this school into a more standardized version of the liberal arts institution might well show down. Extending the class hours and splitting the sessions up hasn't helped education around here. All it has done is make it more difficult to do more than shallow and unsatisfactory preparation for classes and to make those classes more of a drudge.

Levi's speech was a masterful attempt to justify reactionary police procedures in the name not only of the society at large, but the disadvantaged in particular. How ironic that Levi should call for oppression in the name of the oppressed. Our attorney general warned us of the danger of throwing the baby away with the bath water and then with equal confidence announced that for all intent and purposes, rehabilitation in correctional institutions does not work. It is indeed the case that the return rate to our prisons is extraordinarily high, but what Levi and his type don't understand is that there is a difference between rehabilitation and required conformation to unreal standards of a nonexistent society. So Levi calls for the incarceration of the criminal for the full term to keep him off the streets — this is justice?

All in all it was a day of speeches and parades — dismal speeches and rained-on parades.

## PLAIN SPEAKIN'

\*\*\*\*\*



# Mother Hubbard's Cupboard

## Pot Loaf

- |                                      |                         |
|--------------------------------------|-------------------------|
| 1 packet onion soup mix              | 2 lbs. ground beef      |
| 1 (16 oz.) can whole peeled tomatoes | 1 egg                   |
|                                      | 4 slices bread, crumbed |
|                                      | ½ cup chopped grass     |

Mix all ingredients and shape into a loaf. Bake for one hour in 400-degree oven. Serves about six.

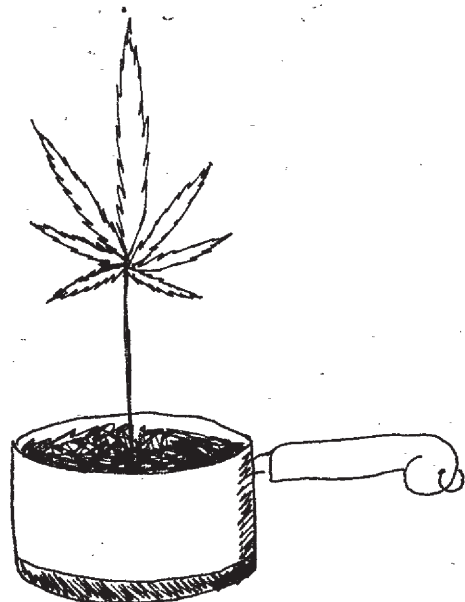
## meat

### The Meat Ball

- |                              |                            |
|------------------------------|----------------------------|
| 1 lb. hamburger              | ¼ cup bread crumbs         |
| ¼ cup chopped onions         | 3 tablespoons grass        |
| 1 can cream of mushroom soup | 3 tablespoons India relish |

Mix it all up and shape into meat balls. Brown in frying pan and drain. Place in a casserole with soup and ½ cup water, cover and cook over low heat for about thirty minutes. Feeds about four people.

## DINNERS



### Spaghetti Sauce

- |                            |                       |
|----------------------------|-----------------------|
| 1 can (6 oz.) tomato paste | 1 can (6 oz.) water   |
| 2 tablespoons olive oil    | ½ clove minced garlic |
| ½ cup chopped onions       | 1 bay leaf            |
| 1 pinch pepper             | 1 pinch thyme         |
|                            | ½ teaspoon salt       |
|                            | ½ cup chopped grass   |

Mix in a large pot, cover and simmer with frequent stirring for two hours. Serve over spaghetti.

## meatless

### Chili Bean Pot

- |   |                     |
|---|---------------------|
| 2 lbs. pinto beans                      | ½ clove garlic      |
| 1 lb. bacon, cut into two-inch sections | 1 cup chopped grass |
| 2 cups red wine                         | ½ cup mushrooms     |
| 4 tablespoons chili powder              |                     |

Soak beans overnight in water. In a large pot pour boiling water over beans and simmer for at least an hour, adding more water to keep beans covered. Now add all other ingredients and continue to simmer for another three hours. Salt to taste. Serves about ten.

# ACCESS

## Phillip Morris Grant

Philip Morris Incorporated has announced its seventh annual Marketing/Communications Competition for College students, with the winners to receive a \$1,000 grant from the company. Entries may treat any aspect of the broad area of marketing/communications related to Philip Morris Incorporated, its operating companies or any of its non-tobacco products.

The purpose of the program is to provide students with a practical and realistic project, bringing them into direct contact with the business community. Student chapters of professional societies, regular classes or ad hoc committees of no less than five students and a faculty advisor may submit proposals. They should include the purpose and objective of the program.

In addition to the \$1,000 grant, two students and the faculty advisor will be invited to corporate headquarters or another company location to discuss the proposal with Philip Morris executives.

Philip Morris Incorporated, one of the world's largest cigarette companies, includes Philip Morris U.S.A., which produces Marlboro the number one selling cigarette in the world, Benson & Hedges 100's, Parliament, Virginia Slims, Saratoga 120's, Philip Morris regular and Commander, Benson & Hedges Multifilter, Alpine, and other cigarettes, and also makes the Personna Double II cartridge shaving system, the Flicker ladies shaver, and Personna and Gem razor blades; Philip Morris International, which manufactures and markets the

company's products through affiliates and licensees abroad and exports cigarettes and beer around the world; Miller Brewing Company, brewers of Meller High Life and Lite brands; Philip Morris Industrial, which makes chemicals, paper, and packaging materials; and Mission Viejo Company, a new community development and home building concern.

For additional information, please contact the Communications Department, Philip Morris Incorporated, 100 Park Avenue, New York, New York 10017.

## Glamour

Bard students are invited to participate in *Glamour* Magazine's 1976 Top Ten College Women Contest. Young women from colleges and universities throughout the country will compete in *Glamour's* search for ten outstanding students. A panel of *Glamour* editors will select the winners on the basis of their solid records of achievement in academic studies and/or in extracurricular activities on campus or in the community.

*Glamour's* Top Ten College Women Contest has evolved over the past twenty years along with the changing interests and concerns of college women. Ten years ago, this was a contest to select the best-dressed on campus, but since 1969 the emphasis has been on what college women have achieved.

The 1976 Top Ten College Women will be photographed by leading New York photographers and featured in *Glamour's* August College Issue. During April, May or June the ten winners will be invited to New York to meet the *Glamour* staff and will receive a \$500 cash prize.

The deadline for submitting an application to *Glamour* is February 16, 1976.

## MOMA Lectures

William Rubin, Director of the Department of Painting and Sculpture of The Museum of Modern Art, will present a series of six illustrated lectures entitled *On The Nature Of Modern Art* in the Museum's auditorium, 11 West 53 Street, on consecutive Wednesday evenings at 8:00, on October 15, 22, and 29, and November 5, 12, and 19.

He will speak on the styles, subjects and intellectual and social context of the art of the last 100 years and explain and illustrate how movements as different as Impressionism and Symbolism in the 19th century and Cubism, Surrealism, and Abstract Expressionism in the 20th century share properties that come under the rubric *modern*.

The work of major modern artists will be compared to each other and to relevant examples of the art of the more distant past. The approach will be topical and substantive rather than historical. Many of the examples will be drawn from the collection on view in the Museum galleries.

Upon request, subscribers to the series will receive a selected Museum reading list with their tickets.

Author of numerous books on artists, including Picasso, Miro, Frank Stella, and Anthony Caro, as well as on such movements as Dada and Surrealism, Mr. Rubin is also Adjunct Professor of Art History at the Institute of Fine Arts, New York University.

Series subscriptions are \$30, members \$24, full-time students (with identification) \$21, student members \$18. Single tickets at \$6 (members \$5, students \$4, student members \$3.50) will go on sale at the Museum one hour before each lecture.

Series tickets are available at the Museum's Lobby Information Desk and Artists Space, 155 Wooster Street; charge privileges are available courtesy Bloomingdale's at the 59th Street store.



## Library Wing Over Due

As one can see, the construction of the library's new wing is now complete. But, upon closer investigation, one will notice that the inside of the structure is completely bare. There are, as of now, no furnishings, carpets, lights, etc. The major problem encountered in completing the new wing is lack of funds.

Fred Cook, Head Librarian, outlined the original financial aspects as follows: in 1972, the estimated total cost of the new addition was in the \$650-750,000 range. But with the present soaring costs of construction, labor, and even the needed furnishings, the estimated final cost of the new wing of the library is in the \$900,000 range. The funds for the new structure include donations, anonymous gifts, and pledges. The estimated total for all of these gifts to date is \$565,000.

With the completion of the building's shell, Fred Cook states that an additional \$350,000+ is still needed. These funds are crucial. They are needed for lighting fixtures, desks, chairs, carpeting, an air conditioning system, and plumbing fixtures. In effect, what this means is that unless the additional funds are raised, the new wing will not be ready for student occupancy for an indefinite length of time.

The building was designed and erected by S.M.S. Architects of New Canaan, Connecticut. The firm has done many academic structures before, and Mr. Cook is satisfied with their present efforts, although he relayed that he would have liked to have seen more window space, especially on the western facade, where at present there is only one.

The immediate plans in regard to the new wing are as follows: The entire library staff will move from its present locale (the basement and level 1) to the new wing; this includes the public service areas and the reference librarians. The expansive reference room will also shift to the first floor next door. After the move, the present reference room will be used for the purpose of a general stack area. The periodicals from Blithewood basement will be moved this Friday and placed in temporary shelving in the new wing. The present art and photography collection will move to the third level. With its ever-growing collection, it has been deemed necessary to

## Basketball 101 - Levine

Monday night at 6 p.m. the familiar sounds of the round ball bouncing in the gym were heard. Its basketball time again and this year things are looking good. After last year's 2-10 disaster, drastic changes were necessary. Charlie Patrick stepped down as coach in favor of a sterner, more disciplinary leader. Dr. Stuart Levine (professor of psychology) has taken over as coach and things look a lot different. Practices are harder and there is a lot more dedication and interest in the game.

For the first time in 3 years, there is a feeling of excitement in the air. If you want to share in that excitement come and watch us practice. The schedule is as follows: Monday, 6 - 8 p.m.; Tuesday, 8 - 9 a.m.; Thursday, 6 - 8 p.m.; Friday, 3:30 - 5:30 p.m.

Starting next week a series of articles will be run so the community can get to know the players and the coach. Interviews will be with returning players only so they can give you an accurate account of this year and last year. Next week: Dr. Stuart Levine.

Bill Moss

find larger accommodations.

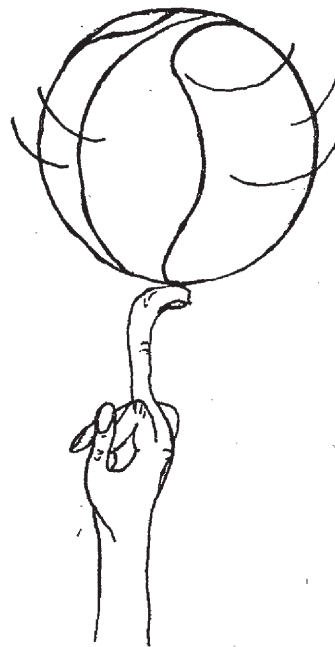
Mr. Cook also outlined the possible functions of the old wing in the coming years. There has been discussion of an audio-visual department in the basement, and a place for a rare book collection. The present music listening areas will also be improved.

What is important to note is the fact that the new wing is already inadequate for the library's present needs. Fred Cook stated that plans are being formulated for a stage two construction, to begin in the nineteen-eighties, the exact time being contingent on the available funds.

The present outlook for the new wing's completion in the near future is still hopeful, but the main determinant will, of course, be money.

Faith James

## SPORTS



## PAGAN VICTORY

On Oct. 7 the Bard Pagans (A.K.A. Bard Bums) clinched their first victory of the season, defeating the spirited, but gentlemanly, Berkshire Christian College squad 4-2. It was a fierce contest with many injuries on both sides. Berkshire scored first, but John Carlos Iovino tied the score on a well placed penalty kick. Berkshire scored again, but Scott Lithgow tied it up again with an excellent tight angle shot from the left wing. At half-time the score was 2-2.

The second half saw Bard go ahead for good on two goals by the cagey Haitian John Louis, who repeatedly punctured B.C.C.'s defense. Scott Lithgow, Ken Olmstead and Frank Newlin ("The two main bums") also were instrumental in the second-half offensive action. George Dobbs also was an offensive standout, but a bone-jarring collision with the B.C.C. goalie sidelined him late in the second half. George suffered an injured knee, joining Dave Fleming on the growing injury list and a possible trip to the Mayo Clinic. A fine effort by the Bard defense, led by Hank Reisen and John Walsh, shutout the Christians in the second half, enabling the Pagans to hold on to their lead and win their first of the year.

Mark S. Callahan

COMING SOON TO RHINEBECK about November 1



## The Headhunters unisex haircutters

6 Garden St., Rhinebeck 876-7702

## RECORDS at Sunshine Castle

**Rhinebeck's  
only boutique**

LEVI'S LEE'S DANSKINS  
for men & women

876-2727

Friday til 9:00

**-lowest prices-**

## CHARLIEB'S

LOVE IT OR EAT IT

## Disco Thursday Night

NO COVER,  
NO MINIMUM

A LITTLE FURTHER  
DOWN THE ROAD



Following an overt blackmail campaign by the United States, the Puerto Rican independence movement suffered a setback August 20 when the United Nations Special Committee on Decolonization voted to postpone for one year discussion of a pro-independence resolution. The resolution was similar to one passed in 1973 and approved by the General Assembly giving support to Puerto Rico's *inalienable right to be free*.

Despite U.S. threats of harsh economic sanctions — including withdrawal of foreign aid — against countries who voted in favor of the independence movement, the vote was close. Besides Cuba, the Congo Republic, Iraq, Mali, and Syria, the co-sponsors of the resolution; Bulgaria, Czechoslovakia, the Soviet Union, and Tanzania voted for the independence movement. Voting against were Afghanistan, Australia, Chile, Denmark, Fiji, India, Indonesia, Iran, the Ivory Coast, Sierra Leone, and Tunisia; Yugoslavia and Trinidad-Tobago abstained, while the Ethiopian delegate was absent and the delegate from the People's Republic of China did not vote.

The resolution under consideration would have affirmed the *inalienable right of the people of Puerto Rico to self-determination and independence*, and would have further urged the United States to *refrain from any measure which might obstruct or endanger that right*. In addition, it would have called on the United States to *abstain from any act of political persecution against persons or groups involved in the struggle*, and would have recognized the *national liberation movement as representing the legitimate aspirations of the Puerto Rican people*.

It would also have mandated an official United Nations fact-finding mission to be sent to Puerto Rico to investigate conditions on the island.

The victory for imperialism may be only a short-lived one, however. Even though the arm-twisting exhibited by the U.S. indicates that it has far from run out of weapons to use against Puerto Rico and the rest of the Third World, it also shows that it now has to

## P.R. vs U.S.

resort to open blackmail — a tactic not designed to win friends and influence public opinion favorably.

The commentary in the press certainly did not raise the stature of U.S. foreign policy, either. On a subsequent *Meet the Press* television interview with the U.S. Ambassador to the U.N., Daniel Patrick Moynihan, *New York Times* correspondent Paul Hoffman revealed another facet of the U.S. pressure tactics.

Hoffman produced the text of a diplomatic note from the U.S. to Tanzania's President Julius Nyerere which warns that a Tanzanian vote in the U.N. against the United States on the issue of Puerto Rico would be considered a *flagrant interference into United States internal affairs*. A comment in the *Daily News* of Tanzania called the note a *rude and intimidatory act*.

Hoffman asked if this was an example of the new strategy toward the Third World which Moynihan has advocated. Moynihan responded, *It most assuredly is. We did not intend it as a rude act. We intended it to have consequences. It did.*

What Moynihan forgot in his enthusiasm for his newly re-discovered muscle against the developing countries was that when the final vote came down, Tanzania rejected the threats and voted in favor of Puerto Rican independence.

During the week of the U.N. proceedings, the *New York Times* mentioned the issue of Puerto Rico editorially no fewer than three times. Repeatedly, its editorial writers denounced the interference of the U.N. body into the

internal affairs of the United States. They constantly referred to the colonial elections held every four years in Puerto Rico as evidence of the free choice between independence, statehood, or commonwealth that people can exercise on a regular basis. But in the next breath, the *Times* mentioned the recent maneuvers by the joint U.S. Puerto Rican Ad Hoc Advisory Group on the Status of Puerto Rico to "expand substantially the Commonwealth's already considerable autonomy."

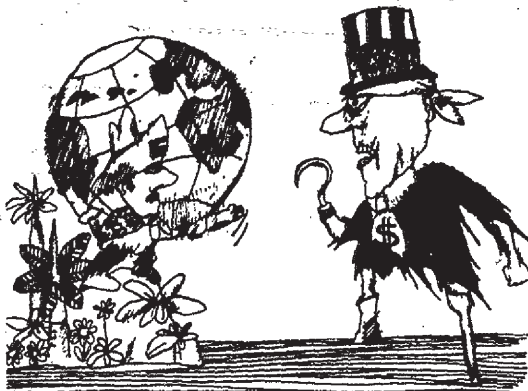
In fact, the Ad Hoc Committee basically suggested that Puerto Rico be exempt from certain federal legislation, such as environmental protection standards and minimum wage requirements, so there would be no impediments to the continued extraction of superprofits by the North American conglomerates operating in Puerto Rico.

The so-called free elections take place in contradiction to every basic U.N. provision for the conduct of such referenda on status, as did the alleged 1967 Plebiscite. The U.S. had never agreed to be bound by the results of such a vote; there has been no U.N. supervision of any vote held in territory occupied by the U.S. military. And as Senator Henry Jackson (D-Wash.) clearly stated last year, *Even if all the Puerto Rican people voted for independence, it would still be up to the U.S. Congress to grant it.*

The move by the Ad Hoc Advisory Group to soften the face of colonialism is not a new tactic. It was created in 1973 by President Richard Nixon to deflect the growing support for Puerto Rican independence, particularly within the U.N. Committee on Decolonization. Virtually every time there has been a strong movement of international solidarity with the Puerto Rican independence forces, the U.S. has tried to mask its intentions.

In 1959, when the elected Legislative Assembly of Puerto Rico formally asked the U.S. Congress for changes in the structure of the Commonwealth government, their request was unfavorably reported on in committee and then tabled. Another request in 1962 was similarly rebuffed.

It becomes apparent that no petitions by the duly elected Legislatures of Puerto Rico have any impact on the metropolitan power. But current events show us that the voice of the Puerto Rican people themselves, with widespread international support, will not permit the government of the U.S. to impede their progress toward a free and independent Puerto Rico.



### \$33,500,000 Unclaimed Scholarships

Over \$33,500,000 unclaimed scholarships, grants, aids, and fellowships ranging from \$50 to \$10,000. Current list of these sources researched and compiled as of Sept. 15, 1975.

#### UNCLAIMED SCHOLARSHIPS

11275 Massachusetts Ave., Los Angeles, CA 90025

☐ I am enclosing \$9.95 plus \$1.00 for postage and handling.

#### PLEASE RUSH YOUR CURRENT LIST OF UNCLAIMED SCHOLARSHIPS SOURCES TO:

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

(California residents please add 6% sales tax.)

### Von Husen's Market, Inc.

domestic & imported delicatessen—fresh bread—rolls and pastries daily—a complete selection of cooked meats—cheeses from many countries—imported beer—fresh fish—Karl Ehmer's cold cuts—freezer orders—custom cutting on all meat orders

876-6256

**43 east market st.  
rhinebeck, n.y. 12572**

### Hyde Park Trading Center

we have: coats, boots, belts  
shirts, sterling silver

M-F 11:00 AM - 9:00 PM  
Sat 11:00 AM - 6:00 PM

adjacent to BARKER'S  
Hyde Park Mall, rt4, Hyde Park

**SAVE 4.00**

off any leather pocketbook  
with this coupon.  
Good through Oct. 14.

we do custom  
leather work

### Milan Hollow Stables Milan Hollow Rd.

Rhinebeck N.Y. 1257

Outstanding new boarding facilities in Rhinebeck, 270 acres of beautiful fields and trails. Stadium and cross country courses. ½ mile of track; heated wash room. Showing, eventing and hunting.

Horses for sale Visitors welcome

contact: Midge McLaughlin 876-7341  
Susan Reichelt 876-2112



## more constitution

continued from page 3

plus a chairperson elected by Student Forum.

### H. Entertainment Committee

Entertainment Committee shall plan and supervise the successful execution of the entertainment program of the Association. It shall be composed of all interested members of the Association plus a chairperson elected by Student Forum.

### I. Film Committee

Film Committee shall be responsible for selecting the films which are brought to Bard with student convocation funds. The Committee shall consist of six members and a chairperson elected by the Student Forum.

### Section V. Procedures for allocations of student convocation funds

A. Upon publication of the Planning Committee proposed budget, students dissatisfied with the budget may submit a complete counter-budget in the form of a petition signed by no less than 25% of the Student Association and submitted to the Secretary before the Forum meets to decide the budget.

B. Forum will consider the budgets presented to it at its semesterly budget meeting. The Forum will have two options: 1) Accept any one proposed budget in toto; 2) Reject all budgets and call upon Planning Committee to draw up a new budget. If the Forum chooses to do this, it may dictate guidelines for the Planning Committee to follow in drawing up the new budget.

C. No amendments may be made to the budgets presented to the Forum. The only exception is that the Planning Committee by a majority vote of its members may accept friendly amendments from the floor.

D. The budget approved by the Forum shall be presented to the Student Association for final approval by referendum.

The Planning Committee is the one group with primary responsibility for planning the allocation of student funds. However, several checks exist on the Planning Committee. Before the Planning Committee's budget goes

into effect it must be approved by the Student Forum and then the student body. If a majority of the students who attend the budget meeting of the Forum don't like the Planning Committee's budget they can pass an alternative budget or make the Planning Committee prepare a new budget according to their specifications. This makes the budget meeting of the Forum the final recourse of those who wish to debate priorities or those who feel that their interests are not being served by the Planning Committee.

### Section VI. Bard College Student Judiciary Board

#### A. Composition

The Student Judiciary Board shall be composed of four members of the Association and a chairperson, all elected by the Student Forum. Tenure for the office of member of the Judiciary Board shall be one year.

#### B. Duties and Functions

1) The Student Judiciary Board shall act as the judiciary organ of the Association and shall have the power of judicial review. 2) It shall have original jurisdiction in all cases regarding an alleged violation of the residential regulations of the College in which appropriate disciplinary measures do not include suspension or expulsion. 3) It shall adjudicate all cases within its original jurisdiction and communicate its decisions and recommendations to the Office of the Dean. 4) It shall deal with violations of the motor vehicle and animal regulations.

#### C. Meetings

Meetings of the Student Judiciary Board shall be closed. Only students accused of violating a social regulation and their appropriate witnesses shall be allowed to attend a meeting of the Board, and their attendance shall be limited to that part of the meeting devoted to their own individual cases. The members of the Board shall adopt their own rules of procedure.

### ARTICLE IV. Representation of the Association on Joint Groups of the College

#### Section I. College Grievance Committee

The student Association shall have three (3) representatives on the College Grievance Committee. These representatives shall be

the Secretary of the Association, the Chairperson of the Educational Policies Committee, and the Chairperson of the Judiciary Board.

### Section II. Joint Long Range Planning Committee

The Student Association shall have two (2) representatives on the Joint Long Range Planning Committee. These representatives shall be elected from the members of the Association by the Student Forum.

### Section III. Other Groups

The number of representatives of the Association on other groups shall be decided by consultation with the other constituencies of the group, and with the advice and consent of the Executive Steering Committee. It shall be the duty of the Student Forum to elect the student representatives to these groups after the proper number has been decided in the manner heretofore stated.

### ARTICLE V. Amendments

Amendments to this Constitution shall be treated as any other issue brought before the Student Forum.

Bill Dickens  
Brooks Parsons  
Faith James  
Michael Lieberman  
Kate Thompson

Rte. 9-G south Bridge approach

**Rhinebeck American**



Complete Foreign & Domestic Car Care

**24hour towing  
+ Road Service**

**FIRST  
NATIONAL  
BANK OF  
RED HOOK**

Checking Accounts  
Savings Accounts

28 West Market St., Red Hook  
758-2311

**RED HOOK  
DRUG STORE**

"The Friendly Drug Store"



2 n. broadway  
758-5591

**Whaleback Inn**

RT. 9G

steaks-lobsters

758-8600

RED HOOK

"house of fine food"

**MOVING**

FRIDAY, OCTOBER 17th is the day books are being moved from the Blithewood basement to the library. Volunteers are urgently needed so even those who can only work a few hours are requested to donate their time and energy. Food and drink for all who help. Sign up in Dean Sugatt's office.

**DAY**

**Considering Graduate  
School?**



Considering the faculty, research facilities, students and programs of the Graduate School of Arts and Science of New York University; and the unmatched cultural and research facilities of New York City. A New York University counselor will be on the Bard College campus to talk about graduate work on Thursday, October 23, 1975, from 1:00-2:00 p.m., at the Placement Center, Adm. Bldg., Rm. 307. Contact Ms. Judith Arner (914) 758-6822 for an appointment.





NEW-YORK (FPS/LNA) — *A murder a minute* could be the motto of the Bugs Bunny Saturday morning TV show. A study done by the Media Action Project found that Bugs Bunny, the Pink Panther and several other children's shows, average one hostile act every minute. The average for all Saturday morning shows was one such act every 3½ minutes.

Cow dung hurled by a new member of the Kansas Bar soared 184 feet as a new world's record for cow chip throwing was set over Labor Day weekend.

Dan Watkins credited a careful selection of dung for his record-breaking throw. Watkins noticed that fresh chips tend to be heavier than chips that have had a chance to dry out.

So while other contestants at the Old Settlers Day Festival in Russell Springs, Ks. threw chips like frisbees or discs, Watkins reared back and tossed his heavy, fresh chip like a baseball.

Later Watkins explained that he *picked a round, green cow chip just about six inches in diameter. I just threw it as far as I could.*

From: JESUS to the communist world inc.  
*The Voice of the Martyrs*

We have the sure information that Wang-Min-Dao, the renowned Chinese evangelist, arrested 25 years ago is still alive in Red China in the prison Ta-Tung-Fu. His wife is in a slave labor camp almost blind, and though she is already old and handicapped, she has to wind threads. The total expense for the food of a prisoner is \$12.00 U.S. a month.

From a Christian lady whose name we have to withhold in order not to bring more torments upon her, we were told a knife was

given to her by the Red police and she was told, *You are too bad to live, cut your throat.* She answered that she can't do such a thing. Then they forced her hand so that with her hand she had to cut her throat quite deeply. It bled profusely. Afterwards they cut her hair in such a manner that the cross was shown on her head. She was not allowed to wear a cap or anything to veil her hair so that children on the street pelted her. She could not go on a tram because people would push her out. Whosoever did not show harshness towards her was in danger to be treated harshly himself.

A woman thief came out of prison to the family of a Christian lady who is jailed. We have to withhold this name too. The thief had been converted in jail through the witness of this Christian lady. She said that she witnessed not only through words but much more by the fact that in slave labors she took always the hardest part so as to make it easier for the other ones. The thief told the family, *I saw Jesus in your daughter.* The last words of another Christian before dying (he had 25 years of prison behind him) were, *I am of more value than many sparrows.* Many Christians are in the slave labor camp of Shin-Kai-Lou near the North Korean border.

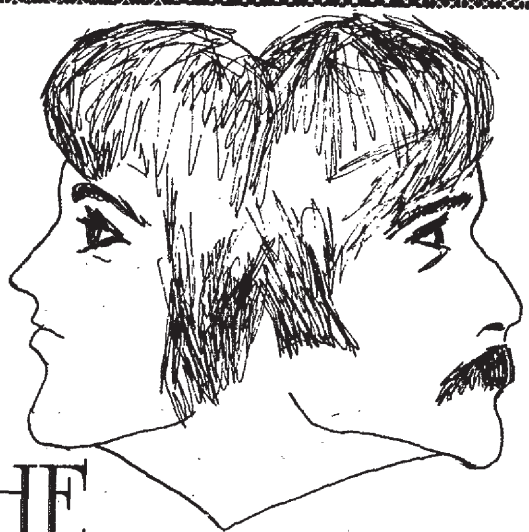
One of the Christians, whose name again we have to withhold so as not to bring hardships upon his family who would be interrogated so as to find out how the news arrived to us, died in prison. He worked at dynamiting some rocks which had to be blown up, and the explosion happened before it should have. A short time before being killed, he wrote a letter to his family in which he said, *Bring up our children on the narrow way.* The censor had allowed the letter to pass believing that he means by "the narrow way" the way of Mao Tse-tung.

Christian prisoners who are released have been terrorized so much that they don't tell even their own families the things through which they have passed.

In Czechoslovakia ordination of new priests and pastors is allowed, but the ordination ceremonies are very much of a show case. We can give as examples the town of Bratislava where there exists the only Catholic seminary of Slovakia. There 12 to 15 priests are ordained every year, but they are usually aged over 50 so that they have a very short time for work. At 65 they have to retire. The same situation is with the Protestant pastors. Young men can't be ordained.

The moment the pastor or priest shows himself to be active, he is beloved or is attractive for youth, his license to preach is withdrawn.

Rev. Richard Wurmband



Call 452-9239  
 Closed Monday  
 Thursday 11-9

# unisex haircutting

3 Liberty Street  
 On the Main Mall  
 Poughkeepsie, N.Y. 12601

# THE CUTTERY

*down the road  
with changes to come*

# "ADOLPH'S"

## annandale hotel

bar
UNDER NEW
grill

# MANAGEMENT !

## Blue Stallion Tack Shop

Round Top Road  
 Germantown, N.Y.  
 (518) 537-4226

Off Route 9-G  
 BOOTS—JEANS—SHIRTS



## Abrams Music

Records/Tapes/Sheet Music  
 All Musical Instruments and Acc's  
 Instructions & Electronic Repairs  
 Available

open Mon & Fri evenings  
 338-4232

302 Wall St. Mall    Kingston, NY