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Volume 97, Number 12

Bard College, Annandale-on-Hudson, NY 12504

April 27, 1990

Oberlin students claim police brutality

by Jason Van Driesche

Claiming police brutality and administrative indifference, students at Oberlin College in Oberlin, Ohio have organized to protest the way in which local police and administrative officials dealt with a student-organized demonstration that took place on Friday, April 13.

According to a press release issued by the Student Defense Committee, a group organized specifically to address this issue, the April 13 demonstration was organized as a "speakout against bigotry." The protest focused on four issues it saw as being pressing: large tuition hikes over the next five years (total costs will

exceed \$28,000 by 1994), poor minority recruitment and retention rates, the exclusion of gay and lesbian organizations from college publicity, and slow institutional response to the needs of disabled students.

The committee's statement of their account of the event, issued April 18, said that on April 13, a group of approximately 75 to 80 students gathered at the college at 11:00 p.m., intending to "chant slogans, march to the president's house and then have a 'speak out' against bigotry in front of the house." They were joined by approximately 100 more students along the way.

When the students arrived at the president's house, the state-

ment continues, they chanted and spoke on the president's lawn for about 10 to 15 minutes. The police warned several students that they were trespassing, but, according to the Student Defense Committee, "the majority of the students... did not hear a clear warning that if they did not disperse they were in danger of arrest."

The police then moved in, attempting to "take those assumed to be the leaders." According to the statement, it was at this point that the police officers became violent: "The police were choking and beating any students who tried to link arms with the speaker. They used long flashlights, bludgeoning students on the head and legs... officers were seen running

in random directions, striking people indiscriminately." In his official police statement, one of the students stated that he was told by an officer that "We don't want to negotiate. We're going to kill you all in a couple of minutes."

The administration gave a substantially different account of the night's events. According to Robert Haslun, Secretary of the College, it is standard operating procedure for the college to notify the security department of any protests of which it learns. If the demonstration is off-campus (as was the April 13 protest), the security department automatically notifies the local police.

Haslun said that the police were

on the scene only to maintain order, but moved in to arrest a student participating in the demonstration on a bench warrant, which is a warrant issued for an individual who has failed to appear in court for a minor charge such as a speeding ticket, and allow any police officer to arrest that individual at any time. When the police spotted the student and moved in to arrest him, said Haslun, the protesters "assumed that this was the beginning of a mass arrest." Haslun was not at the protest, but said that the administrators who had been present did not report any excessive violence on the part of the police.

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Bard receives grant to expand computer resources



by Keightie Sherrod and Jason Van Driesche

Bard has been made the recipient of a substantial grant of equipment from the IBM corporation thanks to the Institute for Writing and Thinking's participation in IBM's Teacher Education Grant program. The grant will provide over \$150,000 in computer equip-

ment, networking, and personnel training to the college.

The awarding of this grant marks the culmination of over six months of concerted effort by the Institute and the Henderson Computer Resources Center to convince IBM that the Institute's programs uniquely qualified it to receive this grant, which is usually awarded only to schools with

established graduate school programs in teacher education. The Institute's programs provide in-service training and workshops in the teaching of writing and thinking to over 2500 middle school, secondary school, and college teachers every year.

This acquisition will require an expansion of the existing physical structure of the computer center, which is the financial responsibility of the college. While several construction options are still under consideration, the most likely is that the roof of the center will be raised and a second story added. "Space is in short supply on main campus, so we really have to stick with what we have," said Director of Computer Education Michael Lewis.

The space created by the expansion of the computer center will be used to create a model classroom which will most probably include 24 student workstations and one teacher station, each with low-level IBM PS/2 computers,

against the room's four walls, with movable tables in the center. Lewis and Director of the Institute for Writing and Thinking Paul Connolly agree that this configuration will increase the human factor in the computer classroom, as students and instructors will be able to work at their stations and hold face-to-face discussions in the same space.

The classroom will be used as both a showcase of the technology and techniques it employs and a training center for teachers visiting Bard through the Institute's programs. As the Institute's programs are tailored to the needs of working teachers, who are not available for conferences on weekdays, the classroom and its facilities will usually be available as a regular part of the computer center to the Bard community as a whole during the week.

The effort to obtain the grant arose from the separate goals of the two departments. The Institute, according to Connolly, had

long been "interested in the power of the collaboration of students and what they can teach one another." If each student had a computer console networked with those of the rest of his class, he went on to say, the class could get away from the frontal lecture format that is the traditional, but not necessarily the best method for conducting a class.

Connolly stressed that the grant will not be used for the Institute's programs only. It will be used by Bard faculty to develop innovative teaching strategies utilizing the networked computers as well. He says that the Institute's main objective in applying for this grant was to create a system that would "involve students in conversation with each other about what they're reading and give them a chance to articulate what they're thinking and share it with others."

Connolly, who has employed a system of "computer conversations" in one of his classes this

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THE OBSERVER

Bard College's News & Arts Weekly

Bard's annual budget: what it is, how it works

by Jason Van Driesche

As might be expected, Bard's annual budget has grown markedly as the population of the college has increased over the years. Over the years, though, one thing has remained constant: the budget and the process by which it is formulated ultimately dictate the means of operation of every part of the college. Ironically, most students have little or no idea where Bard's money comes from, where it goes, or who decides what path each dollar takes.

The budget formulation process begins in the January preceding the fiscal year in question, when the office of the Comptroller of the College sends out forms to every department in the college. The heads of all the departments then list their requests for

funding for the year and submit the form to their superiors by January 15.

All the requests are submitted by March 1 to the Dean of the College, who reviews the proposals. The Dean then meets with Chuck Crimmins, the Comptroller, by March 20. Together they make recommendations and consult with the heads of the departments about any differences of opinion.

At the same time that this last stage of the fine-tuning of the budget is taking place, the members of the faculty of the college negotiate their salary increases for the coming year. Once finalized, these figures are adjusted into the finished version of the budget.

The revised budget proposal is then submitted on May 1 to Executive Vice President Papadimi-

trious. A final round of recommendations, questions, and negotiations ensues, and the final version is proposed at the Board of Trustees meeting in late May.

The Board of Trustees makes any changes it feels are necessary, but according to Crimmins, it "generally approves the budget as is." The Board then prepares a six-month budget and sends it to the college. If the college is on budget at the halfway mark of the fiscal year, it issues a second six-month budget at its December meeting.

A close examination of the budget for the current fiscal year (July 1, 1989 to June 30, 1990) reveals a number of interesting facts about the operation of the college. The budget forecast given at the Board of Trustees meeting held on January 24, 1990 projected a

total budget of \$23,955,000 for the year. This is significantly higher than the \$23,212,000 projected at the beginning of the fiscal year.

In order to avoid confusion, this article will use only the projected figures presented at the January 24 Board of Trustees meeting. It will be assumed that these figures are projected, so as to avoid repetition.

The income side of the balance sheet is dominated by tuition and fees, which total \$13,973,000 for the year. The second largest category is gifts and grants, which totals \$4,950,000. This is followed by auxiliary enterprises such as room, board, and the income from the bookstore, which total \$4,396,000. Income from the Bard Center and the college's endowment come in a distant fourth and fifth, at \$280,000 and \$220,000,

respectively.

The expenditures side is divided more evenly between a number of different categories. At \$5,867,000, instruction is the largest category; however, it is followed closely by financial aid, which totals \$5,057,000. Institutional support is third at \$4,332,000, and is followed by auxiliary enterprises at \$3,554,000. Operations and maintenance of the plant comes in at \$2,034,000, and expenditures for students services total \$1,209,000. The Bard Center is steady at \$1,000,000, and the library comes in last at \$413,000.

As of the end of the first half of the fiscal year, Bard was \$1,353,000 over its projected budget, but according to Crimmins, this is nothing to worry about. "We go more by projections than by actual figures," he said. "It all evens out in the end."

Final Distinguished Scientist Lecture to focus on computers

The final lecture in Bard's 1989-90 Distinguished Scientist Lecture Series will deal with computers and their uses, and will be delivered by Dr. Stephen Smale at the Olin Auditorium on Saturday, April 28, at 2:00 p.m. The Public is invited to attend free of charge.

Dr. Smale, Professor of Mathematics at the University of California at Berkeley, is a computer expert and has developed theories on the use and operation of computers outside the mainstream of computer thinking. His

talk is entitled *The Nature of the Computer: A Non-Traditional Point of View*, and should be of interest to all computer users.

Dr. Smale's talk is the sixth and final lecture of the current academic year in Bard's Distinguished Scientist Lecture Series. The series, which dates back to 1979, has brought to Bard 69 eminent scientists, including 38 Nobel laureates, speaking on issues of scientific and general interest.

The lecture will be immediately preceded by the dedication of the

David Rose Science Laboratories.

The Rose laboratories, housed in a new building attached to Bard's Hegeman Science Hall, were completed in 1988 with a \$1 million gift from the New York real estate developer Daniel Rose. The gift of the science wing honors the memory of David Rose, a member of the Board of Directors of the Bard Center and a longtime friend of the college, who died in 1986 at the age of 94.

The new wing was built in response to the increased interest in

science among Bard students, and to carry out Bard's plan to promote scientific literacy by requiring laboratory experience of all students. It has augmented the College's previously existing science facility by approximately 10,000 square feet, and houses teaching and student research labs as well as instrument and computer facilities.

The wing is three stories high, with one floor each devoted to the Ludwig Neugarten Biology Center, the Jerome I. Feldman Physics

Center, and the College's chemistry center. Built of brick with a slate roof, it was designed by Kathy Simon of the San Francisco firm Simon Martin-Vegue Winkelstein Moris, as a harmonious addition to the campus as a whole. It forms a part of the main campus quadrangle which also included the Olin Building and Fairbairn Hall.

Speakers at the dedication will include President Botstein, Daniel Rose, and David E. Schwab II, Chairman of the Board of Trustees of Bard College.

Computer expansion

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semester, believes that on-the-spot interaction between students through the networked system of the IBM model classroom will provide them with an opportunity to do just that. He said that Bard's selection as a grant recipient marks "a perfect marriage between what they [IBM] knew about their technology and what

we know about collaborative learning."

The computer center participated in the grant proposal process for different reasons. Lewis and computer center Director Bonnie Gilman have been concerned about the inadequacy of the current facilities for several years, and have been seeking a means of improving them. "The

IBM classroom is a significant step forward," Lewis said. "Facilities that need attention will receive it, and Bard students can look forward to more and better computing."

Lewis and Connolly both stressed that the exact package which the grant will provide is as yet undefined. Connolly has made specific requests for equipment, but the final decision as to what goes into the classroom and the

rest of the computer center rests in IBM's hands. Some of the "better computing" will probably include networkable programs that the computer center has been unable to utilize due to the primitive networking system presently in use, but will now be able to purchase and use with the new system. The center also hopes to receive peripheral devices such as laser printers, interaction devices for the disabled, and external disk

drives which will allow users to transfer files from 5 1/4-inch to 3 1/2-inch disks on the IBMs.

Lewis also stated that, in the interests of maintaining continuity, the computer center plans to keep its Apple computers in working order for as long as is possible. "We know some students still like to use them. When one breaks down and we can't fix it, we'll cannibalize it for parts to keep the rest of them running."

These machines are quickly growing obsolete. However, the center plans to gradually replace them with Macintosh computers over the next several years. "We hope to have between four and six Macs next fall," said Lewis. The computer center does not anticipate receiving any grants from the Apple Corporation in the near future, however, so any expansion of the center's Apple computer facilities will proceed more slowly than its IBM expansion.

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Students volunteer in Appalachia during spring break



Bard students clear brush for a play field in an Appalachian youth camp

by Kristan Hutchison

While some students slept on sunny beaches, visited exotic places, or just hung out on campus, eight Bard students swung axes and shoveled dirt. Mara Brod,

Glynis Cotton, Nick Katz, Lorna Kessler, Mary McMan, Sasha Noe, Kate Sergel, and Stacey Zelinger donated their Spring Break to helping the community of Lincoln County, the poorest county in West Virginia.

Most of the week the students worked on the "Great Oak Farm," a camp for Appalachian youth where they were staying. All the participants were struck by the physical beauty of the 25-acre rural camp.

Camp Director Bob Weis provided a list of projects needed to improve the camp. "While I was there I just wanted to be working," said Zelinger. "It was incredible. We were digging tree stumps out of the ground." They cleared a field of trees and shrubs with axes and chain saws, then planted it with grass for an open play field. Several trenches were dug for electrical wiring and drainage. They also painted a house. It was "a nice healthy week. It's really beautiful down there. It was also a lot of work," says Sasha Noe.

"Basically our day went: we got up and had breakfast and went to work. There was a list of things to do. We had lunch haphazardly.

At night we just sat around, read books, and played cards. We were so isolated there wasn't really much to do [for entertainment]," says Teri Tomaszewicz, who accompanied the students as the van driver and did most of the cooking. "It was wonderful to just work with [the students] during the day and cook with them at night. It gave me a good feel for the Bard students."

Because it was off-season at the camp, the students were not able to mingle with the campers. Some students spent a few days in the nearby cities to meet the locals. Kessler, Sergel, and Zelinger monitored a playground in the city of Charleston, an hour drive from the camp. While supervising the children playing, they talked to them, took photographs, and taped them. "They thought we were reporters, and undercover cops, and other neat things. They were great kids," says Zelinger.

Brod and Cotton told stories and played games with a class in a local elementary school. "They went around the circle and told something about themselves, mostly about the kind of house they want to live in. One boy wanted a two story house, and that was a big deal there. And he wanted 2 liters of Jack Daniels," says Cotton.

The students found volunteering helped them as much as it helped the community. "It is kind of funny, coming from Bard which is this little Utopian world, going out to try to help people. I don't really believe in that," says Noe, "[the project was] to help the people, but a lot of it was just to help myself."

"Bard gets pretty Utopian and I thought volunteering would give me a sense of perspective and make me feel I was helping someone," says Cotton, who would have preferred working more in

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Bard to upgrade literacy program with grant

by Sarah Chenven

Illiteracy in the United States today is a bigger problem than most of us would like to admit. Those who want to learn to read, however, are given the opportunity to do so by many outreach organizations across the country. Those who wish to help others to become literate are able to do so through these groups as well. At Bard, literacy is quickly becoming an important issue.

Next fall, Bard will be given a \$50,000 grant with which to fund a Student Literacy Project. Bard's two year grant, authorized by the Federal Literacy Corps Project of the Department of Education, was the largest given to a school in New York by the federal government.

Elaine Sproat, Assistant Dean of the college, attributes Bard's good fortune in obtaining the grant to the efforts of the college's development office; to Joan Boltz, regional coordinator for Literacy Volunteers of America in Poughkeepsie; and to the fact that Bard students have shown interest in volunteer work. In fact, states Sproat, "92.7 of last year's incoming freshmen have had volunteer experience before college. This represents an obvious concern for community service on the part of Bard students.

The grant will serve to integrate

academic work with literacy volunteering. Professors in every department and division are encouraged to work with the Student Literacy Project at Bard. Additional credit will be offered to students who participate in classes already in progress which are taught by professors wishing to become involved in this program.

The grant will fund, among other things, training and transportation for volunteers, the establishment of a library of teaching materials and reference works, course materials, record keeping and evaluation supplies, recruitment, publicity, and will pay active faculty members for their time and supervision in the project. The grant also offers a stipend for student coordinators of the SLP. Elaine Sproat is the Project Director, students Mark Nichols and Karen Kolcan are Public Relations Coordinators, and Melissa Brand is the Intake Evaluation Coordinator for next fall. Harriet Schwartz, Director of Career Development, will work closely with individual student tutors as well as evaluate their performances. Starting in August of this year, the SLP's office will be located in the basement of Tewksbury. The \$50,000 grant will benefit Bard, volunteers, and the community. The grant offers Bardians the opportunity to actively participate in the bettering of

someone else's life by helping them to become literate.

Although the grant funds a separate project, it is connected with the literacy project already in progress at Bard under the auspices of the Campus Outreach Group (COG). Says Nichols, who heads the project, "The grant in the long run will help to expand COG." Adds Sproat, "It's (SLP) an independent project that supports and expands the efforts of COG.

Since its inception in the Spring of 1989, COG has acted as an umbrella organization to such groups as the literacy project. As of now, the program has 17 trained volunteers on campus, and more students wanting to become involved. Student training is provided by COG and by Literacy Volunteers of America. Several people have already been matched

with individuals seeking tutors, and many others will begin tutoring soon as well.

Beginning this week, Bard volunteers, as well as volunteers from outside the college community, will be going to a minimum security prison in Fishkill once a week from 6:00 to 8:30 p.m. Once at the prison, volunteers will tutor inmates — most of whom are foreigners, and most illiterate — in subjects such as math, reading, and writing. The prison already has an extensive education program in place, and other colleges such as Vassar (which sends 11 student volunteers there) work there as well. Although people involved in the literacy project at Bard are usually matched carefully with those they will be working with, most volunteers will not work with the same inmate on each visit.

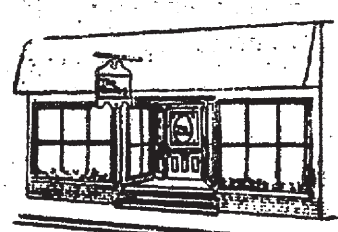
COG's literacy project has been one of the most successful volunteer programs at Bard this academic year. Nichols hopes that the project will help "strengthen the relationship between the college and the community." Student participation has so far been outstanding, and all who are involved in both COG's literacy project and the Student Literacy Project hope student participation remains active throughout the years.

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Russian historians re-examine the past

by Sara-Elizbeth Scully

Gennady Shkliarevsky, professor of East European and Russian history at Bard, returned to Moscow in April for the first time since he defected fourteen years ago. He presented a paper based on research on The Russian Revolution of 1917 at a conference sponsored by the National Committee of Soviet Historians, Institute of History of the U.S.S.R., and the Academy of Science of the U.S.S.R.

S: What was the aim of the conference?

G.S.: I think it was in line with what is going on now in the Soviet Union. That is, the reconsideration of its past, reexamination of probably every aspect of life in the Soviet Union, restructuring its political and economic system. The reexamination of history is very much a part of that reexamination of every aspect of life. Historical studies in the Soviet Union have experienced, since perestroika started, a great deal of criticism. Their current books are not considered to be adequately reflecting the events in history.

S: This implies that they are not giving all the facts.

G.S.: They're not telling the entire truth. Historical studies in the Soviet Union were very strictly guarded and regulated by the party. Historians were not allowed to study the events from an objective point of view.

S: How did this effect your studying history in the U.S.S.R.?

G.S.: First of all I grew up in the period when there was a considerable reevaluation of these views. That created a period of intense reexamination of our own beliefs, of our own values. Stalin, the person who was supposed to embody for us all the virtues of a socialist man was in 1956 pro-

claimed [by Khrushchev] to be a villain.

S: So your generation was more free to discover that 'outlook?

G.S.: Yes. With de-Stalinization certain literature appeared in Russia that was inaccessible before, some works by western philosophers, historians, politologists and sociologists. In addition to this, the old outlook collapsed and we had to actively elaborate a new outlook. We were given very little guidance from the official circles, with more influence from the west.

S: So would you say that what is happening now with perestroika was incubating back in the 1950's?

G.S.: Absolutely. Moreover, even the period of so called stagnation under Brezhnev witnessed certain changes in society and the political system that led to the emergence of Gorbachev and perestroika.

S: What do you feel has changed?

G.S.: First of all we have to say that political system under Gorbachev, just as with Khrushchev, was significantly modified. But, I want to add more strongly, what I have observed is a very profound change, a complete collapse of the old system of values. The kind of outlook that was created under Stalin and was still, to some extent maintained under Khrushchev and Brezhnev, is now no longer existent, even in the party circles.

S: How would you define the old one compared or contrast to the new one?

G.S.: There is no new one. There is vacuum now and that is why the attitude by and large is very nihilistic. There was a system of beliefs, their clue to why things were the way they were, where they are coming from and where they are going. The majority don't

believe in socialism anymore. That is the item of faith that was always there and it is the one they no longer have.

I found myself at the conference in a rather awkward position when I had to defend Brezhnev, telling my soviet colleagues that there were some positive things that occurred under Brezhnev and that built the base for the current

we had shorthand writers who were sitting and jotting down everything... and all the sudden this man comes on stage, essentially delivers a political speech attacking people half of whom I don't know, and people perfectly accepted it!

Most of the papers either represented the kind of history written prior to perestroika or with a

saw coats, pants being sold. It is not the abundance of the west but, Russia never had a whole lot.

S: What makes them idealize the west so much?

G: They are only beginning to know the west. The government was giving them only negative things [about the West]. They think "ah-hah the government lied to us." So, without knowing what was going on in the west they reversed everything that the government said. Some of them were actually saying to me "oh, homeless people- they probably don't want to work, a majority of them."

S: Are they just not getting the right information?

G.S.: Partly the source of it is since they view their own reality so negatively, they want to know that somewhere there is a model. America provides the optimistic perspective that if we emulate them we will be wealthy.

S: Do historians feel there is no hope for socialism and Marxism because it hasn't worked in their country?

G.S.: Historians are now split, rather unevenly. They think that socialism has completely discredited itself and there is no way of returning to socialism. They realize that Russia can not become capitalist. That's why their outlook is rather pessimistic.

S: Why can't Russia become more capitalist?

G.S.: So much of Russian industry is socialized. They were trying to introduce a market system and they realized that if you introduce a market you have to accept unemployment, rising prices. They're not willing to do it.

S: So they're caught in a hole?

G: They're caught in this impasse and they don't know what to do. If you ask them what is going to happen they say they don't know, maybe civil war and probably they say there will be some military dictatorship in the future. Then there is another group that continues to assert old values and support the leadership.

S: With this split what did they hope to gain from the conference?

G.S.: The conference legitimized alternative points of view. I delivered my paper at the conference. It was not a secret paper, smuggled into the Soviet Union. This legitimates my views and offers them for very careful scholarly examination by Soviet historians. Maybe it was done for publicity purposes just to show how open or liberal

Believing in America is like believing in Shang-ri-la. [The Russians] know that this world exists, but it is completely inapplicable to their own reality.

change under Gorbachev. They felt the only epithets you could apply to history would be negative ones.

S: Is it just reactionary?

G.S.: It probably is reactionary. They refuse to rationally, dispassionately and objectively examine the past history.

S: Isn't that contrary to what an historian is supposed to do?

G: The conference was extremely politicized. They're fighting some kind of a political struggle using that conference as a forum. Probably the most objective were the western historians.

Afanas'ev [Soviet Historian] came up on the platform and started to deliver his speech, I realized that his speech has absolutely nothing to do with our panel but it is an attack against people who he considered to be opposed to perestroika or to the historical discipline. I was amazed! It was a very high, big deal forum. We had simultaneous translators, and

total rejection of it.

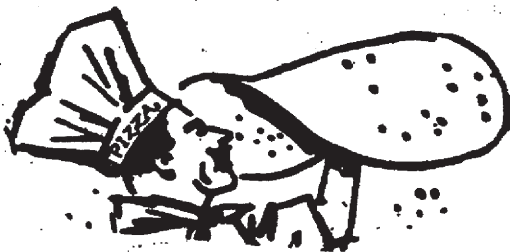
S: What does this mean for the future of socialism?

G.S.: Sufficed to say, that they are probably a lot more anti-socialist and anti-Marxist than myself. I was riding in a cab with a colleague from Historic Archival Institute, talking about socialism and Marxism. Suddenly, he turned to the driver and said "Comrade, what do you think about socialism?" The guy said "Pfff". Ya know, "stinks!" He didn't want to think about it, didn't want to talk about it. Their view of the United States I would say, is very idealized.

They condemn their form of government, they condemn the soviet system good and bad. Its a chaotic situation. There is a bunch of ideas floating around: from nationalistic to liberal capitalism. They want more food in the stores, basic needs. The situation is difficult but its not as hopeless as they portray it. I went to the stores and

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Earth Day, 1990



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Rob: Did you hear the one
about... oh forget it.

Did Adam and Eve have na-
vels?

Daphne and Carrie: What was
said about Claude is a total lie. By
the way, can I borrow those hand-
cuffs?

Okay, Rob. There's these two

guys and... wait, wait, I messed it
up.

"There can be no tolerance for
fat pedestrians." — the Dean.

Tony has parents! Well, there
goes my spore theory.

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pennies...
— Johnny Orange

Who says we're not learning
anything in a certain class a cer-
tain few of us are certainly taking?
For certain, who among us could
have guessed that Joseph Conrad
loved Doctor Who so?

Tara: Ooh ah baby baby we can
do it o yes we can!

Huh? Oh. Private joke. Ha ha.

DIVERSIONS

Exhibition highlights mother-daughter relationship

by Emily Horowitz

Until May 6th, the Donskoj & Company Gallery at 93 Broadway in Kingston will be holding the "Mother-Daughter Show." The mother of the show is Cynthia Winika, and the daughter is Kirsti Rokjer. The show places the works of the mother and daughter, both artists, together.

The works of the mother, Cynthia Winika, are all portraits. The portraits are of women. The women look angry, sad, contemplative and thinking. They do not look enthusiastic or happy. The women are not beautiful, but they are unique and intelligent looking. The portraits have little background and do not go far below the face. The face, and the expres-

sion on the face, take up most of the space in the paintings.

They are all paintings or drawings. The background is white. No bright colors or prints are present to take away from the seriousness and strong impressions of the portraits.

The works of the daughter are very different. They are three-dimensional sculptures, all in different mediums. One is a sculpture of a large, upright book. It is made with rusty wire outlining clean, white parchment paper. It is placed on a white stand. Another work is an antique book binding with the pages removed. They have been replaced with netted pages filled with small objects. One object is a plastic fish, another an old piece of stationery

with parts of words. The book is meant to be leafed through and looked at.

The mother's influence on the daughter is not obvious. They use different mediums and different content. The mother's works are of women's faces. The content of the daughter's work can be interpreted in many ways. The daughter's work is abstract and freer than the mother, who works in the traditional realm of portraits and drawings. However, the mother's paintings and drawings are far from traditional. In the pictures shown above, the portrait is by the mother and the sculpture is by the daughter. In the portrait, the woman looks scared. Her eyes are almost completely covered, but one can still sense the fear in her expression. She is not beautiful, but she looks strong and intelligent. She is not vulnerable. This mother sees women as independent and important individuals. She has in-



Mother

stilled this value in her daughter. Her daughter's creativity and willingness to experiment with different mediums and styles is a result of this value. The daughter tests the limits of art. Her crossed wooden sculptures are powerful. They mean different things to different people. There is no obvious interpretation of the daughter's work. The mother has



Daughter

influenced her daughter profoundly. She has taught her daughter that she does not have to answer to tradition; she can do whatever she wants. The works of the "Mother-Daughter Show" are all for sale. They range in price from \$125.00 to \$400.00. Check out the show. It expresses a positive, strong and interesting view of a mother-daughter artistic relationship.



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"Wilde" night at the theater

by David Biele

After descending into the muck of outrageous grandiose farce earlier this month in Charles Ludlam's *Le Bourgeois Avant Garde*, the Bard Theater of Drama and Dance climbs out of the gutter of low brow comedy and into the drawing room of respectability in this weekend's production of Oscar Wilde's *The Importance of Being Earnest*. Directed by Christopher Markle, *Earnest* combines elements of mockery, mystery, and melodrama in a sometimes witty, and sometimes hysterical fashion. The comedy has not been restricted in this Victorian England setting; it has simply now become more refined.

Earnest's story concerns the efforts of two young men, Algernon and Jack, to escape from the dreary realities of their daily lives. In order to do this, London dwelling Algernon (Robert Kitsos) invents an invalid country friend named Bunbury whom he must visit often. Jack, (Terence Brown) however, moves in the opposite direction—already living in the country, he invents a wicked brother living in London whom he must continuously bail out of trouble. Also a major element of the play is the love interests these two attractive men have with the pretty pair of Gwendolyn and Cecily (Morgen Bowers and Olivia Stevens)

and the hilarious problems they must overcome in order to finally marry—not the least of which is Gwendolyn's refusal to marry anyone who is not named Ernest and the difficulty of obtaining the consent of her domineering mother (Kari Rydju) to marry.

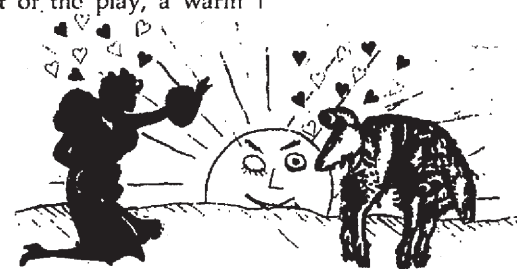
Earnest is a masterpiece of comedy and promises an enjoyable night at the theater. It's humor comes from misunderstandings, deceptions, delusions, and people working at cross purposes. Its jokes are not the broad jokes of farce, but the wild jokes of fantasy. *Earnest* delights in both understatement and exaggeration. For example, at one point in the play Algernon tells Gwendolyn's mother about the death of his sick friend by saying, "The doctors found that Bunbury could not live—so Bunbury died." But she comes right back at him with "He seems to have had great confidence in the opinions of his physicians." In this biting satire of manners, the comedy is indeed typically "Wilde."

The set of the play, a warm

mixture of deep mahoganies and olive greens, was designed by Philip Baldwin, and the 19th century costumes were fashioned by Natalie Lunn and Carla Friedman. Also indispensable to the play is Whitney Qucesenbury's lighting design and Zafra Witcomb's stage managing.

Living in this age of lying national politicians, cheating Wall Street investors, and stealing Savings and Loan managers, it has become more and more easy for one to forget one's moral scruples in the pursuit of self gratification. With this in mind, it may well be in one's interest to be down at the Scene Shop Theater this weekend and relearn the lesson all our parents taught us on *The Importance of Being Earnest*.

Earnest begins playing tomorrow night at eight and runs through Tuesday. There is also a matinee on Sunday at three. Tickets are free, but reservations are preferable as limited seating is available. To make a reservation, call the theater at ext. 245.



Poet defines the undefinable

by Reuben Tomar

On May 3, the literature department welcomes Michael Hofmann to read and discuss some of his latest works. The West German born poet, author of two collections, *Nights of the Iron Hotel* and *Acrimony*, has spent most of his life in England where he eventually studied English at Cambridge University. He currently works as a freelance writer, reviewer, and translator.

The following interview was conducted over the phone to Hofmann's home in Florida:

Question: Poetry is obviously a difficult thing to define—it has so much to do with sensation and other abstract aspects of life. Especially as a college freshman, I am only beginning to connect with poetic language—yet from what I can gather about it, I would guess that possibly even the poet himself might find it necessary at times to redefine the meaning of his own work. But despite these difficulties and complexities, how would you go about defining the poet's job and significance?

Michael Hofmann: So much of poetry is pragmatic and instinctive—often an effective poem depends on the unconscious connection of unforeseen elements; that is to say, it's a feeling, and if connections then appear, you have a good poem. But as you say, poetry is a difficult thing to define and as such I would almost choose to leave it undefined. Perhaps it's something like listening to the sound of your own brain...as a job? Well, you have to listen to the noise. It takes quite a bit of sorting through—poetry does suffer in that respect. That's what it's really all about, though, listening to the noises.

Q: As an artist, it would probably be fair to say that you have certain insights as to the workings of mankind and civilization. As such, do you feel any commitment to society or any kind of social responsibility; that is to say, should it be part of the poet's job to steer humanity in a positive direction?

MH: I hesitate to use the word social, the only real responsibility of the artist is to keep that art going, to keep that creative process in constant movement—really in that respect it's up to the people to listen (which they always seem to have a hard time doing) and to use the information for positive purposes. The poet sorts through the noise that has overtaken

*On the Beach at Thorpness
I look idly right for corpses in
the underbrush
then left, to check that Sizewell
was still there.*

*The wind was from that quarter,
northeasterly, a seawind,
B-wind, from that triune reliable
fissile block.*

First stanza of the poem that earned Hofmann the Prudence Farmer Prize in 1988.

modern society—that is all they really can do—it's then up to the people to do with it what they will.

Q: Looking around the world today, it's easy to spot societies in transformation. Some of these turns—at least at first glance—certainly appear positive—for example, the placement of an intellectual as head of state in a Soviet Bloc nation. In terms of the future of civilization, what predictions can you make?

MH: Well, we'll certainly have better speeches.

Q: Do you mean just better rhetoric?

MH: Well, I do think perhaps more than rhetoric, and yes, that does outwardly appear to be a positive thing, but I come from England where we have Thatcher—someone who will simply take advantage of such outward progresses by claiming responsibility for them. So, though these situations look good, they will no doubt consistently be undermined by more powerful people. Thatcher the Just becomes something of a self-appointed patron, thus using such a turn for her own ends. I really can't go as far as to make any positive predictions for the future. I was a pessimist since a young boy and I am a pessimist now. It's true we do have something like a professional political class in our society, so the possibility of bringing more intellectuals into power does, I suppose, exist. Yet, for the future I can only foresee an eventual clash between freedom and survival. We will place ourselves in a position where it will be impossible to own cars and other such technologies. Unfortunately, the intellectuals are really a minority of a minority.

Q: As I perceive great art or literature, there usually exists within it—to one extent or another—a social criticism, or at least a pinpointing of the problems of civilization; it is a means, perhaps, of making explicit what is already

implicit, and often this process takes shape with observations that are very negative. Saying we were to create for ourselves a healthy society—I certainly hesitate to use the word Utopia, but nonetheless it comes to mind—what effect would this have on literature?

MH: That's very interesting...I suppose it would tend towards the other side. There will always, of course, be problems.

Q: But if the problems were more trivial, wouldn't the literature then be more trivial?

MH: I suppose it would in some ways. I guess I have difficulty with this because I really don't see the possibility there. It seems we are only capable of conquering the small things; the large problems remain unsolved. Right now poetry flourishes because there are so many problems.

Q: Doesn't that hark back to your theory about the noise of humanity?

MH: Yes, I suppose in some ways it does have to do with that. There's really so much going wrong that everything has swollen into chaos. It's difficult these days to look towards a healthy civilization. As I said, only the small, immediate problems are going away.

Q: What poet most deeply affects you? Why? How?

MH: I guess that would have to be the man I pretended to do my post-graduate research project on—Robert Lowell. Also Geoffrey Bann and the Italian poet Montali are certainly among those I most respect. It really has to do with keeping going. Robert Lowell completed a great body of work in the last ten years of his life. It's that ability to keep it up with age that I respect—vitality and endurance—these men certainly had and have those qualities. That goes back to the purpose of poetry, to survive and keep growing.

Q: So in some ways this quality of Lowell's—this ability to keep producing a large body of convincing poetry—maybe comes to represent what you feel poetry itself has to accomplish—to keep going and to grow—sort of the snowball effect.

MH: Yes, that's really it. It's almost a question of eat up or be eaten—its the ability to endure that's important. If poetry will be heard, it will only be because of its own strength—it will only be because it kept going.



"Rosalie Goes Shopping" at Upstate

by Emily Horowitz

Rosalie is a housewife, but she does not cook or clean. One of her sons cooks her gourmet meals while she and the rest of the family enjoy a Shop-at-Home cable network. Rosalie, (played by Marianne Sagebrecht) has adapted to American life perfectly and discovered the American passion of "charging it."

Percy Adlon (BAGHDAD CAFE, SUGARBABY) directed this grim portrait of the modern American family, where everything one wants can be charged, and even final notices do not intimidate. Rosalie's ever-present camcorder is the only touch of reality in this surrealistic story. Rated PG.

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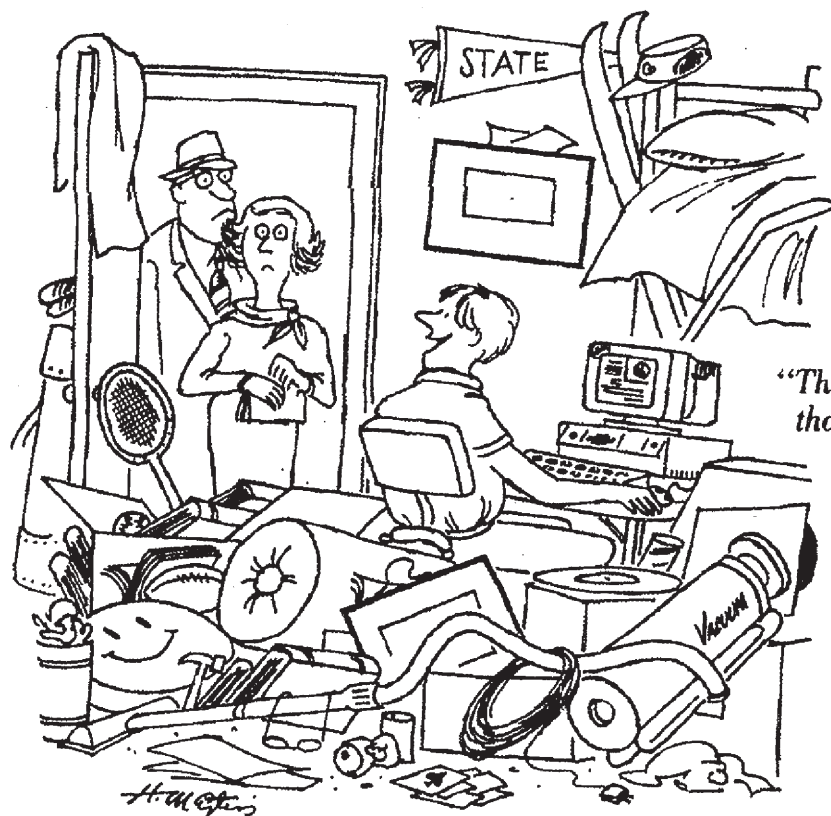
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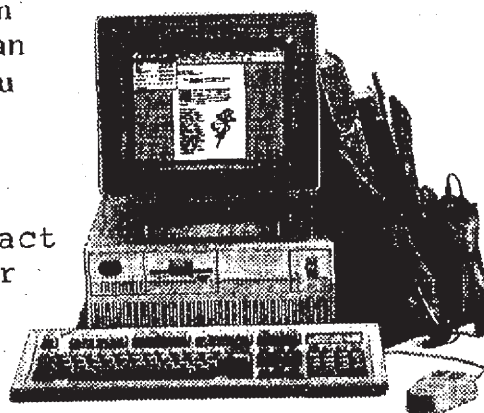
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Student Life survey influences housing, food service

by Kathy Bannon

The results of the Student Life survey conducted last semester are not yet fully tabulated, but they have already influenced many administrative decisions on campus.

The statistics will have to be tabulated and entered into a computer before the results will be complete. This should be finished by next semester, but in the meantime, the informal results have influenced the decision to change food service companies,

to improve the health center, and to make changes in the dorms.

The student complaints included concerns about the library, the lighting of some paths on campus, and the physical conditions of the dorms. Some of the renovations, such as those completed in Robbins over January break, had already been planned before the survey was taken, but additional renovations based on the concerns expressed by respondents to the survey should be on the way. Construction of the new dorm that is to be built in

Cruger Village should take into account students' comments on room size, soundproofness, and location.

In response to student concerns about the partial conversion of Warden's Hall from dormitory space to faculty offices, Elizabeth Reed of the Student Life Committee said that the SLC did not have the power to change that decision. The committee is only an advisory board to the president.

The committee did stress the need for the additional beds that would become available with the

construction of the new Cruger dorm. The cost of renovating Warden's Hall would not have been worth the money, said Reed.

Student comments played a major role in the decision to switch food service companies. A large majority of respondents were very dissatisfied with DAKA's service and the food quality, and indicated that a change was needed.

When the full results of the survey are in, Reed expects that it will have greater influence on decisions concerning student life at Bard.



Volunteer wheels a wheelbarrow

Appalachia

Continued from page 3
the community. "I expected it to be more painful and to be faced with more of my own living. It was like a vacation and I didn't expect it to be."

Harriet Schwartz, from Career Development, conceived and arranged the program during fall semester. She obtained a \$1000.00 grant from the Association of Episcopalian Colleges to cover the costs of food and transportation for the week. Even though food was bought ahead of time at cost from Rhinebeck Health Food Store and the Mohican Market, they went \$400.00 over budget. Other grant possibilities and fundraising on campus will be needed if a similar venture occurs next year. "I think it is very important for students to have the opportunity to do this kind of social service," says Tomaszkiwicz.

Volunteers are needed over the summer around Charleston, South Carolina, and across the country. Some programs will provide room and board. Check in the Career Development office or call the Voluntary Action Center at (803) 760-6930 for more information.

Oberlin

continued from page 1

Haslun also noted that no students reported to the Oberlin Health Center on April 13 or 14 for treatment of any injuries resulting from beatings. He did mention that several students went to the center on April 15 to show that they had bruises.

Finally, Haslun said that President Starr had contacted the chief of police, requesting that all charges against the students be dropped. The police department agreed to drop all charges for trespassing, but will press charges for theft and incitement to riot. Haslun also indicated that the president intended to talk to the students as

well in order to persuade them to drop their charges against the police department.

The Student Defense Committee was organized in the days following the confrontation with the police. According to Xuan-Thao Nguyen, one of the organizers, the group enjoys a good deal of support from the student body. About 50 students are "seriously involved" in the committee's work, covering legal issues, press relations, and discussions with the administration, and most of the rest of the student body supports the group.

The committee intends to file actions once they are able to "find out who is responsible," said Nguyen. "The issue is not just the

police brutality. It's freedom of speech."

The group organized a press conference on Tuesday, April 24 to update the national press services on the situation. A number of major wire services were at the conference, but the outcome was unknown at press time.

The administration and the Student Defense Committee are currently organizing an inquiry committee to investigate the incident. The committee's membership will be made up of two-thirds faculty and one-third students.

A statement indicating solidarity with the students was signed by about 60 members of the faculty earlier this week. However, Nguyen said that the Student

Defense Committee had "received no statement or explanation from the administration."

Haslun said that the administration had issued a statement, but that it "differed dramatically" from that issued by the Student Defense Committee. He said that the current situation at the college was one that "everyone at Oberlin regrets."

The language used in the statements issued by the Student Defense Committee was a bit stronger. One of the press releases ended with the following statement: "Oberlin's history and reputation in upholding civil liberties appears to have been suppressed. This event raises questions about that tradition's future."

The Recovery of Memory: Eastern Europe and the question of nationalism

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Russia revisited

continued from page 4

When I see that kind of interest and commitment, I think something good will come out of it. But again it is all based on my intuition. I'm sure that they will come up with a new system that will be more positive, more humane and probably generate greater social democracy in the country. Maybe, this conference on some subconscious level was motivated by this desire to start creating something

new and they wanted to get some feedback from foreign historians that will allow them to start building because they want to acquire a firmer foundation for their outlook on life.

S: How did it feel to go back?

G: It was a deeply emotional experience because I was reestablishing my links with that country. I made friends. For me it is no longer Soviet Union, impersonal entity but people that I know and people whom I established very personal and emotional contacts with. I knew I never lost touch with Soviet Union even though I have American citizenship, but now I have references.

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OBSERVATIONS

Don't just read, Bard — think

by Keightie Sherrod

On occasion, something appears in the pages of the *Bard Observer* that makes me wonder about my fellow students, about the amount of care (or lack thereof) that they take when they read, about the hair triggers that many of them seem to have on their tempers, and about their criteria for what will and what will not set them off and make them respond. One would expect that the pieces appearing in the editorial section (called in this paper "Observations"), a section designed to stimulate thought and debate over issues that our community faces, would be the pieces to provoke reactions from the *Observer's* readership. To judge from the recent letters we have received for publication in this section, however, one would be wrong.

I here refer, among other things, to the recent flurry of sarcastic letters aimed at David Biele's recent

installment of "A Fresh Look," but am concerned also about the way in which the Bard community regards the *Observer's* editorial section in general.

Our editorial section has, in recent months, contained several columns on important issues that all of us at Bard should keep in mind: observations on the need to respect the environment (both ecological and social) which all of us must share, on the nature of Bard's relationship with the Levy Institute, on the possibility that our curriculum is biased, and, just last week, on the proposition that it is the duty of the educated public to question public officials.

Is anybody actually paying attention?

The only editorials to have generated any real response this semester have been David Biele's "Be Visible" and Jason Van Driesche's "Democracy and Courtesy are a Necessity." The responses to these columns have reflected on the part of their writers a careless reading of the pieces in question, and a failure to consider why and how said pieces came to be written, much more than they have represented an honest attempt to confront the issues Biele and Van Driesche

originally addressed.

"Be Visible" has generated a controversy that has thus far had little to do with the issues Biele tried to raise in it; instead of honest expressions of the Bard community's feelings on the matter, we have "Thorn and Bristle" attacking Biele and the newspaper from behind the cover of their pseudonym. While Thorn and Bristle have a perfect right to disagree with Biele, I think that they will find that their methods have served to further confuse the issue, that their message has been lost. Besides, if one is going to attack an individual and the free expression of his opinions, it behooves him or her to be brave enough to face the repercussions, to reveal who he or she is and why he or she holds a differing opinion.

Van Driesche's piece poses a different problem, one that I feel has gone unclarified for far too long. Is "Observations" too nebulous a title for an editorial section? Several individuals have responded to Van Driesche's column, but none to the suggestions it made; instead we have people writing and speaking to decry the column as one that betrays editorial bias.

Do the members of our community understand the difference between an article and an editorial? Editorials are opinion pieces, as letters to the editor are opinion pieces. Editorials, as opinion pieces, are *inherently biased*. That is what they are for. Editors have a right to opinions, too.

I must here urge the community to *think*: not just about what a particular piece is saying, but also about in what context it appears, and where in the paper it appears. Look at the title of the piece. Look at where it appears in the paper. If it's on the editorial or letters page, then it is an opinion piece. If it's on the front page, it is a news article. That is what the little headings at the beginnings of sections are for.

Which brings me to a final question: why has David Biele's light features column "A Fresh Look" suddenly become the focus of so much controversy? Last week there were two very sarcastic responses to the installment "Non-stop Nonsense." The letters in effect accused Biele of pitying himself for being a young white male, ignoring completely the suggestion that appeared within the column, that what is ordinarily regarded as a minority, the liberal-minded community, has

here become a majority that is in danger of becoming closed-minded. Why all the hubbub over the characterization and none over the implications, which are far more serious?

Read the other stories in the newspaper; there is a lot of more important stuff going on, much more that is worth bitching about much more than this. Bard recently hosted a lecture given by a famous AIDS researcher who may or may not be guilty of falsifying some of his claims. Was Ian McGrady the only one who cared about this event and the implications of the deeds attributed to this man? We are losing main campus dorm space to faculty offices. Isn't that more important than the possibility that one writer regards himself as a minority when perhaps he isn't (especially when that possibility was suggested by a column with a history of wry observations on Bard life that are generally presented tongue-in-cheek)?

What does it take to get you to think before you fly off the handle? At least you might do it over something worth getting mad about.

How carefully are you considering what you are reading, Bard?

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by Jim Trainor

Anyone of at least moderately liberal leanings who has lived through the last few decades of American history is certainly familiar with the idea of a boycott. The targets of these actions are almost always companies who have offended the values of the American public through corporate policies which ranged from investment in South Africa to unfair labor practices at home. One of the most popular reasons for more recent boycotts has been the environment and the various ways in which the corporate world has raped, maimed, pillaged, and burned down the planet Earth.

This week's Observer was produced by next year's staff.

Filling in for:
Editor-in-Chief
Kristan Hutchison
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Recently, however, there have been some defections from Wall Street's rogues' gallery to the side of righteousness and truth bringing with them a new strategy for saving the world; buy their stuff.

What these companies have decided to do is very simple. They are going to respect the environment and encourage others to do the same. Perhaps the most significant of these businesses is Wal-Mart, one of the largest chains of retail stores in this country. According to an article in the April edition of *Sports Afield*, Wal-Mart has notified its suppliers that those companies who have designed and packaged their products in an environmentally responsible manner will receive special signs next to their displays. The significance of this move is subtle but important, such signs give products greater viability on the shelves and are much easier to sell. What this tells the companies who market products through Wal-Mart stores is that conservation pays...in cash. One example of a company which is cooperating

with Wal-Mart is Procter and Gamble which now uses recycled plastic in packaging Spic and Span.

This line of reasoning has also spread into the tuna industry. On April 13, 1990 *The New York Times* reported that the three companies which sell 70 percent of the tuna bought in the United States have agreed, after years of pressure from environmentalists, not to buy tuna from fishermen who killed dolphins in the process of netting the fish. According to the *Times* story between 80,000 and 100,000 thousand dolphins die every year after being caught up in the nets of the commercial fishermen who follow dolphin schools in order to locate the tuna. From now on, however, the makers of Star-Kist, Chicken of the Sea, and Bumblebee tuna will buy fish only from fishermen who have used alternative means, like sonar or bird activity, in order to locate the schools.

The message here is that things are beginning to change. The years of protests and boycotts have succeeded in getting the attention

of business and they are beginning to reform. This is not enough time to relax the pressure on those companies who have yet to see the error of their ways but it is time to reward those who have. It is important to make the business world realize how much pollution costs. But the most effective tactic may be to show them that environmentalism pays.

The best thing for the public to do is simple, examine the products you buy and give preference to those identified as containing recycled materials and less excess packaging. According to *Garbage Magazine*, as cited by *Sports Afield*, 30 percent of everything we throw away is packaging; that means boxes, wrappers, and bags. The solution to this problem may rest in being more concerned about what goes into a piece of merchandise than with what the merchandise goes into. If those companies who are now trying to behave responsibly see that they can make money by recycling we are on the way to winning the

continued on facing page

Democratic Socialists seek to address minority hiring, other issues

To the editor:

This letter is in response to the article "Is the Curriculum Biased?" submitted to the *Observer* by Robin Cook and Amara Willey. They could not have known how timely their excellent commentary was; the first meeting of the Bard chapter of the Democratic Socialists of America had just met the night before the *Observer* came out. At the D.S.A. meeting, this semester's agenda was discussed and it was decided that the group would focus its attention on the following issues: minority hiring at Bard and a related critical look at Bard's curriculum. We agree that classes such as Black Women Writers are important and valid areas of study in obtaining a liberal arts education. We were pleased to see evidence of student interest and awareness.

There is an overwhelming demand at Bard for classes which address "marginal cultures," as is obvious by the long lines for classes such as Women in Africa and the Minority Studies Seminar. However, this interest belies the reality that Bard, supposedly a progressive institution, is far

behind other schools such as Vassar, Smith, Amherst, and SUNY Albany, to name a few, in percentage of minority professors, students, and established programs of study such as African American or Latin American concentrations.

It is no secret that President Botstein would like Bard to emulate institutions such as Smith and Princeton. Smith in particular has an impressive plan for "Institutional Diversity" that makes Bard look all the more elitist and out of date. As stated in "The Smith Design," currently "fourteen percent of all adults in the United States... and twenty percent of children under seventeen... are members of minority groups... By the year 2000 one-third of all school-aged children will fall into this category... Those figures are testimony to the nation's increasing diversity — cultural as well as demographic." As an institution looking towards the future, Bard can not afford to fall behind the social and intellectual currents of the nation. Concern for minority hiring has become such a major issue among institutions of higher

learning that Baruch College in New York City is having trouble receiving accreditation due to failure to maintain an acceptable number of minority faculty.

In discussing this issue with various professors, D.S.A. has found that Bard's deficiency in this area does not necessarily come from an antagonistic attitude toward minority hiring from the administration. The problem appears to lie with a lack of dedication to attracting minority professors to Bard. A creative, energetic approach to establishing incentives for potential minority professors must be enacted.

The Bard chapter of D.S.A. is looking not only to the administration. A commitment is needed from the faculty, the student body as a whole, and organizations such as LASO and BBSO, to whom we extend an invitation to help and guide us in this issue. In the final weeks of this semester we will be preparing a list of objectives and a time line for their implementation. Our goal is to see some progress by the end of next year, and any input from the Bard community is welcome.

The Bard chapter of the Democratic Socialists of America

Biele should watch his words

To the editor:

I have been living in the United States for nearly three years. Each day I am reminded of the ethnic, cultural and linguistic differences which characterize my social position. In response to the daily reminders of my status, I have set my bed in the far left corner of my room so that I can only wake up on my right foot. However, when reading David Biele's utter "nonsense" I felt it my obligation to react. I hope others too will have reacted to the sheer vulgarization David makes of the word Minority.

Does David know what Minority signifies? If not, then what is he suffering from? Indeed, he sure does sound like the atheist who thought he was suffering from anti-semitism.

In bold terms, a member of a minority group is one who can't veil her noticeability. She suffers mostly from it at times when

wanting to go about her business unnoticed. This certainly does not seem to be David's case.

After painstakingly reading David's article several times I have come to the conclusion that he suffers from being unnoticed. It is very brave and legitimate of him to search ways for fighting this ill. However, the use of the Minority pseudo-argument as his medium is more an outrage than anything else. Some were born into bearing Minority as their daily burden. Minority means nothing to him and much to others.

If lack of attention is what Dave suffers from then two things come to mind. First, he should get a better diagnosis. Second, Minority is not the answer to his pains.

Since Dave is so "mainstream," he should make it a point to not let his garbage flow into the tributary brooks called Minorities.

I hope you feel better.

Sincerely,
Mark Saul

Spending responsibly

continued from previous page
battle.

There is also one other thing you can do in order to help out Mother Nature, buy a hunting or fishing license. In every state it is required by law that the proceeds from the sale of sporting license be reserved for conservation. It is this money which finances state Department of Environmental Preservation research projects, pays the salaries of state wild life biologists and game wardens, and provides funding for the preservation of habitats through the state. A resident fishing license in New York State (all Bard students with valid student I.D.'s are eligible for resident license) costs \$8.50. If you opt for a hunting license the cost is \$9.50 and you must attend a class in fire arms safety and conservation. There is nothing which requires that you use the license but every time you buy one you make an investment in both the future of you local environment and in the health of the entire world.

Letters to the Editor



Decriers of "nonsense" are kneebiters

Dear Editor,

This letter is written in response to those two drippingly sarcastic letters last week insulting David Biele's humorous column, "Non-Stop Nonsense." Allow me to address the gentlemen in question:

Dear Mssrs. Callaghan and Wilson,

You are complete kneebiters. He was joking, ok? JOKING!! If you

were writing to imply that you just didn't care for what he had to say, then I must tell you that you just came off as two humorless, obnoxiously sarcastic doodie-heads.

Again may I stress, you are kneebiters.

Love,

Joshua Ephriham Israel Abrams

May 2 is "Black Wednesday" at Bard College. Members of the Bard community are requested to wear black in honor of the due date for senior projects

On Sunday, May 6, the *Bard Observer* will host a workshop on investigative reporting. The workshop will take place in Olin 102 from noon to 5 p.m. We will open with a talk by Harriet Schwartz on "Investigative Reporting on the College Newspaper." Following the talk will be a question-and-answer period and two films dealing with the subject of investigative journalism, "The Image" and "All the President's Men." The public is invited to attend.

BARD Weekly Community

Sponsored By
The Dean of Students

APRIL 28 through MAY 4, 1990

Information Newsletter *

GEIL 39

COLLEGE

Literature Department Lecture:
English poet **Michael Hofmann** will be reading from his works in Bard Hall on May 3 at 8:00 PM.

Philosophy Department Lecture:
The Philosophy Department presents a lecture by **Prof. Richard Schmitt** of Brown University. *I am the Captain of My Own Ship...: Reflections on Autonomy.* The lecture will be held in Olin room 102 at 8:30 PM on Friday, April 27.

Photography Lecture:
On May 3, at 4:30 PM in Preston, Photographer **Chuck Close** will give a lecture.

Music Program Zero:
May 2: Special colloquium with **Wiska Radiewicz** of Princeton University, who will present and discuss her recent work in sound and video. 1:00 PM in Brook House.

Also on May 2: **Leo Smith**, Prof. of Music at Bard:

Confessions of a Jazzman. 7:00 PM in Brook House.

New Horizons Concert:
On May 4 The Hudson Valley Philharmonic Chamber Orchestra concludes its *New Horizons* concert series with **Leon Botstein** conducting. At 8:00 PM in the Olin Auditorium.

Outing Club:
The Bard Outing Club will hold a horseback riding trip at Silver Springs Ranch on Saturday, April 28. The cost is \$15.00. For more information, contact **Jocelyn Krebs** in Box 847 or **Amy Bernard** in Box 533.

Dean of Student's Office:
From now through the end of the term the reading room of the Olin Building will be open until 2:00 AM, seven days per week. The Dean's Office asks that students respect this study space so that we can maintain these expanded hours of use.

Minority Studies Workshop:
April 30: **Margarite Fernandez-Olmos**, Department of Modern Languages, Brooklyn College, on *New York-based Puerto Rican Women Writers within the Context of Puerto Rican Literature.*

Dean of the College:
Information is available in my office concerning a variety of 1991-92 NEH Fellowships.

Sociology Department Lecture:
Leading sociologist **Professor Neil Smelser** (Berkeley) will speak on Education and Political Paralysis on May 2, Wednesday, at 8:00 PM in the Olin Art History room.

Sunday's Movie:
Sunday, April 29: *Querelle*, by Fassbinder. The showing of this film is co-sponsored by BBLAGA.

Friday's Movie:
Friday, May 4: *Zelig*, by Woody Allen.

For both Sunday's and Friday's Movie, showings will be at 7:00 PM (non-smoking) and at 9:00 PM in the Student Center.

ATTENTION ALL CLUB HEADS:
Please submit your club's activities to The Dean of Student's Office for Placement in the Weekly Calendar.

Calendar of Events

Saturday 28	Sunday 29	Monday 30	Tuesday 1	Wednesday 2	Thursday 3	Friday 4
3:00 PM Women's Caravan to Central America Olin 102 (Art History Room)	9:45 AM Friends Meeting Leave From Feitler Call ext. 316 for more information	7:00 PM News Meeting Olin 3rd Floor Lounge	5:30 PM Learning Difference Support Group Admissions Office	7:00 PM ACOA Meeting Aspinwall, Room 302	7:00 PM N. A. Meeting Aspinwall, Room 302	7:00 & 9:00 PM <i>Zelig</i> Student Center
	6:00 PM Worship Service Bard Chapel	7:30 P.M. BBLAGA Meeting Aspinwall 302 Floor		1:00 PM Mucis Program Zero Lecture Brook House	4:30 PM Photography Lecture Preston	
	6:00 PM Features Meeting Aspinwall 3rd Floor			7:00 PM <i>Confessions of a Jazzman</i> Lecture Brook House		
	7:00 PM A.A. Meeting Aspinwall, Room 302			8:00 PM Sociology Lecture Olin Art History Room		
	7:00 & 9:00 PM <i>Querelle</i> Student Center					12:00 NOON Deadline for Newsletter for 5/11/90 issue Dean of Student's Office.