The Politics Of Student Government

By Robert J. Koblitz

The subject of student self-government has not yet to my knowledge been formulated in a full-grown political analysis. While there is often a profound disparity between the ceremonies of adult, and the practice of the student government, there is particularly disillusioning for young people who are going through the change of "democratic" processes without the substance of responsibility.

The approach to an analysis of student government stems at the outset over the question of the sovereignty. There is the notion that if a government, any government, does not have the last word in any matter concerning its welfare, it has lost its independence, becomes a servant of the college, and has precisely sovereignty. Since in any event student government could operate only within a circumscribed area, one easily falls into the degrading attitude of looking upon it as incomplete, weak and a sorry example of democracy.

One can trace the legal context within which student government exercise its sovereignty. There is the example of democracy. This leaflet would be of the values of the college. Students. The political form is to have a leaflet accessible to the maintenance of or prints of rare and historical curricular activities, and, what student participation. Students North America, and students around campus in regard to knowledge.

The approach to an analysis of student government will be taught by Mr. Ablow, a two-credit course. The deadline for payment of Government and the artistic. Courses are offered. Fifteen students are enrolled. The 1961 session will include a study of "The Renaissance Image of Man and Society" will be given as one course. Seven people are enrolled. Those three courses with work six points of credit space.

Those enrolled in the "Renaissance" courses are required to study "Renaissance Art" with Mr. Ablow, a two-credit course. In addition to studies in the Renaissance, two other courses are offered. Fifteen students are enrolled for an eight-week course in Business Psychology, taught by Dr. Aitken and Mr. O. F. The course is entitled "Critical Reading and Expository Writing," an also an eight-point course, with Mr. Robertson. Registration for Winter College is held November 16. The deadline for payment of the $100 deposit is today, December 5.

Fifty-Six Students Enroll in 1961 Winter College

Fifty-six students are registered for the 1961 Winter College. The session begins January 2, and runs through February 17th. This 1961 session will undertake a study of "The Renaissance" in several different fields.

The topic will be approached from four angles: the historical, the literary, the sociological and philosophical, and the artistic. Eight students are enrolled for Mr. Aitken's course, "The Renaissance in History," which will examine the concept of the renaissance in world history. "The Renaissance in Literature" will be taught by Mr. Willians. Thirteen students are enrolled.

Mr. Aitken's course "Readings in Renaissance Philosophy" and Mr. DePietro's "The Renaissance Image of Man and Society" will be given as one course. Seven people are enrolled. Those three courses with work six points of credit space.

Bardians Rebel Against Social Reg. Crackdown

By Beth Porter

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

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

The purpose of the proctor, said Dean Bourne, was to check exactly to what extent the existing social regulations were being obeyed. Rumors from unnamed faculty and students, had provoked specifically the violations of the rules were being repeatedly acted upon. The problems of action, therefore, would have to be taken as the objective of presenting a satisfactory situation to the Middle States Association and the public. The dean did not state from where source the "proctor" had originated or how she verified it. If social regulations were being strictly enforced, she said, then South Hall certainly had nothing to fear.

Although South Hall was to have the only female proctor, one of the men would be assigned similar duties at the photo form to serve as an experimental social-mindedness. The responsibility of reporting violations.

Diane Miller, co-president of the senior class, pointed out that any effect produced by the new proctor arrangement would not possibly tell up in two weeks, the reputation which South Hall had for many years. If it were a front of its income from the Federal Government. The study will be conducted with the assistance and cooperation of some university publications and suggestions as well as the done work on the effect of government aid in these areas. (Continued on page 4)
November 7, 1960

Of course we are interested in a college's social regulations. The Middle States Association believes that everything a college does pertaining to its campus and the students who live on it is the business of the student as well as the faculty. A school's decisions must be considered, and the student governed according to the student's wishes.

It cannot be said that the democratic community is non-existent in our lives. It is not necessarily in our community, but it is a community that can affect a change. But where democratic processes are only vestigial, it must be assumed that the individual knows what he wants, whether it be rational, emotional, or otherwise.

I would define the Bard community as responsive, but not democratic. At present people are two predominant wills vying for ascendency. On one hand, the administration desires for a solid, continuous educational program (in fact clearly-defined terms of control). On the other hand, the students' desire for an illogical, uncontrollable freedom.

It is the absence of a clear definition which precludes the possibility of concerted, effective action. Successful action cannot be taken by any group until its aims are clear and generally supported; and this is obviously true at Bard. We are considered by the administration to be, in many cases, inanities. Our desires are considered to be irresponsibly. But what better proof of a democratic society than the desire for control, and the right to self-determination?

A POLITICAL PRIMER

By David Frederickson

There are occasions when a man is forced to make a personal choice of a course of action. Ideally, the course chosen will be in accord with an acknowledged and assumed philosophy, and not contradictory to any other actions that one may make; but, there will always be factors that cannot be calculated when external conditions must be considered, and the choice governed accordingly.

Therefore, one must at times consider the goal, or perhaps simply the will—of the community and every compromising individual, but it will be a rational and civic community that must be governed, or at least its influence on a political community. Or one may act irrationally as a member of an inextricably moving group, in which case the will of choice is all but absent. In either case, however, the group all play a decisive role in governing the individual's actions.

In a democratic community, it is assumed that the individual and his beliefs are the community itself. It was not necessary to be democratic, but it is defined as an individual freedom. It is the absence of a clear definition which precludes the possibility of concerted, effective action. Successful action cannot be taken by any group until its aims are clear and generally supported; and this is obviously true at Bard. We are considered by the administration to be, in many cases, inanities. Our desires are considered to be irresponsibly. But what better proof of a democratic society than the desire for control, and the right to self-determination?

The only criticism that Miss Keller has for Alice Jacobs is the limited range of the dance, and the lack of development of the group as a whole. We think it is valuable to point out that in Alice Jacobs' work on the college's dance program, the student body is not the only group involved. A student body is a group of individuals who may not necessarily have the same interests or goals.

Hirsch Exhibits Works

Several paintings by Stefan Hirsch, head of the Art Department at Bard College, will be on exhibition at the Art Center, Minneapolis, Minn. from October 31 to November 19.

The exhibition, one of the best known and most important in the American art scene, contains a wide variety of works by one of the most original and challenging artists of our time.

Hirsch has been a strong supporter of the American art scene, and his works have been shown in many of the major galleries and museums in the country. His work is characterized by a strong sense of line and color, and a strong sense of form and structure.

The artist's works have been widely exhibited and are collected by many of the leading museums and galleries in the United States. His paintings and drawings are also widely reproduced in books and periodicals, and his work has been the subject of many articles and essays.

The exhibition is a major event in the American art scene, and it is a rare opportunity to see such a wide range of works by one of the most important contemporary artists.
The Politics of Revenge or Education?

By Steve Bernbach

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

One method a community has of functioning is to attempt to order the behavior of its citizens through law. The law is formulated, violation is defined, and punishment is set. In a democratic society it is assumed that the population is reasonably able to comprehend the law and its particulars. This is why they are responsible for their behavior. This means that each educational institution in accordance with its knowledge and individuality has the right to define the rules that will govern the behavior of the students.

But the ethics it faces are not different in kind from those faced by any community. If students wish, they can organize an autonomous society (not sovereign in instrument of expression). They can manipulate the rules of the society in order to aid themselves and would reject this. Yet the rules that are in existence are those the students have chosen. The behaviors in which they engage are those the students have chosen and have the right to engage.

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

This is why Bard is considered a small liberal arts college and why the education gained in such a college is so highly respected in our country.

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Theft

We have been concerned with so many things at Bard this fall, ranging all the way from the addition to social regulations, that some of us have overlooked a most basic problem. The most basic of all is a lack of education in the liberal arts, namely education.

I should like, therefore, to use my paper to tell you a story about an experience I had in this college. It was a story about a former student who came to me and presented me with the problem of what had happened and what he had learned in the course of his experience.

Of course, it is a valid part of education that the man who knows no facts of history between 900 and 1900 A.D. or who understands no mathematical principle beyond the multiplication table, has at least some very serious gaps in his education. But the chief characteristic of the educated person is that he has facts he has learned.

What is more important is that he be able to think, that he know how to earn, and be able to distinguish between the significant and the superficial, be able to have a lively curiosity and a zeal to understand, be able to interpolate, the inter-relationship of facts, values, and ideas—the short that he be able to use them to justify and recognize truth.

The small liberal arts college has proved a fine means of achieving these ends. It has not won this distinction by

EUROPE 1961 — Study and Travel

Classes in leading European Universities while Travelling to: England, France, Belgium, Italy. Air travel from larger institutions. (As of December, our Bard science faculty, the Dean of a downstate medical college, presented him with the problem of what had happened and what he had learned in the course of his experience.)

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

And now for student government. Notwithstanding its precious juridical basis, an effective student political action is possible. The obstacles it faces are not different in kind from those faced by any community. If students wish, they can organize an autonomous society (not sovereign in instrument of expression). They can manipulate the rules of the society in order to aid themselves and would reject this. Yet the rules that are in existence are those the students have chosen. The behaviors in which they engage are those the students have chosen and have the right to engage.

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Bard Cagemen Hope to Recover Winning Ways

By Ralph Levine

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

The Bard is team handicapped by a lack of height and also by shallow bench strength, both of which show their effect in the second halves of their games. In their first two games this season, 17, their hustle against a tall Orange County Community Col­lege team produced a close half time result, but the pace had its effect in a second half and half Orange win, 105- 69. Alan Redsky scored 17 and Dave Schilfman scored 18 for the Orange.

It was the same story on Nov. 29 as the team lost to Rock­land Community College, 92-70, and at Marist Wednesday night, 92-65.

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Bardians Rebel

(Continued from Page 1) in the public relations pro­gram.

The dean indicated that the students as a collective unit should be permitted to express themselves in the college community and its problems. She said she was interested in the aesthetic attitude on campus. She did not wish to deprive Bard students of any feasible goal that they might have concerning the social, academic, or any other part of the college. But she was being forced to take some definite action to appease the Board, States, irate and, perhaps, mis­informed students and parents.

Taking their cue from these words and their implied mean­ing in protest.

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

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

After much hubbub a dorm meeting was called on the spot to discuss how to deal with the preacher. Before any girl could speak, the dorm was informed by its question that the social room door could not be closed, in meeting or go. Incensed, the girls filed into one of the rooms, closed the door, and formed a plan of action. It was discovered that the proctor had imposed her own moral judgments upon some of the girls. Group feeling grew. Realization came that the privacy of the dorm was being sorely threat­ened in a large majority, and the girls could not even meet in their own social room.

A suggestion was made to make a protest march to the Presi­dent's house. After some de­liberation and discussion the following motion was adopted: The girls, on the verge of holding another meeting for more decisive action, were drawn to the window by the gathering multitude outside; loyalty, school spirit, whatever it may be—of unity spread, as did one of defiance. The boys also banded, seeking thank you's, which soon became upon invitation to come inside. A short time later found the boys and girls crowded into the social room.

Ralph Green, President, aroused from his reading, made some remarks, with blocked the group, suggestions were made concerning the next step; a feeling of organization might use their collective power to win more than a vic­tory concerning social regula­tions. Action could be taken of other aspects of campus life pleasing to the students, such as Dining Commons, etc.

There was Found the group to be much more active while about to do next. The strongest feeling was to go back to campus, awaken Stone Row, and demand a definite decision from the President.

Finally the following motion was made: The girls of South Hall shall take collective responsibility for seeing that the exist­ing social regulations are obeyed. Collective responsi­bility is defined as follows: A. In the past, every girl shall do her best to avoid violating the rules, and to discourage the rest of her dorm, as a group, from violating them. B. In case of a violation, only the viola­tor will be punished, not the dormitory as a whole. C. The approval of this motion, President Kline asked that the pres­ence at South Hall was super­fluous and that, in future, pun­ishments for violations of rules would not take place.

Nobilia

By William Driver

We're people of the Aftermath. We're girls. We're young, and wild and free.

Our outfits are round of our skirts are below the knees. And youth is brief, and love has wings.

The brightness of the Bright Young Things.

The Boy Friend, as far as records show is the most musical ever to be produced in the Bard Theatre. It is the story of an inglorious army of giggers, the shrieks and the excitement should be an entitled to. It is not easy to picture the real thing exactly. The Boy Friend is exactly, but not about an unreal world, the rose-tinted world of musical comedy, where the good are good, the wicked wicked and impure, women are pure and, breathtakingly unreal. Its heroines are the younger sis­ters of the Bright Young Things, not yet so corrupt as their elders; its heroes their Boy Friends, quaintly French, spick American, or best of all, good and kind and upstanding and English; its ambiance, the echoes of our hips, in Nice. All the giggles, the shrieks and the excitement should be entitled to.

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

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