Co-op Store Expose

by AL LANDAU

The Co-op store, as it was established two years ago, was bound to be a failure for one very obvious reason. When it was run by the College, it was just managed to break even. All that happened when it became a Co-op was that the capital was now put up by the students and not by the school. As a consequence, the student store now had to risk its money rather than the school's.

In fact, since the store was no longer financed by the administration, there is the inevitable matter of cost, naturally preferred to have the store take on as many extra expenses as possible. Hence, we find that the store had to handle the mail service, run the student bank, and have the amount of the Field Period and the Summer months. All this, so said the administration, was to be in lieu of rent. However, if a rent had been charged to it or if all these services had been carried when it was run by the school, the store would have had a big deficit. This is the exact position in which the store now finds itself.

We have seen a definite improvement in the services handled by the Co-op since Mrs. Teator became its Manager. Even the deficit has been minimized, in spite of the decrease in enrollment. It would, therefore, be a shame now to give the store back to the school as it is complacent. In that many of these services, such as the Student Bank, the fair prices and the long hours it remains open, would no longer be offered to us.

WHAT THEN CAN WE DO. IF WE RETURN THE STORE, THE DEFICIT FROM YEAR TO YEAR WILL EVENTUALLY BANKRUPT US. IN FACT, THE STORE IS ALREADY HAVING TROUBLE RETURNING THE 10 SHOES TO STUDENTS.

As a solution to the dilemma, I suggest the following plan—so obvious. That is, to turn the Co-op Store into a Co-Operative. By this, I mean that a Student Manager be appointed and Student memberships be made the rule instead of the exception. This would serve to do two things: One, many badly needed student employment loans, and, secondly, it would greatly decrease the weight of money now spent for employment in the Store, which is approximately $14,000 under the present system. By this, I do not mean that the students would be paid less than the present help. As a matter of fact, they could be paid more. Here are the reasons why: 1) The help is at present hired on a year-round basis. 2) Although during the Fall and Summer months, the Store does enough business to pay for the people who work behind the counter, it does not do enough to carry the other year-round salaries. 3) During rush-hours, three girls are needed behind the counter. However, during the slack period, only two and sometimes just one are needed. But because these girls are hired on a full-time basis, you must keep three on duty at all times.

The Student Store Manager would have the most responsible and best-paying job on campus, for it would be his job to handle employment, regulate the prices and oversee the buying. The one job that he would not have to do would be the bookkeeping. This has been Mrs. Teator's nemesis. This idea that a Store Manager should also keep the books has one of the mistakes made by the present Store Committee. An amateur bookkeeper can become so involved in attempting to keep the books straight that she could be the exception. After the Conferences on Academic Freedom of April 1, sponsored by the subcommittee of Council, various people, representative of the community and its group interests, were asked for comments on the two meetings and the speakers. We present them here along with the community's entire reaction on the general reaction.

Vice-President Robinson's statement was: "A most successful and worthwhile session. It sets the stage admirably for future meetings and one of the more difficult questions raised by the Congressional hearings." Miss Barbara Mitchell thought it "... wonderful that such concern and participation was shown by a whole community." Mr. Kohl's comment was representative of a reaction of many of the members of the faculty. "The students are to be congratulated for the enthusiasm and skill with which they managed the conference. The experience gained from this will insure even more successful ones later in the year. This action puts Bard among the most active and successful colleges on the score of academic freedom. The speakers were highly impressed with the student response and leadership."

September 14, 1973

Mr. Fiesl said of the meetings:

"The conference on academic freedom could have been much better than it was. The three chief speeches, with the possible exception of Mr. Lents's, did not begin to deal either with the complex ties of the problem or with the wide diversity of opinion among liberals seeking to achieve success. For instance, Professor Sidney Hook, whose position was oversimplified by both Mr. Naef in the Bardian and Mr. Lents on the platform, was not present; neither were any of a number of other views (e.g., Counts, Schuster, Odeh, Elmer Davis, R. G. Davis, the editors of Commentary, the Committee for Cultural Freedom) represented by the spokesman. When urging tolerance of diversity of opinion, we should first practice it ourselves."

Miss Zoe Warren said of Professor Lents: "... too close to problem to present it as it should be presented." She approved highly of the conference and its aims otherwise.

Mr. Hauser believed that "... the point brought out about the danger of becoming pro-fascist in the fury of being anti-communist is important to remember."

Ezra Shahn, head of the student's Committee on Academic Freedom, observed that the community has apparently become aware of the problems involved in academic freedom and anticipate greater interest to be demonstrated. For the information of the community, he said, the Committee is planning another such meeting in May to have as speakers, Judge Learned Hand and/or Robert Oppenheimer.

Sandra Mowbray-Clark's comment was, "I think that the meeting was very important. The fact that we are a relatively free people we have accepted. However, it is only a passive acceptance. Too many of us forget to act positively in maintaining freedom. There is no place for a kind of ignorance in the crises of today. . . ." The necessity of our working out some individual and collective action... makes another conference unnecessary." Irving Dworetzky stated, "I do not believe that anyone who listens attentively to Professor Wheel-er and Wilson last night could fail to be impressed by both the eloquence of their presentations and the vital importance of the rights which they used their talents to defend.

Paul Kolda's main point was, "(Continued on Page Seven)"
The Bardian

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"I disapprove of what you say but I will defend to the death your right to say it."—Voltaire

Editorial

We, at Bard College, have become victims of a Community Government that is neither definite in its powers, nor effective in its actions. We have, amased over the last few years, about 60 to 70 Community Laws, most of which have either been forgotten or ignored. The failure of Judicial Board is symptomatic, rather than a basic cause. How can a Judicial Board enforce rules that are not respected and if it does not have the means of enforcement. For example, there have been no Open House violations reported in the last six months. How then, can Judicial Board rule on a visitor who would be turned in now. Certainly, this would not be equality before the law.

The question we are now faced with is whether we should reorganize our government so that laws can be enforced or should we do away with all these objectionable laws, so that there will be no enforcement problems at all?

Our Government does not function from day to day, but rather prefers to meet crises. The weakness of crisis, or negative government, lies in that it will only enforce its measures during the crisis itself, and while it might legislate in an attempt to prevent another crisis from occurring, once the hysteria diminishes, so will the law.

A reorganizing program would have to include laws which the Community is in favor of, and the means by which they can be enforced. Many of our laws, it seems, are passed more for appearance's sake than desire. This is because our Community Government is not sovereign. Though Pres. Case has seldom used powers; the mere presence of them has made Community Government leary of passing laws that would not meet his approval, even though the majority might be in favor of them. This, however, cannot be blamed on Pres. Case, but rather on ourselves, for unfortunately, if we were given complete sovereign powers, the chances are, we would pretty much ignore the minority on this campus and put such things as almost unlimited Open-House into effect. This is virtually what is in effect today due to the fact that the majority will not enforce the rules it passes. We, therefore, cannot expect to have the sovereign power put into our hands until we indicate that we can enforce the simplest laws necessary for decent Community living.

The Bardian would like to recommend to the new Council that, rather than wait for crises to arise, they attempt to cut down on their many Committees and view the problem as a whole by co-ordinating opposing opinions so that some basic laws can be observed. . . .

Council Candidates Selected

Nominating Committee presents to the Community a slate of fourteen candidates for Council. Listed below are their names and qualifications:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Rose Bakst</td>
<td>Feature Editor—Bardian</td>
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<tr>
<td>Jim Gordon</td>
<td>Assistant Managing Editor—Bardian</td>
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<td>Sheila Heister</td>
<td>Copy Editor—Bardian</td>
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<td>Dan Butt</td>
<td>House President</td>
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<td>Roger Calkins</td>
<td>Technical Assistant—Drama</td>
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<td>Mario Grayson</td>
<td>Co-Chairman—Art Club</td>
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<td>Elsa Heister</td>
<td>Entertainment Committee</td>
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<td>Sheila Heister</td>
<td>International Students Week-end</td>
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Dr. Edward Fless has asked that the following letter to him be printed:

4/14/53

Dear Ed:

Thanks for sending me the Bardian. The article discussing my position is a dishonest evasion of the issues and arguments I presented in my New Leader piece. The writers does not even attempt to meet my analysis at any point but substitutes question-begging epithets and ad hominem irrelevances about my alleged motivation. This is not only stupidity but an insulting presumption.

It is ironic to observe that although the editors profess to be liberals they have loaded their paper with a completely one-sided presentation of complex and difficult issues. The same is true of the panel of the Conference of April 1. Their spirit is one of intellectual, lynch party against anyone who disagrees with them.

Cordially,

Sidney Hook

Editor's reply:

Unfortunately the Bardian does not have room to answer Mr. Hook's charges against Charlie Naef's article. However, his de 

regulatory mention of the April 1st Conference on Academic Freedom is one that most Bardians can take with a grain of salt.
Bard Organizations Represented at Academic Freedom Conference

Bard College Academic Freedom Committee, the Bardian, WXBC and the Bard College SDA Chapter, sent representatives to an Intercollegiate Conference on Academic Freedom on April 25, sponsored by the National School of Social Work, Temple University and Union Theological Seminary. The following resolutions were adopted:

1. We believe that the right to learn should not be taken from any individual, nor disciplinary action taken against him because he is involved in the congressional investigation.

2. We believe in the right of students to learn and have free access to all areas of thought.

3. We believe in the ability of students to discriminate, accept and reject knowledge.

We oppose the methods, tenor and scope of the current congressional investigations on grounds that they result in intimidation and create an atmosphere of fear in the colleges and universities.

We believe that students' right to learn should be protected, and not increased or destroyed.

We believe that the ability of students freely to study, discuss and debate all ideas, undermines democratic education.

We believe that the ability of students to discriminate, accept and reject knowledge, limits nor increases these rights.

THE RIGHT TO TEACH

We believe in the right of students to learn and have free access to all areas of thought.

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We believe that students' right to learn should not be taken from any individual, nor disciplinary action taken against him because he is involved in the congressional investigation.

BE IT RESOLVED that the following standards for a teacher ought to be maintained:

1) A teacher should attempt to present all points of view fairly and competently; and should have the freedom to express his own views in full, without fear of contrary views.

2) A teacher's views outside the classroom and the organizations to which he belongs should have no bearing on a decision concerning his fitness to teach; a teacher who has violated specific laws now on the statute books should, like any other individual, be tried through the constitutionally due process of law.

3) Decisions concerning an individual's academic fitness should be made by the faculty. We recognize and accept the statutory rights and responsibilities of administrative officers in colleges and universities in making such decisions in matters of appointments and dismissal from the teaching staff, but the best interests of scholarship and education are served only if such decisions are based on an evaluation of academic competence, character, and integrity. Accordingly, every decision to dismiss as well as to appoint, whether in respect to general or special, or to their new home on the main campus just next door to Kappa House.

Mr. Bleucher Discusses Common Course With E.P.C.

On May 12, Mr. Bleucher and several other Common Course instructors reported on EPC on the nature and aims of the Common Course. Mr. Bleucher presented the Course as an experiment in general humanities, designed to put the student in the center of the interrelations of the different fields of knowledge by dynamic methods.

Although Mr. Bleucher feels that it is still too early to judge the permanent failure of the Course, he believes that there are several indications of some degree of success. There are many discussions in the sections, between the "believers" and the "non-believers", which have established fields of cooperation out of the differences. In several cases, students have been able to find their own "constellation" through accepting a better understanding of the interrelations of the fields of knowledge. It has been possible to discover certain specific latent talents in some students, which will provide better leads for their future individual studies. The Course has also opened new fields to many students who, had previously considered them closed, and has given them a more multi-sided view of nature. The personal relations established through the Common Course have given rise to respect for each other's viewpoints and has led to better understanding; in this sense, the Course has been a community affair. Several non-common Course instructors have reported that Common Course students have improved in their classes due to the stimulus they received from the Common Course. As examples of this, Mr. Bleucher spoke of several students who had hesitated to take the Course at first, and who felt that it would have no value for them, who have now admitted that it has opened new fields for them and given them a broader view. He also said that several parents had expressed their appreciation of the approach the Course had taken to their children. In general, he felt that the Common Course was helping the individual to relate his personal experiences to wider areas and to arrive at some kind of answers to the ultimate questions.

Marty Dinitz asked if the Common Course is basically a literature-philosophy course, as some of the freshmen seem to feel. Mr. Tremblay replied by saying that since all good writing is literature, and since the basic questions are philosophical ones, any course of this kind is bound to be so, in this sense.

Dr. Sottery celebrates 25th Year At Bard

Dr. Ted Sottery sat in his cool tree-shaded den, with his charming wife, reminiscing about his 25 yrs. teaching at Bard. He originally came here from Albright College in Pennsylvania after receiving his M.A. from the University of Pennsylvania and his M.A. and Ph.D. from Columbia University.

Dr. Sottery joined the St. Stephens faculty the year it became affiliated with Columbia. Mrs. Sottery reminded him of the time in 1924 when he turned down an offer to teach chemistry at St. Stephens College—that little place in the sticks—and how he immediately reconsidered the proposition when a few weeks later St. Stephens became affiliated with Columbia University.

When the Sotterys came, in 1928, to St. Stephens with their family, they moved in what is now the professor's home. Dr. Bell was President of St. Stephens and called it, "my little Oxford." Since that time the Sotterys have seen six Presidents arrive and the educational system completely overhauled 3 times.

"In 1944," Dr. Sottery remembered, "I was the last faculty representative from the College to the Columbia University Council." Mrs. Sottery remembered that 1944 was also the year they moved to their new home off the main campus.

"It was easier teaching in the early years," Dr. Sottery said. "We had the honor system and I used to lecture my classes instead of having to conduct sessions." Big-name men would come up here from Columbia—it was quite exciting then. "The faculty used to have ball teams and the wives would sit up on the library steps and cheer their husbands while they played the students."

"The biggest change, though," Dr. Sottery smiled, "was when the girls came. We had to leave Columbia then because Barnard was the only affiliate of Columbia allowed to have women students."

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Efra Shahn asked if the Common Course was not doing the same thing that advisory conferences are supposed to do, and if the Course was the "common educational experience" that it was meant to be. Mr. Bleucher answered him by saying that the Common Course supple­mented the conference, and vice versa, and that the Course may bring out much more than a conference can, since a great deal is gained

(Continued on Page Seven)
Song Out Of Pandemonium

I

I dream the blessing of Mephisto,
The singular cynical bestihood of negation.
I wish to snicker at a rose
And smile omniscient brutality
At a sorrow-tepid tear.
Then would I lean back
Glorying in inhumanity,
Like triumphant Lucifer.

Then should I be
The one true deity,
Without wings.

by MARTIN DINITZ

II

Across the darkness-varnished lake
A song lay singing vaguely to itself
Spun from some keyboard through the hanging air.
There can be no pretense on summer nights,
No love in hiding, no pretense of love.
In this carved light upon the porch.
Her dress now clung about her moveless thighs,
Now shook like some nocturnal butterfly,
Allighted on, then wailing near a flower
She spoke some lines of verse on western wind,
Rain and a mourning lover's discontent.
Meanwhile the wind was moving in her dress
And I was in no mood for mournfulness.

by DICK SEWELL

Two Hellenic Rhapsodies

Acropolis
Come and contemplate with me
The noble immobility of this marble column.
See in this fluted, solemn marvel
The white stolidity
Of Man's own shining soul,
Set within the universe of massy space
As this high-reaching gem;
Culminates the sea and sky.

Oedipus Tyrannus
The chorus shifts
In linear lamentation,
Twisting upon itself
In a song-dance, signing dignity.

Oedipus, a bloody-bearded, sorrow-sodden hulk,
Solid-set, transcends the choral wall
Of writhing woe.
Of this is formed
A marble-noble counterpoint
Of high, glorying sorrow,
A heaven-soaring humanity,
Affire with ecstatic grief.

by MARTIN DINITZ

The Happy Couple:
I The Writer

All the pressure of an unsought age is brought to bear on a single point, the book that he took from a shelf and will soon put back to reach for another.

His days are spent in chosen pain,
his nights in doubt and arrangement,
his only goal a tenuous union of image and mood, born with accidental labor.

The Happy Couple:
II The Artist

She sits in a checkered shirt and draws
the forms that come to her facile mind,
now a man not quite in keeping with humanity,
now an all to human animal.

Waiting in ambush on her unlearned plan,
her pencil moves assured across the page—perhaps the brute-born minds of men will one day move with such decisiveness.

by ALEX GROSS
Two Sonnets

I
No man may share the sea nor any part
Of any sea thing may he hope to own,
For as the surf to pebbles, to his heart
It comes, and turns, and leaves him so, alone.
The deeps and glitter of the wave that dies
A hundred deaths, uncouling on the shores
Come separately up to our separate eyes,
And I must see with mine, and you with yours.
Yet standing on a ledge-locked coast
When clouds ride close and wind is in full cry
We watch the gray dark-mantled host
Turn a roaring white to die;
Till world and ocean is a cloud of keening birds
We share the tumult though we fail the words.

II
Into this autumnal dream of brown
Leaves like a carnival’s collapsings, fall
Over stones, and nets of grass, bent down,
Veering through the breach in a tumbled wall.
Every chervil curled upon the cold
Yearns shivering as the frost descends
Out of black branches to the moss and mold:
Under stone and hillock, summer ends.
Just now, the year and day turned dear and old
Upon a land embrowned, with stronger grace.
Darkness and more rich than summer gold,
Infiniterly more various than spring’s green lace.
The hills are rough with bracken,
Like your mood, my own
Hooded November marks your solitude.

by DICK SEWELL

Cain At The Graves
Of Adam And Eve
That for this bitter pair I should be grieving
Now they are stones, is strange, but there may not be
Merry leaving while the world runs.
I have watched too often in their eyes
Cut back with pain the half remembered wish for paradise
And the clear rain.
Their angers and their works and days fall lost
To the destroying sword called time, which guls last memory
Of the host and the live word.
And this same sword expells me forth to find
Where worlds run far half answers to the riddles of their mind
And my own scar.

by DICK SEWELL

Six O’Clock
I feel an overwhelming casualness,
A sleepy, heavy-lidded greeting
When you, as casual, enter.
No, it’s not a plainness.
The draft, olive shaded meeting
Of a thousand faces in Winter,
Bursted into this room,
Riding homeward through a twilight gloom.
Nor is it that our love is stale,
A pale shadow of its former being.
Rather we need not
Cull the world into a spring,
Exciting with its release.
Those husky days of love
So bludgeoned peace.
But it’s the curve of your neck
Played upon by window light,
Or an eyelash, shortened,
That guides my sight.
A knowing yawn with sleep’s first twist.
The down along your arm
That fades to blonde with your turning wrist.
The morning ’smile, the moody scowl
Of lonesome days that drag along the streets,
The deadly repeats of life’s routine,
Or blazing holiday lights
That singe the night
With fire from a flickering spark.
Your face a neon red, midst the dark,
Shining with cherried brilliance
That only the young can know.
Remaining a subtle color when we grow
Into our now “mellowed” moments.
As you enter, then, an overwhelming casualness,
A heavy-lidded pleasure of knowing
Your simple habits of coming and going,
Satisfies all desire.
Loosening the taut wire,
That strangels souls of other men
Distressed in every minute’s crisis.
In this, the day’s most average hour.

by M. JOHNSON

String
Beyond the hours
Told by tolling bells, beyond
The realm of Overwhelming Time there
Swells an airless place where Man meets his own meter
And mounts his own rhyme; where Man may feel the dream-silk
Grown around his thinking wheel slip,
Slip
Down;
And where the wheeling-bone beneath
Is bared to view, is shown to be
Only a thin, spinning thing.
It slows, slows, goes into a loneliness . . . then
Feels its power, goes into
Aloneness, a God-hewn wheel
Going swifter, swifter, swifter,
Swifly
Swifly catching up some string,
Strong string, spinning with
Strong string . . . .
Into the realm of helming Time
That swells,
I t spins its power,
Into the hours told by tolling Bells.

by DIANNE MUSSEr

Five

Thought has made me lunatic,
My paltry mind so poised in wait,
My senses bent to catch
The little things that populate
The farther side of reason.
Thought has made me renegade,
A partisan of either side of paradox,
Immersed in vast uncivil wars,
Now dismantling roman empires of the mind,
Now assembling novel systems for disaster.
Thought has made me resolute,
In man-made variants the only measure,
Using shadow as a certainty,
Settled on my breadth of ignorance,
Driveller of the world’s derangement.

by ALEX GROSS
MUCH ADO...

At the end of this semester, Larry Wisner, Assistant Professor of Drama, leaves Bard. Mr. Wisner, who has been with us since the Fall of 1948, has made his last semester a memorable one. The Drama Department season opened with Shakespeare's Much Ado About Nothing, a production which most members of the community felt was the college's finest theatrical achievement in years.

Abounding in style and cheerful good humor, the comedy, under the direction of Larry Wismer, revealed a number of uncommonly fine performances.

The play is set in Messina, in the household of the governor, Leonato. When the play opens, Don Pedro, Prince of Arragon, and his ill-natured brother, Don John, return victorious from battle. With them are two valuables: Benedick, swaggering and witty, and Claudio, young and experienced only in the ways of love. When Hero, Leonato's innocent daughter, and young Claudio fall in love, Benedick, her shrewish cousin, becomes entangled in a tempestuous, illogical match with Benedick, there is plenty of material for the Bard to weave one of his merriest comedies.

For part of his Senior Project, Peter Blaxill, as Benedick, was jaunty and boorish. Using clear, dramatic movements and his uniquely expressive face, Peter played the role with great depth and variation. His excellent timing and sense of humor, the comedy, under the direction of Emil Schon, was consistent in voice and body movement.

In a larger role, David Mirsky succeeded in creating an effective atmosphere of villainy in his broadly conceived characterization of Don John. Shrewd, ambitious, and Machiavellian, he emphasized the way the character was created real by exaggeration and caricature and the way he played together, were reminiscent of the finest traditions in the Theatre.

Don Johnson has shown improvement in the depth of his playing. As Claudio, he displayed a sensitive, philosophical shyness but, as in the past, seemed somewhat restrained from physical freedom.

As Hero, Claire Shatraw had an amiable surface quality and played the role with some lightness, showing a pleasant sense of humor. Though Claire was not her best in the way her beauty and mellow voice suggested her performance was consistent, and an asset to the production.

Benedick played Beartrice with great vitality. Her theatrical experience was enabled Barbara Wersba to project excellent timing and variation both in mood and tempo. Barbara also enjoyed what she was doing, the audience took delight in the scenes in which she and Peter played the pungent battle of the wits. At times her gestures and expressions were too artificial, but this did not detract from her performance.

Although he spoke too quickly to be understood with ease, and was too often playing himself, Bill Crawford, as Don Pedro, spoke the Shakespearean lines, not to hear his own voice give life to the sound-some poetry, but for the meaning of the words. He employed an appealing sense of humor and was suitably mannered.

In passing, it must be recorded that this production of Much Ado About Nothing excelled in its ensemble playing and overall design, its festal good will. That all the many pieces were organized into a unity is the achievement of the director, Larry Wismer.

WORKSHOPS

After the close of Much Ado, which was presented late in March, the Bard thespians began to work immediately on the one-act plays, those which, you student acted, directed, and designed, were given only from three to four weeks of rehearsal; and they proved to be a valuable experience for everyone involved.

The first two plays, given on May 7, 8, and 9, were both comedies: "A Sunny Morning," by Te­­ghero, and "A Phoenix too Fre­­quent," by Christopher Fry.

"Of "A Sunny Morning," Bill Crawford, the director frankly admitted after one of the performances, "I couldn't find any meaning in this play; but if you could, you're welcome to it." The play is obvious both in plot and in character; but, because of Bill's careful handling of details and technique, the production, that otherwise could easily have become trite and maudlin, was rendered as a pleasant self-hour's diversion.

Mona Mills was perhaps too energetic as the aging Dona Laura, but her sensitivity was almost compensated for her exuberance. Pierre Fauteux was constantly convincing as the cantankerous, cranky Don Gonzalo. Both Mona and Pierre played well together and were remarkably able to step out from their own personalities to become the characters they were portraying. Michaelyne Jackson despite the brevity of her role, added a few moments of heart­ful effervescence. Judy Green­wald's semi-realistic interpretation admirably to the production, in its simplicity of design, material, and color.

Although it is often riotously funny, "A Phoenix too Frequent" is one of the most talky, self­conscious plays ever written by Christopher Fry. It was directed by Claire Shatraw as a farce; but even as a farce, it was played too evenly, without enough builds and releases. Despite its uproarious reception, the production occasionally became bogged down by a lack of definition in the actors' motivations and actions.


Ronnie Jacoby's production of "The Bird" was endearingly funny, although the possibilities of broad­ening the farce were barely explored. Joan Schoen was highly amusing, though unsubtle; and Mike Rubin was reliable for a few laughs. Dan But's bare set was useful for the erratic blocking re­quired of such a play.

Although William Saroyan is often criticized for his lack of form, it cannot be denied that his love for people lends his plays a simple, poetic dignity. It was this unity of understanding among the director, designer, and actors, which gave "The Highlands" a beautifully sensitive creation.

Seldom at Bard does one see such consistently fine acting in a single play; Richard Michael, as an old boy, acted with pure candor during every instant. His ability to underplay and still enrich his characterization was a proof of his ever increasing talent as an actor. Peter Blaxill played Jasper MacGregor with a faint hint of the whimsical and affectation for the character. His beauti­fully executed work was poign­ant and well designed. Peter is to be commended also for the many finishing details he gave his playing.

As the father, Tru­­be Miller was too restrained but had a pleasing poetic quality. Allan Thenen surprised us pleasantly with his mature playing of Mr. Kosak. His character was complete and stable. He and Davis, who helped complete the picture were Charles Howard, Louis Lavin, and Ann Beattie. The design was Barbara Wersba; the director, Miles Kreuger.

Within only two weeks, the Drama (Continued on Page Eight)
COMMON COURSE
(Continued from Page Three)
from class discussions. He said further that the Common Course is a common educational experience, in that the classes and the staff are mixed. It has not been an all-campus affair, he said, because time did not permit bringing in outside persons who would have broadened the discussion, and who would have made it more of a community affair.

Naimi Bellm an asked if the Common Course students are able to appreciate the interrelationship between the various fields of knowledge if they are not always familiar with the content of these fields. Mr. Bleucher replied that the Course does not do the relating for the student but merely shows him the way. In this sense, he said, students conduct the course. Moreover, most students have touched on these fields already, in one way or another, so they do have their own orientation; this is brought out in class discussions.

EDITORS NOTE: There are some objections to the Common Course that have been raised by the students that were not fully developed in the EFC discussion. Objections, such as the over-emphasis on lecturing and the somewhat one-sided treatment given to the faculty material, Mr. Bleucher feels that this was due to lack of time. The Course was for only one term and therefore he had to present too much factual material in too short a span, but this problem would be remedied next year when it becomes a full-year course.

One wonders if this reply answers the problem completely. Basically, the Course is not a content course and, therefore, one cannot see how a certain amount of cutting down on this factual material would have hurt it appreciably. This is perhaps the major criticism. Another criticism is that since most of this factual material was presented in lecturers by Mr. Bleucher, most of the freshmen, being unfamiliar with this material, were in no position to challenge it.

The Common Course is one that should have and needs, constant evaluation as most of the Community is greatly concerned with its direction. There are some excellent reasons given as to why the Course should not be fully explained to the Community. However, the dangers of rumors and secondhand opinions could do, overshadow the objections. Thus, the Bardin sincerely hopes that EFC will publish pertinent information as soon as it has done an evaluation.

CO-OP STORE
(Continued from Page One)
has little time left for truly efficient management. Thus, I also propose that a professional bookkeeper be hired, probably in connection with the Bursar's office. Mr. Hayes tells me that the job should take about two hours a day.

An adult employee could be hired to relieve the Store Manager of many of his clerical duties, at the same time working behind the counter, thereby paying her own way. This would give the Store Manager time in which to study and evaluate conditions in the Store, and to effect, there, some long-needed changes. A job-evaluation study should certainly be done. This could be accomplished by having one of the girls approximate the number of people present in the Store every half-hour or so for a period of about two weeks, so that the number of workers required throughout the day could then be decided. Also, a merchandising job is long overdue. For instance, the Co-Op Store recently bought a Coke machine on which it is now making time payments and will own in four years. Very often a Coke machine can be obtained gratis providing a certain amount of business is maintained. This might entail moving the machine to a better location. A further example is the fact that often the wholesale price paid by the Store is higher than some of the retail prices found in Red Hook and Rhinebeck.

There is no reason why the store cannot succeed and it is high time it did. If these proposals are to go into effect and be successful, strong support and enthusiasm will have to be shown. The last two membership meetings did not even have a quorum and if this is indicative of the attitude towards the Store, there is little or no chance for any change to take place.

ACADEMIC FREEDOM CONFERENCE
(Continued from Page Three)
1) Wide distribution of the resolution adopted by this conference, including especially:
   The National Student Association of the United States of America
   The Young Adult Council of the National Welfare Association
   organizations represented at this conference.
2) The establishing of a National Academic Freedom Day for the greater possible participation in assemblies, rallies, and open discussions of the meaning and importance of our rights to academic freedom.

BE IT FURTHER RESOLVED that the resolutions adopted by this Conference be taken back to the various campuses for full discussion and participation by the student bodies.

National Student Magazine Organised
A few weeks ago, the first edition of a magazine—called Prospects—was put to press. This in itself is not startling, but the fact that Prospects is the first student magazine to appear in some time, on the national scene, is noteworthy.

Prospects is technically a non-partisan publication. Basically, however, it is a liberally-oriented magazine that strives to present all sides of a question. It is not a strictly student affair, as seen by the variety of contributors in the first edition. Articles by two outstanding educators, Harold Taylor and Irving Edman were included among the student contributions, which, while not of outstanding quality, showed great potential.

The Bard College chapter of SDA has been requested to form a supplementary editorial board here. Any interested Bardians may submit material to Prospects by contacting Truthy Miller, Armand Spangel, Charlie Naef, or Chuck McIntosh.

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Stockenberg
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Drama
(Continued from Page Four)
Department will present its final
bill for the semester: three plays
by Yeats, and an original Japanese
piece to be directed by Etsuro
Harii. The achievements of the
theatre people, under the guid-
ance of Mr. Wiemer and Miss Lar-
key, have been most auspicious.

Conference
(Continued from Page One)
"We now must keep steadily on
this same track and follow up this
initial action with more of such
meetings and more information on
the subject."

Some comments on the parts of
students wishing to remain un-
named expressed a desire for more
panel discussion in a smaller, more
intimate place than the gym after
the rehearsals and a more cautious
choice of moderators. The func-
tion of moderator, they felt, is one
of importance in that this man
sets the tone of the discussion.

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