Oil On The Acropolis

The following is the crux of an article published last fall in the independent French review "Les Temps Modernes" led by Jean-Paul Sartre. This strongly anti-communist publication is favorably known in France for its objectivity, for which reason its interpretation of the English policy will always remain very mysterious. Until this interpretation is conclusively translated, the following is the French text of an article for the student publication of Bard College, translated by Olga Andrew.

Mr. Bella Belassa, former Hungarian Foreign Minister, announced at the Social Studies Club on June 13, 1950:

"Why I Chose the West"

The members of the Freshman Orientation Committee wish me to state that none of us consider the decisions we have arrived at as true final means of implementing a college orientation program. Instead, we have desired that the chairman explains that most of our conclusions were arrived at as a compromise between what we would like to undertake and what the means available would permit. The recommendations of the program as announced, the physical limitations of the college plant, and the budget forced the members of the committee, however reluctantly, to agree that the following means of implementing the program for the next year are the only feasible choices we could make.

Dean Cassidy

POLICY AS ANNOUNCED

1. As in the past, a series of orientation meetings will be held during the first weeks of the semester to introduce freshmen to the academic organization of the college, the functions of community government, and the regulations of the student body. Throughout the academic year, additional series of orientation meetings and special information groups for freshmen will also continue to be held. These additional series will have a four-fold objective: (a) to enable the college student to anticipate more exactly what he should and should not expect to learn by selecting courses of his own choosing; (b) to acquaint him with the matter and methods of study in his courses; (c) to develop the student's awareness of his individual responsibilities as a member of the democratic community; (d) to add to his knowledge of the principles of individualism and social hygiene.

PRESENTATION

Section 1. The announced series of orientation meetings and special discussions for students and the community which are scheduled from 4 p.m. to 6 p.m. on Wednesdays, except when the President of the College will address members of the Committee on the Freshman Orientation Program will be announced.

POLICY AS ANNOUNCED

2. Certain dormitories will be reserved for freshmen students, and a specific dormitory will be reserved for the residents of each dormitory. These dormitories will be reserved for freshmns who will be a member of the teaching faculty. Each resident counselor, in addition to providing guidance upon request, will assist the freshmen in organizing themselves effectively and in assuming responsibility for directing their own social affairs.

Section 2. The dormitories reserved for freshmen students will be Potter-McVicker, where Miss Kienan will be resident counselor.

(a) The duties in these dormitories will be reserved for 3 or 6 students, who have volunteered to help freshmen students set up their house government and to prepare to assume responsibility for directing their own social affairs. The dormitories reserved for freshmen will be Kap House and Gray Cottage, where Mrs. Brown will be resident counselor.

(b) If room provisions are made for freshmen students, it is hoped that several older students will also volunteer to reside in these dormitories and serve as sources of information and advice to new students.

Section 3. (revised to read) Between specific hours all freshmen students will be required to be within the walls of their own dormitories unless they have special permission to stay off campus which permission must be granted from 11:30 a.m. to 6 p.m. on Friday and Saturday nights.

ADDITION:

1. The Committee on 'The Freshman Orientation Program as Announced' (Continued on Page 3)
Academic Freedom, a rather printed phenomenon and one of those freedoms and some others, has been recently discredited by the Board of Education in New York City.

Two flagrant violations of the principle of Academic Freedom in the American Tertiary Unions has topped the headlines of the Eastern Sun in recent weeks. Both violations are ones that an individual is guilty until proven innocent. The Board of Higher Education has adopted the same techniques on a college level.

The four cases which concerned this recent action are the presidents of the New York City Colleges. The top man on this council is President Harry Guion of Brook College. While the press is free to make their own conclusions, the case is one of actions which can be deemed to be a calculated attempt at blackening the name of academic freedom.

The importance of this action is not limited to the Inquirer State but may spread and germinate throughout the nation if let unchecked. At the moment, as a matter of fact, the battle is one of academic freedom. That it is still to follow the idea of Roosevelt, that it is open to all persons who can serve as an adviser is, we charge, a calculated attempt at intimidation. The repayment of the original adviser on the condition that Van-guard not publish its two remaining issues this term does not, of course, solve all the problems.

In order to prevent the administration at Brooklyn College from any attempt of how academic freedom may be destroyed through fear and hysteria. The action there does not say that the New York Sun, "Vanguard" printing the story of President Guion's rejection, is the History Department's choice for chairman, J. Clark Kerr, who headed the American Tertiary Unions is a part of one's personality, not his actions. The learned of this action unofficially and checked with the administration's policy department. It is felt that the story was confirmed but the paper was asked to hold off publication until the mat­ter was brought before the B.H.E. so as to place the President in an awk­ward position beforehand. Since the B.H.E. meeting was not to take place for three weeks the editors felt called upon to print the news immediately. The fact that the story was published and even warmed them against printing the story. About ten days later the faculty advisor resigned ostensibly in protest over "Van­ guard". members violating a by-law which the editors had asked to be amended, and which stated that the editorship is open only to those persons who can serve for a year. This resignation resulted in the subsequent suspension of The Vanguard.

SBA feels that the suspension violates the basic right of independence for any student organization. The standing rules of the principles of academic freedom of the American Tertiary Unions and say this answers this point: "... should any student group be brought in suspension because no faculty member will consent to serve as an adviser." The ten day refusal by the faculty members of the Faculty Committee on Publications to permit two other editors to serve as an adviser is, we charge, a calculated attempt at intimidation. The repayment of the original adviser on the condition that Van-guard not publish its two remaining issues this term does not, of course, solve all the problems.

We further condemn the administra­tion's attempt to impose censorship on Vanguard. The Vanguard, we feel, that the faculty advisor is to have final say on the contents of the newspaper. We "advise" that an adviser does not dictate, but rather serves as a consultant.

We oppose the suspension (one week for the editor, three days for execs and probation for the remaining 50 staff members) with this action to be made a part of the stu­dent body's record. We charge a violation of the Board of Higher Edu­cation's by-laws concerning academic freedom as an education function. The suspensions are based on the printing of the Vanguard (Vanguard backwoods), which was distributed off campus out of private non-student funds. The ad­ministration maintains that the spirit of the suspension was violated since the Vanguard office typewriters were used. Actually, the editors expected to print Vanguard, not realizing other faculty advisors would be prevented from serv­ing, therefore the news was gathered for Vanguard and switched to Drauguyn only at the last minute. Incidently, many faculty members commend Drau­gnen for its objectivity and absence of malice.

The harshness of the suspension will war against the administration's cause of the individuals involved. Because of the office typewriters used, any further violations of academic freedom involved, we urge all groups to join in in supporting the Artichoke Lark, in its appeal of the suspension.

The editors do not limited to the "Van­ guard." Let's not have to publish a "Nadir." The plight of the Vanguard deserves our support and understanding.

Finally, the New York City B of E is in a desperate need of support of the system, and its use of Moscow Red torches by justifying its grifts.

Editorial:

No such Animal in N. Y. City

I was talking with Boe Montgomery recently about the Madrigal Group in general, and about the material as a musical form in particular, when it struck me that what she had to say would make an interesting article to the news and on the madrigals, of describing the nature of the madrigal Beu used a number of technical terms which confused me. I turned to the dictionary, and said, "You mean, therefore the news was gathered for Vanguard and switched to Draug­yn only at the last minute. Incidentally, many faculty members commend Drau­gnen for its objectivity and absence of malice.

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The Critic's Corner

Nordoff Reviews Leonard

On Thursday evening, May 18th, Paul Nordoff of the music faculty played a recital of music by Rachmaninoff and Ravel. It was one of the most accomplished and musically satisfying recitals of the entire season. Nordoff's playing was characterized by a rare combination of technical excellence and musical sensitivity. He was able to convey the emotional depth and passion of the music in a way that was both technically accurate and musically satisfying. The recital was a wonderful tribute to the talent and dedication of this exceptional musician.

Rachmaninoff

The first work of the evening was Rachmaninoff's Piano Concerto No. 2. Nordoff's interpretation of this piece was one of the highlights of the recital. He was able to convey the lush, Romantic influence of the piece with a sensitivity and grace that was truly remarkable. The audience was captivated by his playing, and the performance was met with enthusiastic applause.

Ravel

The second work of the evening was Ravel's Piano Concerto in G major. Nordoff's playing of this piece was equally impressive. He was able to convey the intricate and complex textures of the music with a technical brilliance that was truly astonishing. The audience was thrilled by his performance, and the recital was met with a standing ovation.

Overall, Nordoff's recital was a wonderful tribute to the talent and dedication of this exceptional musician. His playing was characterized by a rare combination of technical excellence and musical sensitivity. He was able to convey the emotional depth and passion of the music in a way that was both technically accurate and musically satisfying.

Social Rating

(Continued from Page 1)

Year as Orientation" should continue to form the cornerstone of the course, and the Social Rating will be the evaluate the results being achieved by this experiment, and when deemed advisable to recommend how the program can be improved.

The committee also feels that the program outlined for the academic year 1950-51 is an attempt to meet immediate problems within the limited terms. It is felt that many of these problems had arisen because of the pressure of cultural and social forces, and to be avoided by the adviser and the counselor with the student.

2. The committee also feels that the problems of hours for freshmen should not be set as an arbitrary standard, but should be considered in connection with each individual's academic and social activities. The period is to be worked out by the adviser and the counselor with the student.

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