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OBSERVER

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Bard OBSERVER

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VOL. 8, No. 12 — ANNANDALE-ON-HUDSON, N. Y. — MAY 24, 1966

Vietnam Politics Endangered By Public

by Molly Kigler

The future of American policies in Vietnam is being endangered by misconceived and unrealistic conceptions, prevalent among most Americans, concerning the United States' involvement in Southeast Asia.

This was the predominant theme of the address delivered on Thursday evening, May 19th, by the year's John Bard Lecturer for the Social Sciences Division, Dr. George McT. Kahin. Professor Kahin, the Director of the Southeast Asia Program at Cornell University, delivered his talk entitled "The United States in Vietnam," before an audience of about one hundred and fifty interested students, faculty members and outside visitors who assembled in Sottery Hall.

Dr. Kahin feels, "We must not forget our past mistakes, because they have shaped and set in motion social forces and attitudes which bear on the situation in Vietnam today and limit what we will be able to achieve." Mr. Kahlin continued, "Over the past two decades there has been an imposition of American power of such magnitude that we are directly responsible for the nationalism which has emerged so significantly in Vietnam."

The speaker reviewed some of our past actions which he feels will affect any of our forthcoming dealings we may have with the Vietnamese. For one thing, Mr. Kahin believes, our support of the French effort to defeat the Vietminh had the effect of tending to make the Vietnamese suspicious of U.S. intentions within their country. "We ended up underwriting two-thirds of the French effort in Vietnam. By thus backing the French, the U.S. took the first long step toward making the Vietnamese cynical of the United States in Southeast Asia."

Another critical factor that Mr. Kahin feels will have to enter into any upcoming policies we pursue is the realization that we are credited by the Vietnamese with violating a basic provision of the Geneva Agreements. Dr. Kahin stated that while it is true that we did not sign the Geneva Agreements, we did issue a unilateral declaration upholding the basic provisions of that treaty. As the lecturer pointed out, these principles included anticipation of elections upon the issue of unification, to be held two years after the Agreements were signed. When the French unexpectedly withdrew from Vietnam and the "United States stepped in to fill the void, we upheld the announcement of

(Continued On Page Four)

COUNCIL:

May 23, Council decided to offer transportation via the Community Bus to the Rhinecliff train station for students who go away on weekends. The exact details of the proposal have not been worked out, but the bus will be driven to meet at least one train on Friday afternoon and Sunday night. The Keeper of the Keys, Paul Smith, will be responsible for the service and will be paid two dollars a trip out of Council funds.

General Council elections are scheduled for today. The eight persons receiving the highest votes will run again next week for four one year terms and two semester terms. In two weeks two or more members of Council will run for the post of Council President.

Andy Krieger and Mack McCune wkill be the only old Council members sitting next fall without election this week.

Marlboro Landstrich

V. Elleicht, herr crow
Durch schlaflosheit bist due
Ganz traurig und ein bissen doof
Aber liebe brauchte kein starheit
Nicht wahr, herr? Ist dass denn
Dein tagliche stimme?
Ist dass liz denn
Wir rufen es nit Anderen namen
Kalte Worte fur dich!
Warme fur uns
Schlaf mal und traume, herr
Und lass die sonne allein scheinen.

"Poor" Rating For Six Point Program

by Cathy Rosenfeld

Half of the courses in the Six Point Program were rated as "poor" according to a survey last month by the Educational Policies Committee. The questionnaire offered each student an opportunity to evaluate the various required courses presented in accordance with the program. Each student who returned the questionnaire voiced some opinion on each of the required courses, and most replies included comments which criticized or complimented the program itself. It is interesting to note that of the whole Bard student body of 535 students, only 158 responded. Of each class, the Freshmen completed the largest number of questionnaires. Fifty-five Freshmen filled out the evaluation form, fifty-four Sophomores, thirty Juniors, and nineteen Seniors did, as well.

The courses were evaluated in terms of being good, fair, or poor. Accordingly, the courses were rated as follows,

Backgrounds (both semesters) —Good
English 101—Fair
English 100—Poor
Common Course—Good
Natural Science I—Poor
Natural Science II—Good
Art 212 (Artist at Work)—Poor
Literary Experience—Poor

The questionnaires also offered room for extended comments. This room, it seems was well used. Some of the criticisms frequently voiced as majob objections to the program were:

'The program tries to cover too much.'
'Classes are too big.'
'Negative attitude of students.'
'Negative attitude of teachers.'

Other objections were that the program lacks direction, its subject matter is not well integrated, and that the material covered is poorly taught and/or boring. Several students stated that they felt the college should offer a wider choice of required courses, enabling the student to plan his program with more relevance to his individual needs. It would certainly seem that the Six Point Program could do with some change. If students' opinions and evaluations carry any weight in this matter, it would appear that this change should take place.

The Due Process Report

SUBMITTED TO COUNCIL MAY 23 BY THE DUE PROCESS COMMITTEE TO BE DISCUSSED NEXT WEEK, MAY 30: DEAN HODGKINSON, ALLISON RAPHAEL, TONY MARZANI, AND HARVEY FLEETWOOD. PREPARED FROM A DRAFT BY HARVEY FLEETWOOD BASED ON THE A.C.L.U. AND A.A.U.P. DOCUMENTS ON DUE PROCESS.

By Harvey Fleetwood
(based on the ACLU and AAUP Documents.)

Preamble

Bard College is a community of scholars. As such the Administration, the faculty, and the student body share a responsibility toward themselves and toward each other not to impinge upon the essential attributes of free inquiry and free expression without which scholarship would not be possible. They also share an obligation to maintain and respect general conditions conducive to the pursuit of academic excellence.

With these goals in mind we offer the following statement of policy.

I—Student Affairs

A. Students should be free to join associations to promote their common interests, and should be hindered in no way by the Administration or the faculty. Students and student organizations should be free to discuss all questions of interest to them, and to express opinions privately or publicly. They should also be free to support causes by any orderly means which do not disrupt the regular and essential operation of the college.

B. Students should be allowed to invite and hear any person of their own choosing. Institutional control of campus facilities should never be used as a device of censorship.

C. The student body should have clearly defined means to participate in the formation and application of regulations affecting student affairs. Community Councils should be protected from arbitrary intervention.

E. Student publication and the student press are a valuable aid in establishing atmosphere of free and responsible discussion. The student press hould be free of censorship either from the Administration or from the Community Council. The integrity and responsibility of student publications should be encouraged by arrangements which permit financial autonomy. Editors and managers should subscribe to canons of responsible journalism. At the same time they should be protected from suspension because of public disapproval of editorial policies. Only for proper and stated reasons should editors or managers be subject to removal and then only by prescribed procedures.

II—Student Records

Transcripts of academic records should contain only information about academic status. Data from disciplinary and counseling files should not be available to unauthorized persons on campus or to any persons off campus except for the most compelling reasons. No records should be kept which reflect the political activities or beliefs of students. Provision for the periodic destruction of noncurrent disciplinary records should be made.

III—Academic Evaluation

A. Professors should encourage free discussion, inquiry, and expression both in the classroom and out. Students are responsible for learning thoroughly the content of any course of study, but they should be free to take reasoned exception to the data or views offered, and to reserve judgment about matters of opinion.

B. Students are responsible for maintaining standards of academic performance established by their professors, but, as a protection against prejudiced or capricious academic evaluation, students have the right and the obligation to report such misuses of authority to the Chairman of the Devision involved and/or to the President or Dean.

C. Information about a student's views, beliefs, and political association which professors acquire in the course of their work should be considered confidential. Protection against improper disclosure is a serious professional obligation.

D. In the event that a student is expelled for failing to meet the academic standards set by the faculty, he has the right to report exceptional sircumstances to the President or Dean, who may upon consultation with involved and/or interested professors recommend to Executive Committee to re-admit said student for another semester.

IV—Off-Campus Affairs

A. Students, as citizens, should enjoy the same freedom of speech, peaceful assembly,

(Continued on Page Two)

Letters To The Editor

To the Editor:

It has been announced by various members of the faculty and administration that next semester the Division of Languages and Literature will have major conferences with five students per conference. This is contrary to the traditional one student per conference that has been a fundamental part of the Bard program.

It is an open question whether the individual major conference is as valuable as the great expenditure of time and money necessitated by it. Various educators from Bard and elsewhere have differed on this question. The one side maintains that the major conference (as it stands) is basic to the Bard philosophy of individualized academic discipline, as stated by the faculty in 1951.

Others argue that this program cannot be maintained without undue cost. Ten years ago, with a student-faculty ration of 1:7, Bard was rapidly approaching financial ruin. Today, with rising competition among schools for teachers, Bard is forced to offer faculty higher salaries and fewer contact hours with students. Hence a large faculty, an extremely small student body, and a large operating budget (none of which Bard has) are necessary to maintain such a program as the individual conference. Thus, the other position.

There can be no question that the individual benefits less from a five-student seminar than from an individual conference, or less from a lecture course than from a seminar. There can also be no question that the one is more of an economic possibility than the other.

Yet with this, in addition to the rising enrollment (615 next semester, despite the assurance two years ago that it would never rise above 500, or the assurance that it was never planned to exceed 600), there is reason for wonder concerning the future of the quality of education at Bard. It is certain that some measures are necessary for economic survival. Yet it is not a closed question what these measures should be. In this case it seems that the college might gain the world, only to loe its own soul.

Allen Battean

THE OLD BARD

To the Editor:

I often think that I am one of the oldest Bardians. I look about me and find it quite difficult to believe that some of the faces I see did actually share some of the experiences which were once so peculiar, but are now so foreign to the Bard scene. I know, however, that there are, indeed, some students left who will remember the old Bard (and for anyone who really thinks there is no old as opposed to new Bard, I invite them to approach any of the older Bardians). It is partially for these students that this article is being written. It's probably been a long time since any of these memories have been stirred.

This article is also for the new Bardians. They are entitled to know what they are missing. Moreover, it is certainly my personal bias that they are missing something.

Finally, I am writing for the faculty and administration. It certainly should be pleasurable for some of them to look back. Many will not like what they

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Bard Observer

THE BARD OBSERVER, the official publication of the Bard College Community, is issued every two weeks during the Fall and Spring Semesters.

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Editorial

No More Junior Conference?

For some time now the Faculty Senate has been discussing the possibility of doing away with Junior conferences in Literature and Psychology departments and substituting a seminar system.

The seminars, consisting of at most three or four people, would be based upon a Swarthmore system which has been in successful operation for some time.

There are very good reasons why Bard should adopt such a system and just as good reasons why it shouldn't. But students shouldn't be forced to learn about such vital discussion through campus rumor.

The Bard Catalogue says of the Junior conference, "Few colleges indeed offer such an opportunity to break away from prescribed subject matter . . . . This process is the essence of education. There can be no real substitute for personal exploration and discovery."

Doing away with the Junior conference is a radical change in the Bard system and the faculty has the responsibility to hear organized student opinion on the matter from the very beginning. Too often students have been presented with a fait accompli, and the faculty has felt forced to close ranks behind a program which they are not even sure they are for. We hope this won't happen in this case.

The Junior conference is not something which should be given up lightly and the faculty should hear students and student representatives even if they finally chose to neglect the advice. In the end, Bard exists for the student body—something the faculty and Administration often forgets.

Book Review:

by Jon Rosenbaum

"The Crying of Lote 49", by Thomas Pynchon (J. B. Lippincott. 183 pp., $3.95)

When a first novel called V. came out five years ago, many of the reviews consisted of little more than fevered speculations about what the author could be up to. A genuine sense of mystery surrounded the book: half of it was given over to a character named Benny Profant, "a schlemihl and human yoyo" who spent his time riding the Times Square shuttle, shooting alligators in the New York sewer system, and living a life of cultivated inertia (like Beckett's Murphy) in a loose circle labaelled The Whole Sick Crew; the other half followed Herbert Stencil, an occasional friend of Profane's, on a complex, increasingly impenetrable quest to learn the history of a mysterious female agent known as V. Most readers of the novel, including this one, felt more comfortable with the Profane sections—plotless as they were, they painted a picture in depth of people living in emotional shell shock, numbed by World War II and the torpor of the Eisenhower era to the point of being uninvolved even with themselves. The Stencil sections, less comic and more ambitious, reflected Pynchon's apparent obsession with history: beneath all the intrigues, atrocities and enigmas surrounding the figure of V., Stencil was searching for an illuminating pattern, a key to the past that would explain and justify — hence liberate—the present.

What made the quest of Stencil doubly confusing (and ultimately tedious) was Pynchon's encyclopedic knowledge — so many facts were given about medicine, history, geography and a profusion of other subjects that it was often impossigle for the reader to tell whether Pynchon was leading him into or out of reality. This, indeed, was part of the novel's subject — the **unknowability** of our heritage—and it is the central concern of "The Crying of Lot 49.

Oedipa Mass, a young housewife living in California, after being named the executor of a vast estate left by an ex-lover, stumbles upon what appears to be an underground postal system, centuries old, which is devoted to bypassing the government's distribution of mail. Like the elusive V. in Pynchon's first novel, this organization (Tristero) is a multi-faceted symbol, and Oedipa's quest to uncover its meaning is as religious in its implications as Stencil's; it comprises an heroic attempt to discover a logical pattern behind the prolific senselessness (what Norman Mailer calls the "cancer") of modern America:

> She looked down a slope, needing to squint for the sunlightfi onto a vast sprawl of houses which had grown up all together, like a well-tended crop, from the dull brown earth; and she thought of the time she'd opened a transistor radio to replace a battery and seen her first printed circuit. The ordered swirl of houses and streets, from this high angle, sprang at her now with the same unexpected, astonishing clarity . . . Though she knew even less about radios than about Southern Californians, there were to both outward patterns a hieroglyphic sense of concealed meaning, of an intent to communicate.

The curious paranoic tone of this passage has a contemporary ring to it. One can find echoes of the same sentiments—and very nearly the same plot—in "Paris Nous Apparetient", a striking French film of a few years ago, in which the heroine tries to uncover what appears to be a world-wide conspiracy but might be nothing more than a day dream; predictably, the film encountered a hostile press in America, just as Pynchon's book is getting short shrift from such literary quarters as "Time," which wonders with austere sublimity Why Such Novels Ever Get Written. (A simple answer to their query would be apparent if they bothered to leaf through their own magazine.)

One advance that Pynchon has made in "The Crying of Lot 49" is his greater concentration; although the new novel lacks some of the breath of "V." (being only a fraction as long), there is scarcely any excess. The two plots of "V." are in effect fused here, so that in the course of Oedipa's search we get a sharp satircila portrait, disturbing as well as comic, of the West Coast — an embodicurrent life and habits along ment of precisely what drives the heroine to distraction, frustration, and eventually creates her need to find out more about Tristero. In many respects, the bizarre portrayal of modern California suggests an updated Nathaniel West; one scene, in which Oedipa gets caught up in a dance at deaf mutes' convention, could have come straight out of "The Day of the Locust."

Considering Pynchon's gifts, there are some unfortunate lapses in the book. His style, which

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Due Process

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and right of petition.

B. Activities of students may upon occasion result in violation of law. In such cases, the Administration should apprise students of their legal rights and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but the Administration authority should never merely be used to duplicate the function of general laws. Only when Bard's interests as an academic community are distinct from those of the general community should the special authority of the institution be asserted. The student who incidentally violates Bard regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of off-campus community pressure.

V—The Appeal Committee

The disciplinary powers of Bard College are inherent in its obligation to protect its educational purpose through the regulation and use of its faculties and through the setting of standards of conduct for the students. In developing responsible student conduct, serious disciplinary action, expulsion or suspension, play a role substantially secondary to counseling, guidance, admonition, and example. In the exceptional circumstances when these preferred means fail to resolve problems of student conduct the student has the right to appeal the unfair imposition of serious penalties.

A. Disciplinary proceedings should be instituted only for violation of standards of conduct defined in advance and published in the student handbook or some other publication. Offenses should be as clearly defined as possible and such vague phrases as "undesirable conduct" should be avoided. Students should receive written authorization from either the Dean or the President is obtained. This authorization should specify the reasons for the search and the objects or information sought.

No form of harassment should be used by the Administration to coerce admissions of guilt or information about conduct of other suspected persons.

C. When misconduct results in serious penalties, the student has the right to request a hearing before an Appeal Committee which would then make its recommendation to the President and/or to the Board of Trustees.

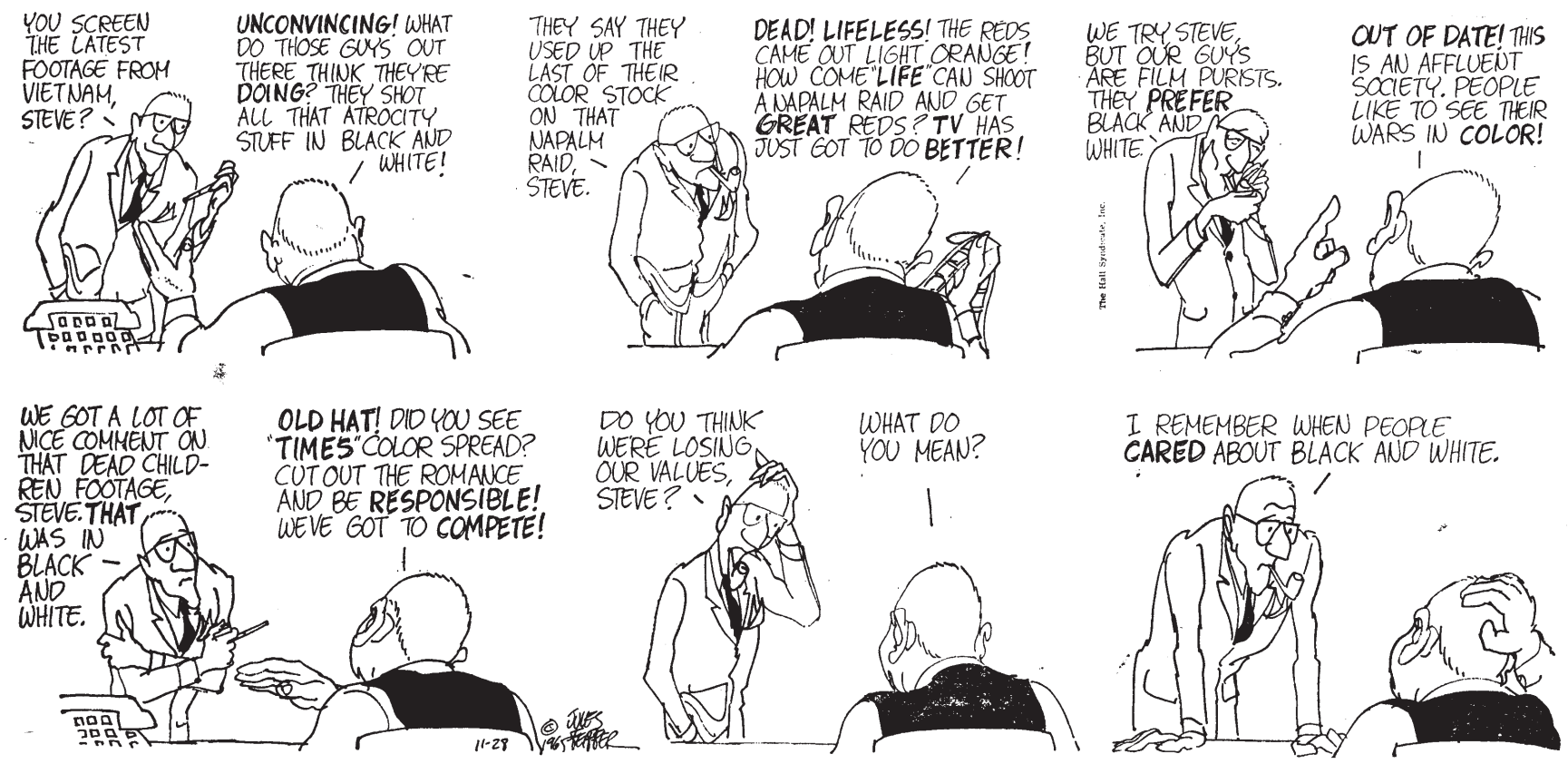
This Appeal Committee would consist of three faculty members and two student members.

The faculty members would be chosen from a panel of ten faculty members who sit on the Appeal Panel. The Appeal Panel is to be chosen at the beginning of the school year by the entire faculty. Only those faculty members who have been at Bard two years or more are eligible to sit on the Appeal Panel.

From this Appeal Panel the accused shall select one faculty member to sit on his case, and the President or Dean will select another. These two will then select a third who shall be chairman of the Committee. If student participation is requested by the accused, the Chairman of Community Council and the Chairman of House Presidents will also sit as full voting members of the Committee.

D. The accused student should be informed in writing of the reasons for the disciplinary action taken and be informed of his right to appeal the decision. He should be given sufficient time to prepare for the hearing, and have the right to be assisted in his defense by a faculty advisor of his choice. The student should be given the opportunity to testify and present witnesses. In no case shall the Committee consider statements against him unless he has been advised of their content and the names of those who made them. All matters upon which the decision may be based must be introduced into evidence at the proceeding.

If possible there should be a tape recording of the hearing held for at least 48 hours. The dicision of the Appeal Committee as a whole should be announced, not the vote.



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LETTERS TO EDITOR

(Continued from Page One)

see. Many will, however, regret what they may no longer see. This is especially the case with many faculty members. As for the administration . . . well, you know, fellas!

Before beginning, allow me to state that Bard was not always like it is now. The Administration was not always able to talk circles around the students. The student-faculty relationships were actually "close" both academically and socially. Life on campus was a bit more interesting, consequently, the weekly exodus to the City was never so huge. Finally, entertainment for students consisted of more than 'running to Adolphs' for a dance, running back to the room for pot, running back down the road for a coke.

Taking first points first, that a student would complain and the administration would smile, pat him on the head, and go on to different things (often called more important things!), was not always the case. We have had, of course, nothing but example after example of this kind of behavior for the last two years. The trivia offered by the administration in response to earnest student concerns and requests has been phenomenal. "There was a time" when a request not listened to, or circumvented by the administration in a Sottery Hall meeting or even in Ludlow would be brought directly to the President's front steps . . . at one or two in the morning . . . by the Bard student body. It must be pointed out, that not the entire student body participated in such effective measures . . . only about 250. What did they want? It is not important. Did they get it? You had better believe it.

What about the student-teacher relationship? This has become almost exclusively academic in the past few years, and event that is deteriorating. So much has changed. When, for example, was the last "get together" you were invited to in a faculty member's apartment? Excluding the semi-academic begianing and end of semester mixers, I'll bet it was not less than three years ago. They were, at one time, rather frequent. Why have they stopped? Ask old Bardians.

Certainly, one may claim, there are advantages to the student-faculty social split. Mr. X no longer pinches the boys, Miss Y has stopped seducing senior boys, Mrs. Z doesn't wink at freshmen girls any longer, nor does Mr. Q. It is true, that with the help of the administration's patriarchal eye these "evils" have been banished from the campus. Maybe it is a good thing, too. Perhaps the present student body is too "young" to take care of itself. if that be the case, one should thank Father Ludlow and his internal organs for protection of the young from big bad wolves (wolfesses, etc.).

Next, the "exodus to the city". This may be looked on as a good thing. It gives one a change. One should ask, however, why should a chnage be needed? The obvious answer. "It's damn boring up here." This is true. Sunday afternoons hold no more booze parties in stone row. No more Blithwood blasts, so to speak. Instead, a few people play lazy guitars here and there, others sing steady; some even live dangerously and go to the Red Balloon. Heaven forbid McVicker should live through another party giving era, or the coffee shop should experience several intellectual discussions between some students and teachers (most are so very busy on Sundays). I will not even suggest a creative effort on anyone's part. Those things are, without a doubt, gone.

And what do Bardians do in the evening? Some study. An honest persual. Some go to a movie (some even sneak in a television show or two). Others smoke pot. A few strays wind up down the road, etc. That one swinger no longer holds his 'late night classes'. Too bad. Off campus parties have ceased to exist altogether. How many of you have been to a Barrytown party in the last two years? And don't laugh, they were wild, wild, wild.

Don't laugh, for much was wild.

In fact, in all seriousness, you are definitely advised not to laugh. This situation which does not exist may be a very serious situation, indeed.

A Very Old Bardian

To The Editor:

Have you seen the wall? Was this Dick Bard's unique way of improving the traffic to the mail room? When asked why the wall was being constructed, one workman explained, "It's an anti-chamber to the mens' room." Great.

It is funny at first, really hilarious, like something out of Poe. Has Dick Griffiths been in Stone Row lately? Has he driven over the road in back of Faculty Circle? Has he taken a good look at the Dwelling Units? This wall is typical of the stupidity and waste that has marked B. & G.'s notorious history.

Students are paying a tremendous amount of money to be at Bard and what is this money being used for? How can this college expect to get ahead when its resources are being squandered? Where are the scholarships, the professors, and th facilities we need?

I find it impossible to sympathize with Bard's financial situation under such disgraceful circumstances.

Dana Hausamen

BOOK REVIEW

(Continued from Page Two)

is generally fluid and colloquial in a natural way, occasionlly becomes muddy and inadequately polished; after a host of characters with names like Genghis Cohen, Randolph Driblette and Manny Dipresso, one sometimes suspects that Pynchon wants to trivilaize his own satire by giving it a harmless edge of "Mad" Magazine humor. But lapses notwithstanding, "The Crying of Lot 49" gives us a delineation of America too funny not to be taken seriously; and too serious not to make one profoundly uneasy.

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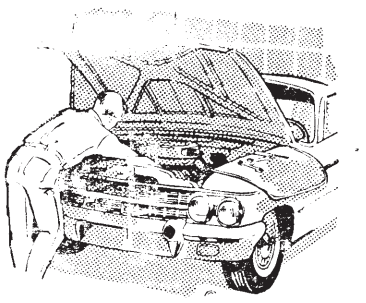

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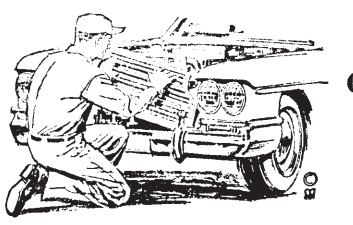

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Vietnam

(Continued from Page One)

the Sotuh Vietnamese government that the elections would not be held. It is no wonder then the speaker maintained, that many nationalistic Vietnamese turned toward the underground Communist movement as the means to achieve their aspirations.

Professor Kahin concluded his talk by saying that our past actions must be considered in formulating our present policies. "And we must realize that it will be difficult to reach some agreement now, unless we are able to promise that this time we will carry out our part of the compromise." He stated that, "The Vietnamese returned to military violence, breaking their part of the Geneva Accord, only when it became evident that the other parties were also violating the Agreement."

Response to the lecture was enthuisastic, and many questions followed the address. While it was felt that the talk contained pertinent information for the members of the audience who may have been unfamiliar with the historical background of US involvement in Vietnam, in some respects the address was disappointing. Dr. Kahin is credited as being one of this country's leading authorities on Vietnam. Yet the talk was little more than a historical recapitulation of past American actions in Southeast Asia. While his criticism of our previous involvement was most absorbing, it would have been interesting to learn what the speaker's views are on the current situation in Vietnam, and what policies Mr. Kahin would advocate for America's future role in the Vietnamese war.

Orientation Committee

by Linda Potter

May 16—

At the first meeting of the September 1966 Orientation Committee, John Goodman was elected Chairman of the committee. In the same evening, the twenty-one members of the Committee and three faculty representatives discussed the program as it has been run in past years.

Dean Hodgkinson, who was acting Chairman of the meeting, began by saying that the Committee's most important work was the choice of the book to be read by incoming students. Yet the first question be put to the Committee was "Do you think the usual book/seminar method is valuable?"

After some discussion on this matter, the Committee agreed that it was the way best-suited to their purposes.

A possible innovation by this Committee, however, may be the use of a movie to highlight, contrast or dramatize the book being used. This plan is still under discussion.

The last order of business was the election of a Chairman and by secret ballot vote John Goodman, a junior American Studies major, was chosen.

* * * *

May 23—At tonight's meeting of the Orientation Committee, the main item of business was the choice of a book to be read by incoming students for the Fall semester. "The Rebel" by Albert Camus, "Henderson The Rain King" by Saul Bellow, "The Death Of Ivan Ilyitch" by Leo Tolstoy, "The Child Buyer" by John Hersey, and "The Crucial Decade And After" by Eric F. Goldman, were the five books chosen for final consideration from an original list of twelve. Rejected by the Committee after discussion were such books as "A Clockwork Orange," "Walden," and "The Black Girl In Search Of God."

On next week's agenda are: the establishment of a subcommittee to make the final selection of the book and the compilation of a book list of volumes recommended for the incoming freshman.

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