OBSERVER
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Front Page
Vietnam Politics Endangered By Public
Molly Kigler
The Due Process Report
Council:
Marlboro Landstrich
“Poor” Rating For Six Point Program
Cathy Rosenfeld
Letters To The Editor
[“... Next semester the Division of Languages and Literature will have ...”]
Allen Battean
The Old Bard
[“Have you seen the wall?”]
Dana Haussamen

Page 2
Editorial
No More Junior Conference?
Cartoon
Feiffer
Book Review:
Jon Rosenbaum

Page 4
Orientation Committee
Linda Potter
The official Publication of the Bard College Community

The Duel Process Report

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 forees I see did actually share some of the experiences I have. Now I have had the urge to write and I hope this will be of some use.

The old Bard

Allen Bittman

The Future of American policy in Vietnam is being end- endangered by public opinion among most Americans, concentrating...
Bard Observer

BARD OBSERVER

PAGE TWO

BARD

MAK 14, 1968

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Editorial

No More Junior Conference?

For some time now the Faculty Sen-

ate has been discussing the possibility of doing away with Junior Conferences in Literature and Psychology depart-

ments 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 camp-

us rumor.

The Bard Catalogue says of the Junior conference, “Few colleges offer the student such an opportunity to break away from prescribed subject matter . . . This is the process of the essence of education. There can be no real substitute for per-

sonal contact and discovery.”

...Doing away with the Junior confer-

ence is a radical change in the Bard system and the faculty has the responsi-

bility 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 even not sure they are for. We hope this won’t happen in this case.

The Junior conference is not som-
ething which should be given up lightly and the faculty should hear student and student representatives even if they find-

ingly neglected the advice. In the end, Bard exists for the student body and something the faculty and Administra-

tion often forgets.

Book Review:

Joan Rosenbaum


When a first novel called V. came out five years ago, many of the reviews consisted of little more than fevered specula-

tions about what the author could be up to. A godine sense of mystery surrounded the book; half of it was given over to a character named Bucky Profant, “a schmuck and human yoni” who spent his time riding the Times Square subway, shooting alli-

guts in the New York sewer syst-

em, and living a life of cult-

ural atrocities in Becket’s McMurphy in a boneye circular la-

borette The Whole Sick Crew; the other half followed Herbert Stencil, an occasional friend of Profant’s, on a complex, in-

creasingly impermeable quest to learn the history of an Osaka,

women’s literature agent known as V. Most readers of the novel, including this one, felt more comfortable with the Profant sections—plottless as they were. They painted a picture in depth of overpopulated with human beings, including some with physical and emotional problems.

To the reader, the Stencil sec-

ions, less comic and more am-

biguous, represented Pynchon’s ap-

parent obsession with history; because in the allegories, anecdotes, and enigma surrounding the life of V., Stencil was searching for an illuminating signposts that would explain and justify—hence liberate—the present.

One advance that Pynchon has made in “The Crying of Lot 49” is his greater concentration on proliferation of other sub-

jects that it was often impossible for the reader to determine, and the particular Stencil section, so that Stencil was the central figure of his book. The hero, V., is in the Southern California which is both a place of futuristic and experiencing a current life and habits along the coast of California. Pynchon uses a variety of sleuthing devices to create the hero, V., and his adventures.

The novel is a study in the futility of language and the futility of language to communicate with others.

Due Process

(Continued from Page One)

right of an individual to be heard in his own defense. In such cases, the Administration should apprise students of their rights. No student should be subjected to an investigation without notice and an opportunity to be heard. The Administration should inform the student of the nature of the charges, and allow him to present his case. The student should have the right to determine whether the evidence should be suppressed, and the right to choose his own counsel. The student should have the right to cross-examine witnesses and to present evidence in his own behalf. The student should have the right to a fair and impartial hearing, and the right to an attorney. The student should have the right to a speedy hearing. The student should have the right to a public hearing.

The disciplinary records of Bard College are governed by its regulations and procedure. The student should not be barred from further education on the basis of a disciplinary record.

A disciplinary proceeding should be justified only by a violation of standards of conduct in force in the school and published in the student handbook or other publication. Offenses covered by such vague phrases as “unbecoming conduct” should be avoided. Students should be given equal opportunity in the appealing of decisions.

No form of harassment should be used by the administration or by students in the collection of information about conduct of other suspected students. The student has the right to know the charges against him and to present his case in a fair world where his rights will be respected. The student should have the right to appeal decisions to the President and/or Board of Trustees.

The Appeal Committee would consist of three faculty members and two students. The faculty members would be chosen from the faculty members and the students would be elected from the student body. The Appeal Committee would have the power to hear appeals of disciplinary decisions.

From this Appeal Panel the accused shall be subject to a fair and impartial hearing, and the President and/or Board of Trustees shall be subject to the decision of the Appeal Panel.

The faculty members would be chosen from the faculty members and the students would be elected from the student body. The Appeal Committee would have the power to hear appeals of disciplinary decisions.

D. The accused student should be informed of the reasons for the disciplinary action taken against him, and should be allowed to present his case to the Appeal Panel, and his case shall be heard by the Appeal Panel.

E. The Appeal Panel shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

F. The Appeal Panel shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

G. The Appeals Committee shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

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V. The Appeals Committee shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

W. The Appeals Committee shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

X. The Appeals Committee shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

Y. The Appeals Committee shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

Z. The Appeals Committee shall have the power to hear appeals of disciplinary decisions, and its decision shall be final.

(Continued on Page Three)
LETTERS TO EDITOR
(Continued from Page One)

BARD OBSERVER

We 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 can imagine.

Before concluding, 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 relationship was actually quite healthy academically and socially. Life on campus was a lot more interesting, consequently, the weekly student to the city was never so huge. Finally, entertainment for students consisted of more than running as Judas 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, put him on the head, and go on to different things often really mattered 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 trivial offered by the administration in response to earnest student concerns and requests has been unconscionable. There was a time when a request was listened to, or circumvented by the administration in a Student Hall meeting or even in a faculty meeting would be brought directly to the President's front office... 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 200.

What did they think? It is important. Do they give it? You had better believe it.

What about the student-faculty relationship? This has become almost exclusively academic in the past few years and event that is determining. So much has changed. When, for example, was the last "just get together" you were invited to in a faculty member's apartment? Excluding the semi-academic beginning and end of the semester mixers, I'll bet a war not less than three years ago.

They were, at one time, called frequent. Why have they stopped? Ask old Bards.

Certainly, one may claim there are advantages to the student-faculty social split. Mr. X no longer pitches the keys, Miss Y has stopped seducing outdoor boys. Mrs. Z doesn't want to freshen girls any longer, nor does Mr. Q. It is, I am, with that the help of the administration's paternalistic 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... or, is the case, one should thank Father, Class, and his internal versus for protection of the young from big bad wolves, wolverines, etc.

Next, the "evils to the city."

This may be looked on as a good thing. It gives one chance. One should ask, however, why should a change be needed? The obvious answer. It's damn boring up here. This is true. Sunday afternoons.

BOOK REVIEW
(Continued from Page Two)

BOOK REVIEW
(Continued from Page Two)

is generally fluid and colloidal in a natural way, occasionally becoming muddy and inadequately polished. After a host of characters... Lucan, Monan, Dr. Meek, one sometimes suspects that Pynchon wants to trivialize his own satire giving it a harmless edge of "Mad Magazine" humor. But lapses not

subtling. The Cry of Left 49 gives us a delineation of America too funny not to take seriously, and too serious not to make one profoundly

owe.

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LETTERS TO EDITOR
(Continued from Page One)

at the editor. Their unique way of approaching the problem of the small rooms? Why is it that all the editors are white and the writer is black? This is true. Why are the editors green and the writer red? This is false. Why are the editors gay and the writer straight? This is true. Why do the editors care about the students and the writer not care? This is false.

A Very Old Bardian situation under such disgrace.

Dora Dees

BOOK REVIEW
(Continued from Page Two)

is generally fluid and colloidal in a natural way, occasionally be

Dora Dees

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Vietnam

(Continued from Page One)

the South Vietnamese government that the elections would not be held. It is no wonder then the speaker maintained that many anti-communist 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. "The Vietnamese returned to military violence, breaking part of the Geneva Accord, only when it became evident that the other parties were also violating the Agreement."

Response to the lecture was enthusiastic, 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 U.S. 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 policy Mr. Kahin would advocate for America's future role in the Vietnamese war.

Orientation Committee
by Linda Potter

May 10

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 Holckman, 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 he put to the Committee was "Do you think the small 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 Ilyich" 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 sub-committee 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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