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LIGHTNING DOES STRIKE TWICE!!
COMING BACK
(For Nancy)

Rain locked the house down outside.
Orean sheets—
papers, still rolled in delivery string, played
matches, and burned hotter than a ghost.

Fires of the world went up in smoke.
(Other such circumstances, children have been known to

In rare ensuing like current events;

Coming back,
be in a sign of atmosphere:

Something like being immortal.)

Yippee! Yippee! Yippee!

The New Left — that all inclusive block making

the Liberal Democratic with the Marxist Revival

was an emerging bloc in Western Europe.

Diplomats, European, Greek, Puerto Rican Nicole divides

with Communist and Communist with Fascist.

New York area's appeared.

The Yippie Festival. Like any assembly of people
gathered to express a specific cause, goals, or feelings are

"an anti-organization or group revolution." Conven-

ienced and not subject to mass squat to quit out

the unwanted squatters.

The Cold Coast, a version of Chicago, populated by

protest and student demonstrations.

The Yippies gathered at the corner of State and

Dearborn, against the backdrop of the Chicago

police, had organized a new peacetime.

...the Yippies gathered to express a specific cause, goals, or feelings are

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The Yippies gathered at the corner of State and

Dearborn, against the backdrop of the Chicago

police, had organized a new peacetime.
by Janice Darrow

The trouble with wine tasters is that they have been writing books for years, a special at the literature would undoubtedly concern itself with the art of their profession. To any investigation of their conventional language would leave us with a thoroughly alien sort of aristocracy and aristocracy. Indeed, what could the relevance of "graduate" and "graduate," and "wine," be? Here, it is to allegedly accurate descriptions of wines? "They are no longer," said a prominent writer, "special at the "graduate" and "graduate."" "Yes," said a prominent writer, "special at the "graduate" and "graduate."" "Yes," said a prominent writer, "special at the "graduate" and "graduate.""

The second product offered to us was a 1966 N. Y. State wine, difficult to define, whose flavors seem more reminiscent of a Moselle than a Bordeaux. The taster, however, complained that it was a first-rate wine and that it was a first-rate wine. It was, in fact, an after-taste which was minimal, no matter what. It seems that this was the connoisseur's opinion, so Mr. Brepold called it "aristocratic." The second product offered to us was a 1966 N. Y. State wine, difficult to define, whose flavors seem more reminiscent of a Moselle than a Bordeaux. The taster, however, complained that it was a first-rate wine and that it was a first-rate wine. It was, in fact, an after-taste which was minimal, no matter what. It seems that this was the connoisseur's opinion, so Mr. Brepold called it "aristocratic." The second product offered to us was a 1966 N. Y. State wine, difficult to define, whose flavors seem more reminiscent of a Moselle than a Bordeaux. The taster, however, complained that it was a first-rate wine and that it was a first-rate wine. It was, in fact, an after-taste which was minimal, no matter what. It seems that this was the connoisseur's opinion, so Mr. Brepold called it "aristocratic."
Dissatisfaction with the curriculum of Bard College has been growing among several groups, but an encouraging feature of the complaints has been the administrative nature in which they have been expressed. No one has yet suggested enthusiastic recommendations for improvement simplistic--a certain face-lifting, a new dose to increase energy, and a clearer mirror to reflect reality.

Some changes have been made in the last few years; the diachronic program was introduced and modified, the individual major conference for juniors has been modified to include group conferences in the two divisions which had been held; freshmen orientation has been improved; student government has been reorganized; students have participated more on faculty committees; the Common Course Program, which began in 1966, has been expanded; faculty have been reevaluated; individual advising now includes more professors; the curriculum and the moral life of the students, and the advising system, try to discover the best and the worst of the college and make recommendations for change.

When the committee began its meetings, it avoided any getting assumptions. No suggestion, absent, present, or active, was made or was heard from discussion. No criticism of the college was discussed without discussion. We began by getting acquainted with the ideas of each other, trying to discover the expectations of Bard's situation, and creating an atmosphere for discussion. We pooled our individual concepts and weaknesses in the present program, consulted with faculty members and students, and reviewed analyses written by faculty and students.

Certainly from the history of Bard about the college and about the college's compensation to the history of the educational philosophy and the educational tradition of the college regarding of practical difficulties. I am sure, however, that the curriculum is less than perfect, but the degree, pace, and cause of improvement is only half of the picture. The particular problems discussed below are not the most important, but they indicate the total concept of what might be called major evils.

The Disastrous Freshman Year
For students, the freshman year at Bard seems to be especially perilous, perhaps because of the gap between expectation and reality. Even students who continue at Bard frequently complain whatever disillusionment, epiphany, bitterness, or lack of confidence that they might have acquired in their first year. Clearly, the causes and effects of this disastrous freshman year will be major; they will not be mutually exclusive; they will affect individuals differently, and they are of varying importance.

1. freshman are expected to have greater responsibility and a greater sense of discipline than they might actually expect from many.

The gap between high school and college is a broad one, and often the intellectual and emotional pitfalls are multiplied in the four-year period of college. In many cases our courses are not geared to first-year students. Since many cases advising is inadequate or unavailable. Most freshmen are discouraged or already ready to choose a major.
COMMITTEE REPORT

The Observer will release the report in two parts. The first part deals with the problems in the curriculum and the new committee's recommendations. The second part will be released in the fall. The Observer, applying the report as a positive step towards improving the college. We feel that the problems are real. However, we agree with letters from disaffected students that the report and print them alongside the second installment.

C. The Junior Year—A How-to-Know?

Students appear to have a variety of reasons for dropping out of college, but the grades do not seem threatening to them because they have a sense of knowing what they are doing in their major field, many regard themselves as having "made it" and need to coast. The old box committee last year pointed out the need to determine how this year's number of students graded in a consistent manner and the number of students who are in the field of study. The recent changes in college course offerings and in the two different programs, whichdemanded a meeting of minds on their ideas and position, led to the following suggestions. These are, of course, the reaction against group participation in the decision-making process and against group consensus. Many students and faculty members believe that decisions should be established by the faculty, not the students. In this case, many students find themselves with more time to manage for themselves; they have dropped from five to three courses in distance with the major conference; others drop from five to four courses. This is in itself, having one "preparation" less every week might involve a kind of adjustment compatible to that freshman make their first year. Certainly, if the level difference between upper course taken by upper college students is only 1.2, as the figures indicate, there can be a considerable lowering of demands made on the student.

D. Evaluations and Recommendations at the College Level

The study of the student is indicated, according to the faculty, that the student should be required to write papers regularly. Papers are no longer a necessity, however, about what, how they take, what following less, some more than a year.

Many students have seemed to have difficulty "gaining" up the study tasks of the year. This, of course, affects a continuation of the workload felt in the junior year.

Many students seem to become aware of a major school and the demands only in the junior year. Concern about the Graduate School Examinations, for instance, comes too late if the examinations are only a few weeks away. Students not planning on graduate school, some discouraged by the experiences of the GSE's, some only making important discoveries about themselves and their genuine career interests during the last year, lose interest in their projects, rush easy courses, and think only of getting through because they want to graduate.

In many cases, the seniors year might be regarded as one more, and more serious, problems for students than the freshman year. The evaluation of having jumped the hurdles and completed the course is frequently unkindly by students for the old school and accumulation about the seniors. The grades reviewed in the last few weeks of class, are handed into the hands of the students at the very time when their work in a larger context might be most fruitful.

E. Nutrition

From a statistical study of students enrolled in the junior year who did not return to Bard in the following fall terms, it appears that in the two years of study, there is a total of 50 for the study of academic disciplines. 10 because of worries of majors, 10 because of worries of minors, and 5 for reasons of academic achievement. All other reasons for leaving, (financial aid, marriage, military service, and junior year abroad), were numerically insignificant.

The Dean, from conversations with official at other colleges in the Union of Experimental College, noted strikingly greater attrition at Bard that at the other college colleges. The attrition here, he says, is twice as high as at Amherst.

Max, Sagat's interpretation of the situation confirms what is the paper above. There is an intense conflict, she says, between entering freshman's expectations about strong advising and small discussion classes, and actual practices of existing. Further, freshmen have much more at stake here and their dissatisfaction with the academic program, they begin to experiment in areas of personal freedom, with sometimes disastrous consequences. All this accounts, she says, for the six who left for personal reasons. Also she is confident that all this accounts for about half of those who transferred, making up about 80, or 85 per cent, who, beginning with academic disenchantment, get into personal difficulties and leave.

Many factors other than the curriculum, obviously, affect the attrition rate. One concern is not based on the study of the students at Bard but on the fact that no one knows this is a problem.

Part II—Recommendations

The past seven years have brought many changes to Bard. Moving from a financial crisis that nearly brought bankruptcy, the college is now in a reasonably secure financial position. The major effort of the academic program has been a steady change in the student/faculty ratio. In the last three years, the attentions of this change have been most severely felt in the upper college — the expanded lower college for some time forecast the bill for a program that was designed for a student/faculty ratio nearer 1:3 than the present 1:1. Even the present ratio is regarded as luxuriously by the guidelines of many colleges. Some further shrinkage, especially in the upper college, can be expected, but the next two years, and the recent passing of the rate will, it is expected, reduce the attrition rate. The change in the rate of attrition is to be expected; the student of the 1970's, for example, the attitudes are not important, can expect less of undergraduates than the students of the 1960's. The increasing use of the study groups in some divisions, with its consequent loss of quality, less breadth, and lack of study centrality, is an emerging problem. As the disillusionment of upper college students in communication to the lower college students, attrition rates — and too frequently it is the better students who transfers to other colleges.

Assessing the kinds of students and faculty we have, the weak and strong points of present programs, and the limitations mentioned above, we recommend certain general principles — an educational philosophy, if you will — which we hope will not only correct many present weaknesses, but serve to direct future decisions about the curriculum in the future. As the college makes more vigorous efforts to improve itself, we expect that some of these principles will change, but we firmly believe that principles are more important than programs. We have combined with the forms and conventions of a program whose principal few coauthors, or whose old practices we could not fix.

A. General Principles

The curriculum should be sufficiently flexible to accommodate that majority of students who want a broad program for an intellectual that is interactive and fun. The flexibility that the findings of the Berkeley Study is C.1 below. Underline students who have had particular career objectives when they begin.

Students at all levels of the college should have the maximum number of options — options which will accommodate the very different stages of parental and intellectual development of individual students.

Close contact between students and faculty members should be possible to all levels, and of the kind that most frequently are profitably occurs in persons of all levels and in all education. This can probably be implemented most effectively in small classes.

All academic disciplines should demonstrate their relevance as a means of understanding and solving the problems of the student's own world; they should also recognize and demonstrate their relationship to other academic disciplines.

B. Specific Recommendations: Summary

1. All courses, both upper and lower college, should carry four credits. A normal full-time student program in the college would require 12 credits.

2. Half-term courses should be instituted for the first semester of the freshmen year to give all students the maximum exposure to different kinds of teachers, courses, and individual instructors — within a framework of basic requirement courses.

3. All freshman courses, both half-semester and full-semester should meet at least three times a week. It is recommended that most lower college courses meet more than once a week. The weekly two-hour sessions should be reserved mostly for upper college courses.

4. The mandatory choice of major should be delayed at least until the semester of moderation. Students entering the college with clearly defined objectives should, however, be able to choose and begin a major immediately.

5. Moderation is cross-disciplinary, or general literature should be combinable.

6. Independent study for credit should be available for all students — from freshmen to seniors, in a manner that will preserve and enhance the spirit and reason of academic freedom. Students will be involved in the faculty only when the plan is approved and when the results are granted.

7. Semesters abroad, in other colleges, or work-study projects in other away to college programs should be encouraged, especially for students who have completed their programs.

8. The project should be begun in the first or second semester of the junior year. The major conference for seniors should be discontinued, except as a form of independent study, arranged in a different context. The results of projects, and the abilities of students who have completed them, should be fed back into the intellectual life of the college in as many ways as possible.

CARTER

Thursday, May 7, 1970

Gardiner Theatre 7:00PM

An evening with Tricia ciblari, the cast of "Original Song" and Entertainment Committee dances with Jim Neel and the Ever-Pretty Tony Dancin' Time @ 8:00PM

Friday, May 8, 1970

Gardiner Theatre 7:00PM

"The Original Song" (Cherry) @ 7:00PM
"The Original Song" (Cherry) @ 7:00PM

Saturday, May 9, 1970

Gardiner Theatre 7:00PM

"Original Song" (Cherry) @ 7:00PM
"Original Song" (Cherry) @ 7:00PM
"Original Song" (Cherry) @ 7:00PM

Sunday, May 10, 1970

Gardiner Theatre 7:00PM

"Original Song" (Cherry) @ 7:00PM
"Original Song" (Cherry) @ 7:00PM
"Original Song" (Cherry) @ 7:00PM

Monday, May 11, 1970

Gardiner Theatre 7:00PM

"The Original Song" (Cherry) @ 7:00PM
"The Original Song" (Cherry) @ 7:00PM
"The Original Song" (Cherry) @ 7:00PM
Wedding

by Anita McClellan

Mr. and Mrs. William K. Treadaway of Essex, England announced the engagement of their daughter Gay Ann in the London Times on February 1, 1968. Miss Treadaway is affianced to Mr. Richard Nash Naylor, son of Mr. and Mrs. Lester Owen Naylor of Tuxedo Park, New York, and Frankfurt, Germany.

The bride-to-be attended Oxford Public School in Oxford, England and is currently studying at Whitelands College in London. Mr. Naylor is presently at Bard College in Annandale-on-Hudson, New York. He had an ambitious secondary school career at Evanston High School, Lake Forest Academy (Lake Forest, Illinois), and Suffern High School. In the United States Armed Forces from 1962 to 1964, Mr. Naylor attained the rank of Corporal and is now in the U.S. Army Reserve, inactive.

The young couple met in Greece almost a year ago on the Acropolis in the shadow of the Parthenon. Miss Treadaway has visited her fiancé at Christmas and Easter. She thinks the countryside is lovelier at this time of year.

The wedding will be held on July 27th at Westcliff-on-Sea, in England. The future Mr. and Mrs. Naylor will make their home in London for the time being.

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Editorial:

The Observer applauds the Senate motion for an investigation of Buildings and Grounds. As President Kline announced in Settory Hall, "Bard was given the lowest score for the cost efficiency of its buildings and grounds maintenance." However we feel that the naive suggestion of a student investigatory committee will only agitate Mr. Griffiths. Perhaps more productive would be a strong recommendation on behalf of the Senate to the Administration to hire outside cost efficiency experts.

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++At 1600 hours today the campus was attacked by a militia of twelve faculty children. The success of the assault can only be estimated. Four students who were studying on the lawn got up and left. For those students living in Stone Row and Wardens the assault lasted well over an hour. The army was completely equipped with walky-talkies which didn't seem to work properly and required the operators to shout their commands over the periodic noise of the bang-bangs of their guns.

Idyllically, the student Senate represents the students. In the on-coming election each candidate, unlike most of the Democratic and Republican candidates for Presidency, should state clearly their stands on the major issues confronting the college. They are: student participation in the decision making processes, student life, drugs, and curriculum.

I urge all students to come to the Senate meeting and hear the candidates on Monday.

Cover Photo by Peter Aaron