OBSERVER

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Public Service Notices & Things
by George Brewster

A lot of people complain about apparent discrepancies between what the Bard catalog says and what actually exists. Many students and teachers have found their expectations and hopes for a free and vigorous intellectual environment dashed.

Many students transfer, many teachers leave after one or two frustrating years. Many students and teachers sink into the swamp of apathy, never raising their voices in protest. But some people at Bard are painfully aware of the limitations and failures of the Bard system.

Some students and teachers are determined not to become apathetic. They want to bring the reality of Bard education up to the ideals we so often hear quoted but so seldom see in evidence.

[The Academic] goals are based on the premise that the primary purpose of the college is to transmit its living form, the intellectual and artistic heritage of the past. . . . The Bard program is a result of this philosophy. (The student) should develop a genuine interest in things intellectual and artistic sufficient to motivate continuing self-education in several diverse fields; should make a substantial start in formulating his ethical standards, as well as intellectual or artistic standards in his field of concentration, and should have some understanding of the crucial role of standards in intellectual and artistic work and of his urgent and continuing need to develop and re-examine his own standards; should value and respect his standards and measure himself and his work against them, and should act in accordance with these standards, (underlining mine).

Bard College Catalogue

"I came to Bard expecting an environment which encourages questioning, and innovation in education. Instead I find an academic bureaucracy which stifles all original effort, both from students and teachers, by its impersonal and inflexible system."

"It makes me sick to see a kid fall in Moderation simply because a couple of teachers on his board don't personally like him."

These are quotes from Bard professors.

"I expected Profos at Bard to encourage creative work, but all they want to see is your test result and your term paper."

"My crite for a seminar was blank except for the grade."

"I hate going to classes. Every single one is meaningless, boring, and irrelevant to the world in which we live."

These (above) are Bard student's opinions.

There seems to be a great chasm between what is supposed to be and what it is at Bard.

Every once in a while a bright-eyed new teacher, who might, for instance, be named Sheldon Cohen, tries to change things. With the undulled awareness of the unenlightened, he sees the reality gap, makes plans to bridge it, and goes ahead on his own motivation. His enthusiasm leaps out of the structured confines of what his Division wants him to do. He turns on a whole group of students who had been sinking into the apathy that enfeebles boring classes brings. He shamelessly people, challenges their beliefs, opens up new avenues of thought, and is promptly fired. Or perhaps fired is too strong a word — he is not rehired. And so loses any possibility of being tenured.

The drama seems to occur every year or two at Bard. The result is too often the same, Energy, vitality, creativity in the new teacher are thwarted. All the highly innovative persons are denied any leeway. Forced to fill a norm, the creative individual is smothered.

New York—Police arrested 100 New Yorkers who looked as though they might intend to participate in a demonstration called for 8 p.m. on Election Night at Nixon's headquarters -- but the arrest were made in the two hours preceding the plam action. Charges ranged from disorderly conduct to inciting to riot.

Many of those arrested were left-overs from abortive demonstrations held earlier in the day at Times Square and Rockefeller Center. Cops dispersed a crowd of 700 at those demonstration before they could really get underway and gain momentum.

Columbia University students seized an auditorium in the university's Ferria Booth Hall student center on Election Eve, insuring that it would be available for use as a Movement Center for Election Day activities.

Two hundred students from the City College of New York were arrested on the day following elections. For nearly a week, they had been providing sanctuary in Finlay Hall ballroom for an AWOL soldier.

Though attempts to arrest the soldier were expected, the students had mistakenly assumed that the City College administration would not call the cops to clear students from the auditorium.
The student left of this country has become a powerful force challenging the institutions of the university, the Selective Service system, the Federal and State governments, growing from a movement of conscience, moral indignation and protest, the student left now seeks fundamental changes in the American system of government and in the American way. In order to do this, the students must reexamine their own life styles and attitudes. They must make themselves aware and responsive to the sentiments of the American people. They must isolate the institutions of domestic and foreign oppression. They must do more than rebel randomly against an abstract demon — the Vietnam war and capitalistic mismanagement of change, our tactics must be geared toward getting power. If we want power, we must be prepared to offer a radical alternative to the present structures now dominating American life. The Niagara Regional Conference of SDS, held this past weekend, reflected the change in composition of the student left. Here was an establishment to a systematic struggle against the institutions of oppression for political, economic, social, and, therefore, personal revolution.

The need to develop, elaborate, and give public expression to this socialist alternative is urgently needed. The first three months of the three-day conference. The student left is beginning to look outside the campus for other social forces with which to unite. While on campus, student struggles must extend beyond the sectarian demands of the students as students, for students are victims of a structure that oppresses them, as it oppresses other elements within the society.

Community/Worker/Student Community

The main thrust of the conference was the presentation of alliances between worker and student forces and the creation of a new community, and with high school students. Many students, even within SDS, have manifested an anti-working class bias, which has been a dividing line within the industrial working class, in particular for not having raised themselves above or self-interests. Yet, these same people express disgust in the present system and a which they find no rewards and are degraded in productive tools.

Pro-Wallace votes among labor indicated that workers seek an alternative — any alternative — to management and control by big corporations, to bureaucracies of big unions, and the political leaders who regard only the workers id.

Students must be aware of the contradictions within the industrial labor structure. Labor has been traditionally anti-communist and capitalist, yet, labor has sought greater and greater production of the economic pie.

Students must first be aware of the trap that industrial workers have built for themselves. Most workers seek overtime. Yet, the labor movement has fought for sixty years to get the eight hour day and the forty hour week. The power of its strike has been curtailed, not only by legislation prohibiting strikes in critical occupations but by the workers themselves, as well as the unions of workers.

If you can, do. Actions based on guilt result in erasing the guilt rather than changing the consciousness of oppressive institutions. Such actions tend to be issue-oriented in a limited way. We are coming to realize that the source of our oppression is not just the individual oppressor, but the collective guilt. We cannot change oppression imaginatively, from the bottom up and on many fronts. This was the word at the regional conference. We are not alone.
Chairman Bruce Lieberman, doing his collegiate thing, was not present at Monday's talent show. The dark haired former male model was in the big city cramming for his Senior Review. This flagrant absence being the case, Senator Charles Clancy, who is destined for great things, chaired for Bruce. The customary HPC report, usually given by Matti Gengemi, was not given. Last Tuesday's HPC meeting was preempted by the national Presidential wake.

EPC has completed collecting data, except in cases of classes not held. It was decided that only Divisional chairman and members of the joint committee will be permitted to see the individual sheets. EPC will also be more militant about faculty apathy (there is a work we don't often see). It was not made clear exactly how this will be accomplished, but EPC would like to see the faculty take more interest in school affairs.

The CAB met on Little Richard's case last week. The Dean was not present, as he was in New York delivering an address. We trust it was not on student rights. CAB decided after three hours of deliberation to totally cancel the Dean's order suspending Little Richard. This means that the suspension not only is no longer binding, but that it never occurred. This was to save face. The Dean's face. An investigatory board has been set up to examine the original situation in Fairbairn. On the board will be Marie Gengemi, HPC chairman, Mr. Wilks from the faculty and Mr. Boynton from the Administration. According to Clancy, the President was excluded for his busy schedule, the Dean was kept off for his involvement with the case, and Mrs. Suggett was kept off for "having several thumbs in the Dean's pie."

The award winning Observer's budget was discussed. The Observer has won awards, not the budget. It was proposed, and the proposition was tabled, that the 10 dollar yearly Observer dues be brought back into the Senate budget. Also, there is the possibility that convocation dues be raised from the present fifty to seventy-five dollars per year. Jay Wyle suggested that the student funds books be professionally audited, because he has heard that they have been tampered with, or at least that they do not properly check out. Bruce Diamond said that people on campus could do the same job. This matter will be discussed later on.

Monday morning Dick Griffiths and a member of the State Police came into Bruce Diamond's room. The law had a warrant for Diamond's arrest, as he had a traffic ticket unpaid for months. Bruce brought up before Senate the problem of Griffiths, who is a deputy sheriff aiding the police. The question is, should Big Richard (as Diamond affectionately called the head of B&G) be permitted to aid the man in arrests, or should the law first have to go to the Dean to arraign somebody on campus? Clancy, acting chairman, will take the matter informally up with the Dean. Diamond, in a hysterical outburst, screamed that he will circulate a petition calling for the immediate dismissal of Herr Griffiths. To quote him, "We have had more than enough of his roughshodding and his heavy handed techniques with the student body."

Dear Sirs:

I've heard rumors to the effect that Professor Heinrich Bleicher takes one whole cup of hemlock with his toast in the morning. Is there any truth to the matter?

Definitely not. Prof. Bleicher takes exactly one half glass of hemlock, and then only with streudel, not toast.

Dear Sir:

I recently visited Bard College in scenic Annadale-on-Hudson, to survey the architecture. I just couldn't seem to get to first base with the girls, and I was socially snubbed by all. P.S. I brush my teeth and use Dial.

Perhaps it was your badge and uniform that put them off, trooper.

Gentlemen:

I am in the midst of a quandary. Yesterday, while eating in my study dining facilities, I was overcome by an inatable desire to throw up. However, I was in the presence of several females and Mrs. Amosucker, who has been known to be dangerous when aroused, that is to say, excited. What would be the socially acceptable procedure?

Nauseated

As we understand it, you would have been in the clear if you had used your salad bowl, being that its former contents are virtually indistinguishable from what you planned to put in it.

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Last week we began to explore the problem of faculty lethargy. Our discussion centered upon the facts which arose as a result of the F.E.C. evaluation sheets and the mid-term critique sheets. This evidence cast grave doubts on the commitment to the Bard educational ideal of many of our Faculty members. Unhappily, this is not the extent of the situation. This week, in order to further define the scope of the problem, we shall discuss the Advisory system as it functions at Bard. Again, this is not a negatively-inspired smear campaign. Rather, it is an important plea for the kind of attention which the problem really deserves.

Among Bard’s more pressing crises is the problem of attrition. Nowadays the Fall semester sees about 250 or more freshmen. Four years later 80 Seniors graduate, many of whom are transfer students. Why? There are a lot of reasons: social, institutional, and academic. These reasons normally have two factors in common. They are serious enough to result in one’s leaving school, but they are not usually serious enough to cause one to actively seek help before it is too late. Again, why? Again, the problem is fantastically complex, but there is one small area where a condition exists which clearly contributes to this situation more than it alleviates it. This condition is the present state of Bard’s Advisory system.

The holy myth tells us that at Bard the program is tailored to the individual. This is a fine slogan, and it pays due credit to the fact that we all do not emanate from the same cookie-cutter. And as long as we progress through the Bard education at the prescribed temperature, pressure and velocity, this individuality manifests itself in a subdued, yet satisfactory, way. But what happens if something does not go according to the plan? What happens if we screw up? Everybody knows what happens. You pack up and go away, forgotten. This is just the problem. The system is individually tailored to the student where he needs it the least. When he needs some individually tailored counseling or guidance, the system utterly breaks down.

I hold that this is the least of the students, not of the Fc faculty. However, I hold the Faculty to be largely responsible for any hope of this situations changing in the future. Although we use the vocabulary of the Platonic community around here, we do so in the context of a rigid caste system. Many exceptions exist, but the fact remains that our slogans represent sheer doublethink. In practice, Faculty, Administration and students enjoy remarkably little extra-curricular contact with one another. This lack of contact, and the anomic which it breeds, figure into the attrition problem. The onus for a thawing of this situation falls upon the Faculty, because the students neither can nor will do anything about it alone and because the Administration is so far removed as to be nearly irrelevant to the problem.

Depending upon the Myth to which one subscribes regarding the degree to which advisors should advise, the role of the Fc faculty as advisors may be evaluated. Political science has developed a useful vocabulary for discussing this sort of distinction. According to its parlance, a functionary is “strong” or “active” as opposed to “weak” or “passive” in relation to how he performs his appointed task. In much the same way, an Advisor may be regarded as “weak” or “strong” in proportion to the extent to which he advises. Bard’s Myth makes for a certain degree of ambivalence in this area. Our highly touted individuality can either cause us to be individuals with other individuals or it can cause us to be individuals despite others. The former case leaves the door open to an advisory system; the latter does not. Unfortunately, this individuality has provided many of us with plenty of rope with which to hang ourselves, and we have done so. In order to rectify this situation we need help. We, as students, need help from the Faculty.

We need help because we have been unable to make it, to the extent which we otherwise might, on our own. The form in which this help could come is that of real contact and confident inter-relationship with the Faculty, with our ADVISORS. For our own good, our tendency toward dissociation must be reversed.

We cannot reverse it ourselves. We need strong Advisors who will render us this aid from above and beside. We need strong Advisors who will force us, if need be, to keep them sufficiently informed of our lives at Bard that they will be able to help us to stay in if we start to flip out. We must establish I-Thou relations with our Advisors. And they must mold us to the extent that we are communicative enough to actively seek out their help when we need it, on our own.

In this way the attrition problem could be alleviated and Bard’s Success/Failure ratio could improve from its present level of about one in four.
Editorial:
Little Richard's Almanac #2
The Opposite Side of the Proverbial Coin

Little Richard's case is still in committee—where it ought to be. The point made last week was that there should be a chance to appeal all decisions. But take the other side of the issue. Are those accused of wrong always right just because they're accused? All students have rights, and they must all be considered if justice can be expected. The right to privacy, to be able to "do your own thing," is fundamental to existence and is too often trampled upon by other students in the dormitory. Often a small minority are tyrannizing the majority. In several dorms this semester privacy involving the prerogative of student to study and the prerogative to have private relations have been trampled.

The working out of behavior problems in a dormitory is and should be in the hands of the House President, but too often the House President is more concerned with being a "good Joe." He ignores obvious problems in the dormitory and refuses to get involved in those situations which are brought to his attention. House Presidents themselves ignore even the quiet hours which have been established voluntarily by the dorm.

House Presidents individually must take on the responsibility of settling problems in their dorms. Students must also focus their House President's attention on problem situations. Too many students are now suffering abuses leading to academic failure or personal demoralization.

In many situations students are driven to take their complaints to the Dean's office where room changes are sometimes worked out, or fouled up in legal procedure depending of course upon whether a student wants himself or another to move.

If House Presidents' Committee shows the guts to judge after considering the rights of all students, it will get respect. It can then abandon the cringing and hypocrisy that come from trying to please everybody.

The only alternative is for the administration to leap into a real "power gap." The students will not long keep their own affairs in their own hands if their elected representatives chicken out.

feiffer
Editorial:

The Arrest of Bruce Diamond

Trooper he "better bring a lot of money" for his bail. Griffiths added: "You should be thankful he's telling you these things." Bruce got his clothes on and was escorted away. "Thank a lot, Dick," said the cop as he left campus.

The scene shifted to the residence office of an apple and grape farmer in Tivoli, Frank Martin, Justice of the Peace. Judge Martin told Bruce that his "Mother can't cover up forever" for his summons. Judgment day had arrived. A plea of guilty meant a $5 fine, on the spot. Not guilty, and he had to put up $100 bail, for bail. They would not allow him to leave "the court" to get money back at Bard. Asked if they'd drive him back to Bard to get money he was told, "We're not running a fucking taxi service." Diamond had time to call his mother in New York City. After that it was a "O.K., Rudy, take him back and book him."

While they were riding down to the jail in Poughkeepsie Suspect Diamond's mother called the State Police at Rhinebeck. The Trooper stopped in at the Rhinebeck barracks to get bailed out by Mr. Diamond over the phone. This didn't suit Rudy happy, and he said he didn't need any fucking tip from her", and threatened to issue a warrant for the New York police to pick him up on harrassment charges.

The jailer at the Poughkeepsie jail was not interested in Diamond's pleas that his lawyer was wiring the bail money. Suspect Diamond was fingerprinted, photographed, relieved of the contents of his pockets, and then all his clothes. They issued him a prison uniform, sent to pick up his mattresses, sheets, soap and towel, and was sent in the washhouse. In three hours Diamond was let out, and hitched back to campus. He was in good spirits. The police had not humiliated him, nor had they been personally abusive. He met the Dean, and spoke for about ten minutes. According to Bruce, Selinger appeared not overly annoyed.

No one could begrudge Mr. Griffiths his friendship with the gun-toting set; he does live here too. This is not the first time that Griffiths's discretion resorted in rough justice for Bard students. It was Griffiths who O.K.'d the hiring of night watchman Tom last year, who to everyone's surprise turned out to be a professional undercover agent for the State Police. President Kline had been very upset by the hiring of Tom, and it was never decided whether the B and G director knew all along what Tom was up to.

As of Monday morning, Griffiths should be considered guilty of serving as an accessory to murder. The Dean's policy was clear, and both Griffiths and the Police supposedly knew it. Griffiths has proven that his bar is his fortress, secure from the policies of Loyal. Maybe it is hopeless to expect Bard's latest Dean to be able to put Griffiths in his place, but if we cannot expect that, what can we expect?

by Eugene Kahn

LETTERS

To the editor:
The question of the role of the student in college life is one which has been, is, and will be discussed at varying hautpas. At Bard, the question of social regulations has been most often pondered. We have resolved that "important" segment of Bard life. There are far more important questions to be resolved. One is a discussion of the outdated grading systems. There is some dialogue in progress relevant to grading systems. There is, however, another matter which has been overlooked. This is the question dealing with students role in the determinate of tenure and of hiring and firing. A very inefficient bureaucratic Educational Personnel Committee is attempting to create a student role by dealing with faculty evaluations. This is fine. However, I feel that student participation should extend much further. The way the current system exists, it is entirely feasible that a professor who the students consider irredeemable could be denied or refused tenure by the faculty. It seems to me unfortunately that there exists a situation at Bard today where a professor faces the distinct possibility of being denied tenure and not rehired because he teacher according to his principles and refuses to be coerced by his department. I would consider this action as direct affront to the student way. This possibility cannot be tolerated. The student body must have direct say in questions such as tenure or dismissal. I would propose consideration of a creation of an elected board of students equal in number to the faculty executive committee who would cooperatively make final decisions on matters of tenure or firing. I will communicate this.

To the Editor:
I have to answer your article "SIS Action" from last week's Chimes. The most curious thing I read there was that two SIS "Field organizers" stayed long enough to be misformed by you, but never thought of speaking with anyone from Bard SDS. If they had, they would have learned that in addition to our "non-existent programs" we have some existent ones too. We sent people to the Migrant Workers' Children Day Care Center, daily, as long as it was open. We have a draft counseling group which will be helping high school kids from Red Hook and Kingston to stay out of the army next June. We held an anti-war demonstration at the Flagpole on Parents Day. We've got a discussion group (now studying Mayaguez) meeting on Thursday nights. And on the weekend before Thanksgiving, Nov. 23-24 we're having an inter-college seminar program on political action in the mid-Hudson Valley. The featured speaker will be David McCloud, and people from AFSC and the Resistance will also be there to join in the discussions.

Bruce Warren

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Lonnie gets kicked out of his loft soon unless he comes up with $500 back rent. If everybody who has crashed there gave him some bread, it would help.

One formerly white, graying now denim pocketbook — homemade — was lost three Tuesdays ago in Proctor painting studio. Please return my identification, my check and bank books. There is a ten dollar cash incentive. Hetti Holm™ — Box 341

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**Book Review**

The Beatles: The Authorized Biography
by Hunter Davies, McGraw-Hill, p. 328
84, 95 and 357 pages.

Sgt. Pepper and His Band ride with H. Davies chronicling their entire Magical Mystery Tour from Liverpool to Hamburg to the U.S. and finally to Apple Corps, Ltd. where they sit today beneath the Tree of their well deserved wealth. The Beatles is more illuminating, wry, and just very more — than-worthwhile, it is well written, without opinionation, all of which adds to the entertainment. It's all fun when John yells over the music to their Hamburg audience that they are all a bunch of Nazis and to "shut up!". There are very down times when Stu Sutcliffe dies and later when Brian Epstein accidentally OD's. The whole thing is one big rock, but it has made them from wax alone a gross of approx. L 79,000,000 in the last five years, with a sale of 225,000,000 records. Statistics are fun, but they are only the result of something more colossal, and that is the Beatles as people, who are the biggest and best con men of all times, 'cause we like to be conned. This is the book to read, just as the band's Music From Big Pink is the album to hear.