

Bard College
Student Newspaper Archive
(1895-1999)

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OBSERVER

Vol. 13 No. 17 September 30, 1970

Cover Page	[Photograph of Students]
Back Page	Action
Page 1	Experimental College Michael Rivlin Israel Stands Condemned Kurt Hill Photograph LNS [“No one person can tell you what’s happening in the Inner College.”] Tia Sutter
Page 2	Ad Hoc The Great Tuition Ripoff or You Get What You Pay For, So Long As You Pay For It Twice A Correction Letters [“ . . . Ascertain the name of a young woman who promised to return a . . .”] Leila Gordon [“ . . . Have long felt . . . There’s a fair number of lonely night people.”] Ruth Hirsch [“If Dana Ahlgren would . . . Sit down and listen to Jimi Hendrix’s music . . .”] Larry Gross [“ . . . Exclamation of protest . . . ‘Jimi Hendrix: A Death In The Family,’”] Paul Geroski
Page 3	Access Films The Fifth Column Against Tenure Alex Hassan-Bazelow
Page 4	You Can’t Tell The Players Without An Official Faculty Scorecard <i>Observer</i> Interview Dutchess Day Care Center Lit. Club Meets Lydia Ayers
Page 5	Notes On Proctor Kenneth Daly Statement From Timothy Leary, PhD., P.O.W. (Ret.)
Page 6	University Without Walls Sandy Mayshark Louis Silver Quote From <i>Angelic Mutations</i> Jimi Hendrix
Page 7	Jimi Hendrix 1942-1970 Ahlgren Comes Back At Critics Dana Ahlgren
Page 8	Bard Lands Erik Kiviat In The Autumn Of My Madness Louis Silver
Page 10	It’s The Amazing Newshow Bernadine Dohrn
Page 11	Midnight Rambler Michael Harvey

observer

volume 13 number 17 september 30 1970 five cents

university without walls...
faculty scorecard...
israel condemned...



ACTION

This coming Monday, October 5, the first ACTION program will be presented at the Linden Avenue School Cafeteria in Red Hook. The program will deal with the problems of ecology. Among the speakers will be Eric Kiviat of Bard, and Jerry Bowen of the Saugerties JayCees, who spoke at Bard last Thursday. The Linden Avenue School can be reached by following Route 199 into Red Hook. It will be on your left after you pass the 'modern' looking Red Hook High School. The meeting will start at 7:30 p.m. with brief addresses by the participating speakers followed by a question and answer period and laterby small group discussion. This meeting will be a valuable opportunity to meet and talk with Red Hook residents when they will be particularly open to talk with you, we urge you to go.

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As a result of last semester's Vietnam Debate at Bard, the Red Hook Jaycees have initiated a project called Americans Co-operating to Improve Our Nation (ACTION) On Thursday, September 24, 3 Jaycee representatives held a 7:30 meeting in Sottery Hall to explain their program to Bard students. Of the 40 students who attended a consensus favored the efforts of the Jaycees and agreed to lend support to their plan.

Bob Desmond, an outspoken supporter of Nixon's policies at last spring's meeting originated the idea. As ACTION chairman, he extended an invitation to Bard College to attend a series of community meetings sponsored by ACTION to discuss topics of current interest. Starting Monday night, October 5, and each Monday thereafter at 7:30, six discussions will be held. The schedule is October 5 - Ecology, October 12 - The American Experiment 1776-1970; October 19 - South East Asia; October 26 - Meeting the Candidates; November 2 - Methods of Effecting Change; November 9 - Drug Education.

An official ACTION release states, "The trend toward polarization and violence which was so prevalent in the decade of the sixties must not be allowed to continue through the seventies. Much of the distrust and animosity between the gener-

ations and all segments of American society would disappear if the differing groups could sit down together as equals and discuss their differences and some of the problems of our society."

Realizing the wide areas of misunderstanding and conflict between students and townspeople, Mr. Desmond emphasized the need to "at least initiate a dialogue between the Red Hook community and Bard College." The Jaycees' desire for "cooperation, communications and understanding to help with our problems," explained Mr. Desmond, "led us to try and launch a pilot project to bring people together." Other local Jaycee organizations have expressed interest in the ACTION program but are awaiting the results of Red Hook's efforts. To date three local newspapers have given editorial support for the project and 25 community groups have agreed to participate. To attract further interest the Jaycees held a television press conference with two Albany stations, Channels 6 and 10, on Tuesday, September 29, at the Holiday Inn in Kingston.

The first meeting is Monday October 5, 7:30 P.M. at the Linden Ave. High School gym in Red Hook. TOPIC: ECOLOGY

Christopher Wynn

experimental college

T'ai / Peace

☰ above K'UN
THE RECEPTIVE, EARTH
☷ below CH'YEN
THE CREATIVE, HEAVEN

The Receptive, which moves downward, stands above; the Creative, which moves upward, is below. Hence their influences meet and are in harmony, so that all living things bloom and prosper.

THE JUDGEMENT

PEACE. The small departs,
The great approaches.
Good fortune. Success

This hexagram denotes a time in nature when heaven seems to be on earth. Heaven has placed itself beneath the earth, and so they unite in deep harmony. Then peace and blessing descend upon all living things

by Michael Rivlin -----

Sometime during the finish of last semester, a group of students at Bard including myself, who had become dissatisfied with what this college was offering them, joined their varied energies together, gathered other faculty and students around them, and formed what has become known as the Inner College or Experimental College.

Looking back to the past can sometimes be very boring. I find this especially true concerning the E.C. because we are now truly a free spirit, not bound by any external rule which is forcing us to pay tribute to the causes of our birth. And certainly some aspects of our creation were, similar to an animal birth, painful and unpleasant. The admissions procedure was very much like an inquisition or moderation board, and the students who came before it were rightfully pissed at those of us who sat in judgement on them. Another ugly aspect of the creation of the E.C. were the political games that we were forced to play with the executive committee, the administration, and other faculty members, which left a sour taste in my mouth. Even now, I still don't fully understand why so many faculty and students were opposed to a group in this community which wanted to explore alternatives to the kind of education they were receiving or giving at Bard, and to the type of environment in which this interchange was occurring. Unfortunately, it seems to be a very human trait to be resistant to change especially when we don't fully understand it, because it involves certain risks. Some of these risks are validly disturbing, as some of us are finding out now. One of the biggest for many was that they had to learn how to drop their old self-labels of "student" and "teacher" along with the accompanying sets of behavior and responses. Understandably, both instructors who have been enacting their roles for many, many

to page 9

No one person can tell you what's happening in the Inner College. The only thing resembling a concrete entity to be observed and evaluated would be one of the various subsets of 54 people grouping and regrouping in Tewks and elsewhere. The elusiveness of this Inner College of individuals is perhaps irritating to the curious and, I imagine, faintly satisfying to those with deep-rooted misgivings. But to those directly concerned, those who literally dreamed up the Inner College, this amorphous quality is a source of both anxiety and potential.

Raised as we were with a Father Knows Best education, it is natural and predictable for us to resent "authorities" and imposed programs and yet feel lost and even stagnant without them. Few of us are appreciably practiced in self-motivation and discipline, for it was rarely if ever demanded of us. The anxiety produced by the sudden release from defined courses and its accompanying need for true self-direction runs very deep. I have had several terrifying dreams in which I find myself back in high school, months behind, unprepared, and hounded by all levels of authority.

The large meetings of the Inner College evidence an undercurrent of anxiety on a general level. There seems to be a desperate urge to quickly produce some concretely justifying evidence of "valuable" experience and measurable progress. Our faith in our abilities and methods is shaken by the feeling that so many suspicious unbelievers are watching for our failure. Perhaps

we need some sort of Goalsetters Anonymous to counteract this pigeon-holing urge instilled in us by years of Lesson Plans and Right Answers and having Aim: To Understand Electricity written on the board in Palmer penmanship.

Given our freedom from the Man, which we both fear and desire, another mythic figure appears - to be alternately embraced and condemned. Our own Inner College Bogeyman: the stoned purveyor of creeping anti-intellectualism. However, his power to entice, widely acclaimed by administrators and nay-sayers alike, can only beguile us when we are bored, disinterested, and alienated from the learning environment. When we awaken to the potential of our experiment, when we learn to trust, stimulate, regulate and even love one another, intellectual activity becomes valuable because we are truly questioning, not because we are Students and it is our business and our role.

This is not to suggest that we are all blithe spirits smoothly progressing day by day to greater Maturity and Knowledge. We are only slowly finding an effective way to create a loving-learning experience. But I see more often in more eyes that vital energy and excitement you detect fleetingly in people reading course descriptions. Before it steadily dissolves class by class, lecture after lecture, paper after paper. Before they realize what fabulous fantasies they are. And perhaps that's why we dreamed of the Inner College.

Tia Sutter

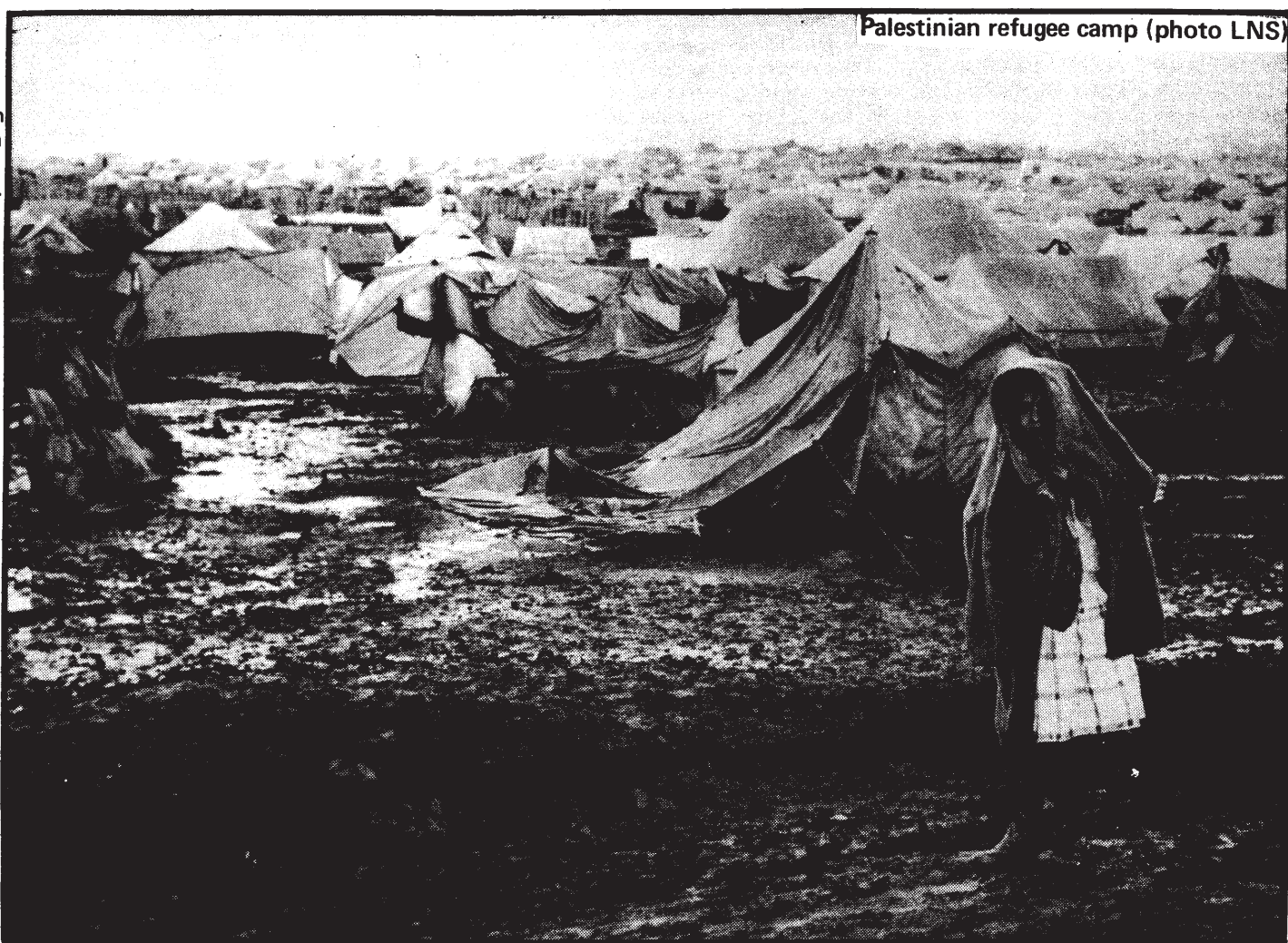
israel stands condemned

Many individuals, particularly students in the United States, support Israel against the Palestinian commandos; they believe in the carefully fostered myth of a little oasis of Western civilization surrounded on all sides by hostile Arab peoples, who wish to deny this little bastion of democracy the elementary right of self-determination. Is such a stance justified?

An increasing number of American university students are replying with an emphatic, "No!" They are becoming aware of a multitude of facts that contradict, and indeed shatter, the myth of a "progressive" Israel. They correctly perceive that the struggle in the Middle East is not between Arabs and Jews, but rather is a struggle against the Zionist government.

These students point out, for example, that Israel officially supports the United States in its war against the Vietnamese people; that Israel supported the fascist Secret Army Organization in its attempt to crush the Algerian revolution; that it has opposed the independence movements of Tunisia, Morocco, and Indonesia; it trained counter-revolutionary troops for the Congo's Mobutu, and has consistently opposed the admission of the People's Republic of China in the U.N.; Israel endorsed the "Eisenhower Doctrine" and gave support to the American and British intervention in Jordan and Lebanon during the Iraqi revolution in 1958.

Still another area in which Israel falls far short of its expressed "egalitarian" ideals, is its domestic racism. It is a commonly known fact that Israel discriminates against its Arab minority (less than 10% of its population). This is attested to even by members of the Israeli Knesset (parliament), such as Meir Ya'ari, General Secretary of the governing Mapam party. Nor is this discrimination limited to the Arab minority. Oriental Jews, who now comprise half of the Israeli population, are also victims of racism. Speaking at the Fourth Mapam Congress in 1963, Ya'ari stated, "As we know, most produc-



Palestinian refugee camp (photo LNS)

tion workers now belong to the Oriental communities. To be quite frank, we are concerned not only with freezing wages but with deepening the ethnic differences in the country. This social exploitation helps hold the Oriental communities, one half of the population, in their present state of economic, social and cultural discrimination. The common denominator of the two problems is that the Arab worker must live in a hut or hovel on the outskirts of Jewish towns where he must seek his work, and the worker of the

Sephardic community is packed into crowded slums..."

Israel thus stands condemned by its own leaders.

The fact that the state of Israel came into being as the result of Zionist colonialization of Palestine at the expense of its native populace is becoming more apparent as time goes on. Anti-Zionist students point out that prominent Zionist spokesmen, such as J. Weitz, director of the

Department of Colonization of the Jewish Agency for Israel, make the Zionist approach crystal clear. Writing in the Sept. 29, 1967 edition of Davar, Weitz stated that the "only possible solution for Israel lies in creating a Palestine, or at least a Western Palestine without Arabs... and there is no other way to do this than to transfer all the Arabs to neighboring countries, to move all of them out of here. We should not leave a single village, a single tribe, and those transferred should be sent to Syria and Iraq." to page 10

observer

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an alternative newsmedia project

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Ad Hoc

Jeffrey Raphaelson

THE GREAT TUITION RIPOFF or YOU GET WHAT YOU PAY FOR, SO LONG AS YOU PAY FOR IT TWICE

Now that the Budget Committee has turned in its recommendations to the Senate, the Marcus government must face its first major crisis, and perhaps its first confrontation with the Kline administration. The problem, of course, lies in the funding of the Experimental College.

The Experimental College requested \$3,900.00 of the Senate, the largest request submitted this year. The question, however, is not one of how much or how little to cut, but rather one of whether or not the program should be financed by Convocation Funds at all.

The faculty expressed its support of the Experimental College when it passed the legislations which allowed the program to exist as a credit granting part of the College's academic curricula. President Kline reiterated administrative support of the experiment when he pledged, in his Sottery speech of September 13, to "do everything I can for it." But just what does this support mean? Apparently, it means little more than good will, for the Experimental College has had to come to the Student Senate for its funding. The College has freed four faculty members from their normal teaching loads for the project, but since the student-faculty ratio of the Experimental College is nearly the same as in the College as a whole, this is no gift.

It would seem to me that the Experimental College should be funded from the normal pedagogical budget of the College not by the Student Senate. In effect, a Convocation allocation to the Experimental College would be an increase in the tuition cost of the College. A very sneaky way to increase fees indeed.

A CORRECTION

In an article in last week's Observer a student was quoted as saying that the South Hoffman showers were stopped up and the sewage problem was not corrected for two days. We have learned that the back-up in the drain began at night, and that it was fixed the following morning.

Convocation monies are student activity monies. The Senate cannot risk setting the dangerous precedent of funding credit granting instructional programs of the College. In fact, there is some question regarding such an action's constitutionality.

What then shall we do? I would hope that President Kline, seeing the seriousness of the situation, would finance the Experimental College with Bard funds. In fact, he should give the project the status of a sort of experimental fifth division of the College. But if he decides that the money isn't available, pressure must be brought to bear. The students of the Experimental College made the money available when they paid their tuition.

As to the proposed budget itself, there are serious questions that must be posed by whoever grants the money. The original request of nearly \$5,000.00 has been trimmed to \$3,900.00, but it seems that even that is rather high. \$2,000.00 of the original five was labeled as miscellaneous expenses. Not even the administration's budget can afford that kind of luxury in this year of tight money. Discussing the original budget with one of the Experimental College faculty men, I was told that the budget was "greatly inflated" and that the \$2,000.00 item could be removed completely and there would still be more than enough money. \$5,000.00 minus \$2,000.00 equals \$3,000.00, which, according to that teacher, would be more than enough, is still quite a bit less than the revised request. How much of the revised budget is fat? I'm not sure and don't want to make a hasty judgement, but past experience with Bard budgets has shown me that large requests should be very carefully examined. If the Experimental College becomes a tuition ripoff, by taking extra tuition money from Convocation, all students, those in the Experimental College included, will suffer for it.

letters

To the Editor,

I am appealing to you through your newspaper to ascertain the name of a young woman who promised to return a bookcase that was sold to her through an error.

Unfortunately I was out of town and did not know of the sale, for several days. I then endeavored to obtain a bookcase for replacement, but the size was not right.

Since the particular bookcase was one of a pair with a sentimental history, I am most anxious to recover it. The young lady seemed sincere, so I did not ask her name or which dorm she lived in. She refused my offer of picking it up as difficult, but thought the friend who provided the transportation would do so again. I asked her to advise me if that was an obstacle, and would be glad to reimburse any expense involved, plus original cost.

Leila Gordon
Old Mill Antiques
Phone - 758-5021

To the Editor,

I have long felt (and my feelings have been confirmed by asking around) that there's a fair number of lonely night people. During the day there's at least some chance of finding friendly people, but that rapidly diminishes as it darkens and central places empty. To facilitate the chances of finding each other, finding someone to speak with or be with when wanted, I suggest that the South Hall social room become an all night people room. If you're up and lonely, taking a work break, like to be talked with, etc. you may as well give it a try - you might be the only or the first one there - but you may also be surprised and find a friend. There are many lonely people here. You're not as strange as you may think if you're lonely.

Ruth Hirsch

letters continued on page 6

access

There's a fair amount of stuff to be covered this week so if you're looking for something in particular, here's the order of what's coming - a brief rap about letters, some letters and press releases, including one from, gasp, the State Dept., some more travel offers and then books. Of course if you don't care about any of this, you might as well skip to another article, like the one on University Without Walls, which you should read anyway.

First, letters....all week long we've had people coming in here with letters to the Editor. Generally, they've been complaining about the Hendrix article last week, which is fine with me, but almost everyone that has brought a letter in has asked, mind you actually asked, if the letter would get in the Observer. Now this implies something about the paper that I just want to make perfectly clear... (in the words of the Fuhrer), and that is that we will publish any letter that people want published regarding articles or the general idiocy of the Observer. Some magazines, i.e., Scanlan's, charge 25 cents per word for letters to the Editor, claiming that it is a form of vanity press. However, I frankly feel that while letters to the editor are a form of vanity press, if people are willing to write them, they can go right ahead and make idiots of themselves or they can add to an interesting dialogue. Either way it makes little difference to me, except I prefer reading interesting letters, so I'll print 'em all. Which brings us to this week's letters' column which runs over a full page in length. Dana got a lot of flack for his Hendrix article, so we asked him to write a reply, which he did and which we included in this week's column. Presumably some people will want to respond to that, so we'll print those letters, too.

As a followup of the releases I mentioned last week, the Brooklyn Academy of Music has sent us a release about their offer of one dollar seats for their program. You can get one of these seats if you show up one-half hour before curtain time, or, for two dollars you can get advance student tickets by writing Miss Linda Fosburg, Brooklyn Academy of Music, 30 Lafayette Ave., Brooklyn, New York 11217, or call her at (212) 783-6700, ext. 23.

The State Dept. thing is from Michael Collins and wants to know if any student group would be interested in inviting a representative from the department to speak and listen. Hmmm. Address there is Michael Collins, Assistant Secretary of State, Washington, D.C.

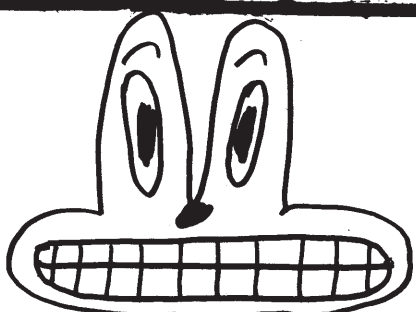
I'm beginning to feel deluged by the travel organizations that are pounding on our mailbox. This week two more hit us. One, British Air Charters, has a couple of plans to offer and seems to feel that they can help....the other feels the same way and would like to be contacted by any group on campus interested in European travel this coming summer. That group is from Williams College and has managed the student tours there for the past couple of years. I don't have the space to describe both so I'll put them up on the Hegeman bulletin board.

The book department of this column is busy this week with press releases and review copies. By the way, I wish some people would start picking up on these books. We're beginning to feel guilty about the lack of kultur in these pages, and I'm beginning to feel ignored. So if you don't want me to commit a mournful suicide all over this page, write some book reviews.

Anyway - Two releases coming up. One is the release of Mastering the Draft, by Shapiro and Striker. It costs \$15.00, would be a valuable resource for the community, but I can't order it until I get a commitment from someone to do a review for it. The second release is a letter from Robert Theobald regarding a series of books he has produced on various topics for use by students of the future. Called Dialogue, the series looks interesting to those who are interested in the study of the future and we'll be glad to ask for review copies if....etc.

We have four books that are actually here that someone might like to write about (I'm going to try to stop sounding like a salesman after this, but I'd like to see some of these books made accessible to the community in a more detailed form than their titles and authors.)

- 1) Flavors, by Mason Williams, a book of poetry, and you probably already know where his head is at.
- 2) A Trumpet of Reason, by Leo Rosten. Apparently some sort of apology for being born before 1940.
- 3) Divided We Stand, edited by Cushing Strout and David I. Grossvogel. "Reflections on the crises at Cornell."
- 4) Psychedelics, by Bernard Aaronson and Humphrey Osmond. Fun and games among scientific researchers in the never ending search for the true high. Well, not exactly. An authoritative collection of writings on the effects and the use of psychedelics. Looks very well done.



FILMS

wednesday

THE EXTERMINATING ANGEL (dir. Luis Bunuel, 1962), 90 min. "Bunuel is the first man who has taken the medium of the screen and used it to the fullest. He shows what hitherto has been denied us, not to shock, but to convince...They should take Bunuel and crucify him, or at least burn him at the stake. He deserves the greatest reward that man can bestow upon man." -- Henry Miller

friday

ALICE IN WONDERLAND (Walt Disney), 75 min. A high school senior is visiting colleges she might apply to; and happens upon Bard. Short: Adventures of an *

sunday

THE BLOB (w. Steve McQueen, Aneta Corseaut, Earl Rowe, 1956), 85 min. A beautiful, red, gelatine-like thing eats humans and terrorizes the world. In the end, The Blob is foiled by two teen-agers who have absolutely no sense of humor.

YOU CAN'T TELL THE PLAYERS WITHOUT AN OFFICIAL

faculty scorecard

Striving continually to fulfill all of the needs of its readers, this week the Observer is taking the space to outline the upcoming faculty evaluations for the next few years. If you are a freshman, stick this page up on your wall, get a pen, and start to keep score. If you are an upperclassman, do not despair, but cut the page out, put it carefully folded into your wallet, and keep in touch with the old school. Another thing that you might consider is the fact that it is you who will be doing the evaluating.

1970-1

Grossberg
Karageorge
Lambert
Laub
Reich
Rodewald
Settle
Sullivan
Tieger
Yarden

These teachers are presently untenured. They will either be given contracts for life or be dismissed.

71-2

Brandstein
Fout
Grab
Griffith
Libbin
M. Miller
O'Reilly
Greenwald
Lafarge
Seif
Reid
Pace

72-3

Bick
Penkower
Mishkin
Rivkin

73-4

Brody
Passloff

74-5

Clarke
Conrad
Kakatsakis
Shafer
Oja
Koblitz
Phillips
Stambler
Walter
Dewsnap

These teachers already have contracts for life and will simply be evaluated.

Rosenberg
Rockman
Driver
Garcia-Renart
Pierce
Sleeper

Wanning
Lensing
Toomey
Weiss
Domandi
Levine
McKenzie
Randolph
Rosenthal

Kelly
Skiff
Wiles

Minahan
Pasciencier
Sourian
Wheeler
Wilson

FIFTH COLUMN

AGAINST TENURE

"Oh Bard, the speeches that come from your houses make me want to laugh, but when I see you, I reach for my knife..."

after Brecht

In recent years both faculty and students at every University in the country have had to rethink over nearly every cherished attitude that they have held toward education, and yet there has been one that somehow has not sparked either the debate it deserves, or even the interest, and yet it lies at the very heart of student, faculty, and administration relations. In terms of the survival and effectiveness of a small liberal arts college, and the part that such a college could play in the future of education, it could mean the very lifeblood of such a school. I am speaking about the issue of academic tenure.

When seen in the context of traditional politics and education the doctrine of tenure has been thought of as a necessity. First, in order to protect the individual professor's academic freedom; his right to teach his subject without the fear of political censorship; secondly, to insure the learning institution of the highest quality faculty by guaranteeing a professor a permanent job after a certain number of years of "apprenticeship." Indeed, since the McCarthy era it would seem that the fact of tenure, would hardly need any justification or arguments in its favor, for hadn't the political repression attempted to quench the voice of the university? Hadn't there been reprisals and threats of reprisals against teachers whose political views were out of line with the reactionary

hysteria that had swept the country during those years? And there was also the question of job security. The argument went that "good" professors would not teach at a college that did not offer job security and that any school that did not abide by the rule of tenure would only invite the censure of the academic community.

I want to suggest several arguments that go against these views, and give my reasons for believing that the last ten years have so radically changed the spectrum of education, that the above arguments are not even in principle true any longer. Firstly, I think that the correlation between "academic tenure" and "academic freedom" (as if one were the cause of the other) is not nearly so justified as many have believed in the past. During an era of "reaction" where the political leaders in power protect the interests of those who wield the economic and social power, there is no reason to believe that the fact of having tenure will protect a man from losing his job, because of his political views. A good example is what happened recently at the University of California. Indeed, the character of one's colleagues and the financial condition of the school in question have a great deal more to do with the above question than the fact that one has tenure. Angela Davis did not have tenure at the University of California, but it would have mattered very little even if she did.

As far as the principle of tenure being correlated with the "quality" of faculty that one is able to gather at a school, the simple truth is that if quality means academic degrees and professional standing, then such factors as "research money" and above all, the time that a school allows a professor to do research and not teach, have a great deal more to do with attracting "quality" faculty, than offering tenure does. Indeed, the more enormous the university becomes, and the more professionally oriented its undergraduate programs are, the more important the above factors

are; indeed, they almost grow exponentially.

Faculty today, in radical contrast to yesterday, are highly mobile. It is rare indeed, to find a "good" faculty person in any field who will spend his entire life in one university. Indeed, he is more apt to use his reputation to bargain for increasingly "better" positions as his career progresses.

Another phenomenon that has hardly sparked debate is the "negative" effects that tenure can have on a man's career, for it often becomes a means by which he can sit back and stop being a professional all together. He stops contributing to the growth of his field and to his own growth. This can have disastrous consequences for any school, especially for the small school that is always in a state of financial need.

Firstly, a small school such as Bard cannot hope to offer the range of courses that a large university can; it has only a few positions open, and if these positions are filled by men who are no longer productive in their fields, a whole area of study can freeze up. There is also the matter of student needs and demands, for the student demands often far outweigh the school's ability to meet them. New areas of study that become important for students, but which are not considered to be legitimate parts of a curriculum, create tension regarding course offerings. This happens because the small school cannot hire faculty that it may have to tenure, and then not know what to do with them if the new field lapses into a state of inertia.

Lastly, there is the matter of faculty student relations. It is a well known fact that environments in which the fear of "economic dissolution" becomes the one overriding fear of its members, that such an environment becomes vicious, and faction ridden, in which only suspicion and

distrust can coexist. In such an environment nothing is spared, neither integrity, nor personal privacy, nor even individual identity, not to mention scholarship.

It is well known that the liberal arts school in the United States has been in a state of crisis; a crisis that grows more serious year by year. It is my belief that unless it can come up with an alternative mode of education, something that is unique and its own, then the end to liberal arts education is only a matter of time. To try to imitate the larger University by constantly throwing out the red herring of professionalism can only speed the arrival of that day, for a small liberal arts school cannot hope to compete with a university. It certainly cannot hope to do so visa vie the University's standards as to what a good education is.

In this context I think two things need to be done immediately at Bard. First is the formation of a faculty, student and administration group to study and seriously discuss "the function and purpose of a liberal arts school in the coming years." The next thing is the finding of an alternative to the principle of tenure. Other schools, such as Bennington to name only one, have systems whereby a professor is given a five (or more) year contract which is renewed at each interval of time, his past work being taken into consideration in regard to salary and rank. Such a system preserves some of the features of tenure without committing the school and the eventual student population to giving a man a lifelong contract.

One thing however is certain. There is no one who can possibly know how a man will work in the future; how he will develop, and how he will grow. To give someone a lifelong contract to this effect after what amounts sometimes to only a few years work is from my point of view, the height of absurdity.

Alex Hassan-Bazelow

observer interview

DUTCHESS DAY CARE CENTER



Mrs. Lewis Privens heads the Migrant Committee of HAND, (Helping Aid of Northern Dutchess), a cooperative federation of local service agencies. Mrs. Privens has lived in the Red Hook - Rhinebeck area since her marriage while still in college. Before that she attended Brandeis. Afterwards, she graduated from New Paltz and taught for a year and a half. Recently, the Privens with their two children moved from Red Hook to a large, "Victorian" house in Rhinebeck. Mrs. Privens has found there is "no comparison" between the two school systems, but indicated she won't discuss it in front of her daughter Beth, who was home from school for the day and preferred the interview in the dining room to playing records in her room. Mrs. Privens didn't mind the Observer snapping photographs of her; her husband, who works for IBM, does it all the time. A painting of an old man holding the torah, a menorah on a dining room shelf, explain her references to her own minority group membership.

OBSERVER: Why did you become interested in poverty and minority groups?

MRS. PRIVENS: I think our society is very unfairly structured economically. I think as a woman you find you have time on your hands usually, and you want to get out in the community and learn things and do things just like your husband does when he goes to work. I'm interested in minority groups because I'm a member of a minority group. It just seems to me that this was the most glaring problem and the most neglected group in our area. In another area I might have been interested in slums. Another reason: the program includes a day-care center and I'm interested in education. It was something concrete I saw I could do.

OBSERVER: What books have you liked lately about poverty in education?

MRS. PRIVENS: The Disadvantaged Child, which I thought was really great. I liked it because it really took the point of view that culturally deprived children are not inferior but different. The problem is in the schools' middle-class orientation, trying to impose another culture.

OBSERVER: How many migrants work in the Red Hook-Rhinebeck area?

MRS. PRIVENS: It depends. Some come up at the end of April, but the bulk come in September. The longest time any stay lasts is four months. Those who come in September only stay six weeks. During the summer, they also harvest beans and grapes and do general farmwork. Some who come at the beginning come in families. Most come singly. All together, there are a little less than 200 adults.

OBSERVER: What sort of income do the migrants receive here and how does it compare with what they get the rest of the year?

MRS. PRIVENS: There is an hourly minimum wage, but the amount depends upon whether domestic labor will be sufficient or whether the growers will have to import Jamaican laborers, and that's not known until September. It goes about between \$1.85 and \$2.10 an hour. But how many hours are worked depends upon the weather. The rest of the year most pick crops in Florida. Some are truck drivers. This now is a very profitable six weeks for them - but they don't make as much in Florida, so you can't just multiply what they get here to get their annual salary.

OBSERVER: Tell us something about the day-care center.

MRS. PRIVENS: We have children ranging from a few months to fourteen years.

We've put up posters, and personally recruited and as far as we can tell, every child who wants to be is in it now. We open as soon as we have fifteen. This year it was July 22, and it closes when the kids leave - usually the end of October. The center is in the United Methodist Church in Red Hook. The babies have a room of their own. The others are all in one room. A major problem this year was the large age range. We tried to put the oldest children into other programs - remedial reading, field trips with Reverend Leonard's vacation Bible School. They went swimming in the Red Hook pool, but they could only use it in the morning, nine to twelve, when it's open to the whole community, so we couldn't have swimming as often as we wanted. But believe me, there was debate over whether these children were members of the community and entitled to use the pool at all!

OBSERVER: It would be a really good thing if we could open the Bard pool for their use.



MRS. PRIVENS: For the pre-schoolers, we read stories, tried to teach them numbers, colors, the alphabet, help them learn some control over their hands; we sang songs. We tried to get the day-care center into the school building, but we were refused by the school board. We wanted to do that so we could use the school's facilities, but also so that the school would furnish bus transportation. Transportation for the children was a source of problems, but we made sure that every child who wanted to come got transportation somehow. The school did take school-aged children into remedial reading programs during the summer. The funds for this are allotted to the school on the basis of the number of kids below the poverty line in the community. But once received, they may be used for anyone.

OBSERVER: Does the state consider the migrant children as part of the community for the purposes of determining the amount of funds for Red Hook?

MRS. PRIVENS: Funds for the migrant program come from another department in the state government. These go directly to the school, and we are trying to get some of these funds for the day-care center next year. We would have to do that through the school. Meanwhile, the school uses them for free lunches and a reading program in the fall.

OBSERVER: What do you perceive as the impact of the migrants on the permanent members of the community?

MRS. PRIVENS: They definitely have an effect on the community in an economic way. The apple-growers could not exist without migrant labor. For that reason, they are truly members of our community. But the children themselves feel estranged from the community. When I took four of them to the remedial reading program the first day, they asked, "Is this a program for migrants?" I said, "No, it's for the community." They asked, "Will the other children there be colored?" I said, "Only a few; most will be white." They became so nervous right there in the car!

OBSERVER: How does the permanent community think about the migrants?

MRS. PRIVENS: A lot of people in the community don't even know they're here, especially those who are new to the community. People who deal directly with them have a very practical viewpoint - namely the growers. Their job is to deal with them and their livelihood depends on

the relationship. They don't have the same view as some starry-eyed volunteer who only sees the poor - as they see it - hungry black person. Growers we worked with are even more than cooperative - they are involved in our program. One is fund-raising chairman. Others are less cooperative: naturally, these aren't the ones we've worked with.

OBSERVER: What conditions are your final goal? I mean, when will you say the problems are solved; our job is done?

MRS. PRIVENS: That won't ever happen. We're always seeking better ways to improve things. I hope I'll never say, "This is the best possible." The goal of the day-care center is to provide an educational program for children. Our committee goes beyond that. We want to make the migrant community more visible to the permanent community, and promote more understanding, more friendship between the two. We also want to make the problems of the growers more understandable - so they don't appear as devils. We want to make community facilities available to the migrants. We want to make migrants a full part of the community, to welcome them, let them know we don't want to change them, just accept them.

Interview conducted by Marion Swerdlow

lit club meets

The literary club met for an organizational meeting last Wednesday. People suggested several good projects, including reading in a workshop, publishing poetry, reading student material, inviting outside poets to read some of their material, and exchanging readings with other schools.

The Bard campus already enjoys a bombardment of several literary publications. The Lampeter Muse prints only poetry. Submit materials to Bruce McClelland through campus mail. Prose Magazine will publish plays, stories, sections from novels, sketches, film-scripts, essays, etc. Submit materials to Jonathan Kaplan, Box 422. A third publication, a mimeographed magazine, appears sporadically and needs poems, typists, mimeograph operators and collaborators. If you want to volunteer, write to Francois Caillierec, Box 951.

In the poets' workshop, which will meet on Monday evenings at 8:00, people will criticize each other's work, and examine some of the things that make a poem a piece of art. "There is feeling, but there is also craft involved." People will possibly also examine established poets to study techniques of effective poetry. Anyone who wants to know more about this workshop should speak to Skip Weinstock, Box 743, or 2 out South Hoffman.

Students can read poetry on Tuesday nights at open or more formal affairs. Individuals must make their own signs to attract an audience, but the Literary Club will supply wine or refreshments.

Visiting poets will provide entertainment and a chance to talk to them if you feel like asking them about their work. Allen Ginsberg and Robert Duncan are two of the poets who have read here in the past. Some people would like to hear Philip Lamantia, Michael McClure and Louie Zukofsky this semester. If you have someone you would like to hear, contact Carlos Clayton, Box 948.

Another proposal involves student exchange readings at other schools. Someone read successfully at Bennington College last year, although Bennington students didn't come here. People unsuccessfully tried to arrange readings at Windham, Marlboro, and Yeshiva. The reading at Goddard turned out badly. Carlos Clayton or Jonathan Kaplan should be contacted if you are interested in exchange readings.

Lydia Ayers

university without wall



The Union for Experimenting Colleges and Universities, of which Bard is a member, has proposed a plan for undergraduate education that is "more relevant, more flexible in meeting individual needs, more economical, which serves more kinds of students, which utilizes a broader range of educative resources, and which fosters continuous lifelong creative learning."

The program is called University Without Walls because its structure extends far beyond the classroom and the college campus. It is one of the most progressive changes that has ever been proposed by any association or group of people in the academic world.

The University Without Walls emphasizes the importance of allowing a student to mold his own educational program. It recognizes the fact that there is a tremendous diversity in abilities and aspirations of those who seek a higher education. Thus a student will get his degree when he and a board of advisors decide he has gained a meaningful enough education. The range therefore will most likely extend from a couple of years to several years.

Because the diversity factor is recognized, and because the UWW campus will really have no boundaries, it is impossible in this summary to outline what one's educational program would consist of. All that can be said is that each individual

program will be drawn up in conjunction with a board of three advisors and based on each student's individual needs. Some might find themselves a great many conventional courses their "home" institutions, whereas others might find themselves taking no courses as such, and doing all their work in the field.

Bard supports the proposal because it is obvious that there is a great need for new experiments in methods of teaching and learning. This need arises from a variety of problems that are putting increasing pressure on all colleges and universities. One of the more obvious is the overpopulation of students seeking a college education. Institutions are forced to handle thousands of students with facilities designed for a much smaller number. Another serious problem is the rising cost of tuition; in the past few years alone there has been an unbearable increase in the cost of an education. It becomes a vicious cycle because these problems create new ones (such as the ability to create new ones which in turn make the old problems unimaginable..

The University Without Walls might alleviate these problems and scores of others besides once the program has been created. All it needs is a chance to get underway and to create interest among students on campuses throughout the country. If sufficient funds are gathered, the

letters

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Dear Editor,

If Dana Ahlgren would unclench his fist and sit down and listen to Jimi Hendrix's *Music* I think he might serve his memory more honorably and more honestly.

I have no objections to your limiting your editorials to political rhetoric but I do object when a great artist's dead body is mined for political gold, chiefly when his status as an artist as opposed to his status as social figure is the chief reason for the reader's interest in the first place.

Hendrix's music was above everything else, a supreme affirmation of himself, his physical self, linked with an extraordinary capacity for violence and a romantic lyricism. Unquestionably, there are political implications in his work. He is unquestionably in rebellion but it is a state of mind that he is rebelling against, not an economic-political system. At the same time his music expresses a terrific need, a search for someone who can share his own intense mode of living. His music, rigorous, controlled, flamboyant, is asking the listener one question, are you experienced.

He is not political, he is artistic and his art is relevant to human problems, aspirations, drives that go far beyond questions of politics, in the 1970's but go right to the heart of all human relationships.

Are we to understand from the eulogy which limits Hendrix and our ways of appreciating him, that only art with the "correct" political attitude merits our attention. Do we junk Yeats, Pound and Eliot because of their intense authoritarian politics? Do we junk those works of art that were commissioned by corrupt kings and princes in feudal and ancient times? After all, Michelangelo painted the Sistine Chapel for a corrupt war-hungry,

vicious Pope. Is his work there irrelevant and meaningless?

The works of great artists project a rounded, complete view of the world, a vision that has integrity and unity, that helps us understand experience for all times. When you insist that an artist is great when he struggles in his music for some valid political or social goal, you are denying the real nature of art. You are constricting the range of meanings that a work can radiate.

An artist needs to create, and it hasn't to do with rational goals, it has to do with an inner impulse that is personal beyond any social consideration. Such an artist was Jimi Hendrix. Clearly he had a strange head, a view of contemporary experience that was ironic, intense, and passionate and as with some other fine artists his work does have an element of social-political relevance. Most of us will remember him, though, as an artist, a superb craftsman with fantastic gifts for the guitar, we will remember his musical ability long after we forget his politics.

Larry Gross

An Open Letter to the Observer:

This letter is an exclamation of protest; a reaction to a recent article in the Observer, titled 'Jimi Hendrix: A Death in the Family.' The article appeared to be little more than Mr. Ahlgren imposing his politics on Hendrix, in an effort to make Jimi into a political martyr. There is certainly nothing wrong with interpreting a man and his music politically, however, there are certain limits; limits which Mr. Ahlgren seems to have overstepped. Consequently, not only did he fail to make Hendrix a martyr, but his article, rather than being a tribute, became a degradation.

Generally speaking, I found a large amount of catch-all phrases and erroneous statements upon which Mr. Ahlgren builds his arguments. An examination of these might bring my objections into focus.

"Jimi's incredible importance as a potential leader of the emerging revolutionary energies of this country, as seen in view of his premature death, forces us to reexamine our popular misconception concerning the relationship of our music to our struggle." The misconception is not on our part. The main thrust of rock is emotional and spiritual, although politics can be an important one. But it is not the main thrust. Rock and politics have been mixed well if one considers Steppenwolf, Country Joe and even the Airplane. But, Hendrix was into something that transcended politics. He was more concerned about opening minds to peace than to killing the "killer corporation."

The writer talks about corporate packaging of a group's 'image', and selling that package to the public. (col. 3). Again he has a good point if we consider Blind Faith or Led Zeppelin. But his application of this idea to Hendrix, or for that matter The Band, The Dead, Quicksilver, Havens and several others is not quite right. These people got their image together before it was packaged and sold. It was their image, not someone's good idea of what their image should be.

Tied to this idea is another statement made by the writer -- "We can learn this from Jimi's death, and the lesson is this: music, all music, must be freed from corporate capitalism; it must be freed from the death system that deals junk via the Mafia/police teamwork (teenybopper cliches) on one level and spiritual and economic oppression on another more widespread level." The creation of music is irrelevant to economic oppression although once created it can be used to fight economic oppression. The creation of music comes from the soul, although this spiritual orgasm can be motivated by the stomach. It is not in-

vented for propaganda purposes, except occasionally, as in the cases (groups) mentioned above.

Mr. Ahlgren, near the end, makes a rather spectacular imposition of his politics on Hendrix, and it becomes rather unjust. "Jimi was black and his music showed it... he never lost sight of his peoples struggle." This may be true, but only in a certain sense. Although it is an important issue, Hendrix, in his music transcended above it. He once said, "In my world there is no race problem."

The last example I have to offer will, I think, bring the whole question of misapplication and imposition into light. "The Star Spangled Banner....gives one a fair idea of where his head was taking him." Yes, it was taking him into peace and into music, but not, as the writer implies, totally into politics. He wasn't dealing so much with politics as he was taking something and looking at it in a different way musically. One of the great aspects of Hendrix's music and indeed all art is that it transcends politics.

Mr. Ahlgren, seemingly in a childish way, is using Hendrix's death as yet another chance to take a cheap shot at the establishment. He, through his abuse of the limit of political application on issues, has created a monster. He has also, it seems, unfairly slanted several good points in order to make his point about Hendrix, which is an insult to the readers. I suggest political toilet training.

Paul Geroski

and some people who dig Hendrix for what he is, not what we wish he was.

**"THERE IS NO RACE PROBLEM IN
angelic music
jimi hendrix"**

will work as follows: institutions belonging to the Union for Experimenting Colleges and Universities will set up a UWW program on its own campus. Between 75 and 125 students will be selected on each campus; hopefully, each institution will be able to attract people who will form an age group of between sixteen and sixty. This in itself is a radical departure from the conventional idea that one can earn a degree only if he is between eighteen and 25.

Field stations will be set up throughout the U.S. and eventually Europe and other parts of the world. These field stations will serve as places where students from the many participating institutions can be brought together for seminars and other learning experiences.

The UWW will use many of the modern techniques in learning that have been developed very recently. These include computers, microfilm and many other mechanical innovations that have just come to the fore. This is just one example of the UWW's desire to update teaching and learning techniques.

The UWW teacher will have to learn to play a different role than the present-day college professor. Emphasis will be placed on prodding students to have a desire to know about a certain subject and to encourage him to learn about it on his own. Many attempts have recently been made at this kind of an educative concept; generally, these attempts have been failures. The only way to get a student desirous to learn about something through his own initiative is to get off a campus and out into the world --- where it's happening.

In addition to the existing college instructors, the UWW will seek people outside the academic world to serve as teachers. This demonstrates the emphasis on "learning by doing" because students will be learning from those who have been "doing" all their lives, i.e. computer programmers, biological researchers, archaeologists, poverty workers, construction peo-

ple, etc.

The timetable calls for beginning the program in the fall of 1971. This first year will serve as an experimental year. One of the fundamental problems in getting the program started is money. Funds are being requested from the Ford Foundation and many other foundations and institutions.

The UWW is a tremendous opportunity to solve education and administrative problems and to greatly enhance the college student's educational program. It is a bold new experiment in the academic world and should be looked upon as such. It will never get off the ground unless there is interest and support among students at Bard as well as other participating institutions. Your own educational experience can be radically altered for the better if you want it to be.

Sandy Mayshark

The prevalent attitude on campus about the University Without Walls is "we'll just have to wait and see." Wait and see if we can get the grant from the government and wait and see if these unstructured things really work.

One of the most ardent supporters of the University Without Walls is President Kline. He distributed about ten copies of the report to various student and faculty groups last spring before the Kent and Jackson State murders and it was all but forgotten during the time of the disorders. Since then, nothing much has changed in the status of the project, because the necessary grant from the federal Office of Higher Education has been repeatedly delayed. Many of the people we spoke to did not even know that much about where the report stood, demonstrating the

"up-in-the-air" feeling that surrounds the report.

Although everyone recognized the value of the University Without Walls experiment and wished to see it start, there are misgivings about the plan. Dr. Crane of the History department is "favorably disposed" to the plan and is in agreement with many of the educational philosophies found in the report. He is in favor of the students' individual course planning and likes the idea of a flexible term for graduation. Although he feels that it might be a bit impractical, he finds the 16-60 year age range of UWW to be in agreement with John Dewey's idea of continuing life-long education.

Dr. Crane has some misgivings though, about how the UWW could work in his own field, history. A history student has enough trouble finding field period work relating to the study of history, even for short periods of time. In the UWW, where off-campus time is greatly multiplied, this task would be even harder.

Dr. Rosenthal of the Chemistry department is also optimistic about the report, although he admits to have read it through twice and still not gotten a clear picture of it. (Note: This problem is quite common.) He is both optimistic and pessimistic about having an independent group of people present on the campus. He thought it might be divisive to have two separate communities living on one campus but at the same time he thought that an outside group could help to end the isolation of the Bard community by bringing in the real world. Dr. Rosenthal is, by and large, one of the more optimistic faculty members concerning the report and would certainly like to see the program initiated.

Dean Selinger brings up other questions about the report. Up to this time there has been little co-operation among the participating schools on how each one would work its own unit. He feels that it is vitally important for the schools to meet and to co-ordinate their programs

so that each is different and that between them all the possible educational resources could be used. He also feels that there might be a problem in advising. The program will depend on a great deal of advising and correlation between advisor and student, at least at the start. He feels that a great deal of planning would have to go into the program, even before the developmental year gets under way, and he sees little evidence of this happening yet.

Dean Selinger also fears that the whole thrust of the program may be in question. If the curriculum of our schools is irrelevant, then it would be better to try and change the curriculum, rather than spend time and effort on this outside program. But even with these reservations, Dean Selinger sees much validity to the experiment and sees it definitely worth trying.

There has been some question as to where the UWW would leave the Experimental College. The two programs are similar in their unstructured nature and it might seem wasteful to run both projects at once. Would the UWW "eat up", in a sense, the Experimental College? According to President Kline, the Experimental College will have to stand or fall on its own feet and its status will be unaffected by the UWW. For one thing, the Experimental College is an on-campus group, and the UWW is not. The two groups will also appeal to a different kind of student, one who is interested in experimental classroom education and one who needs field work to fulfill his own chosen course of studies.

But for the moment, all this talk is a bit academic. The money has still not been granted and no staff or faculty has been set up. Everyone is receptive to the plan and wishes to see it started, but no one is willing to gamble on the long-range success of the project. All we can do is wait - wait for the money and then we'll see what happens.

Louis Silver



JIMI HENDRIX 1942-1970

AHLGREN COMES BACK AT CRITICS

It is obvious, by the rather heated responses to the Hendrix article that was printed last week, that a significant number of young people, who are certainly both intelligent and hip, feel personally threatened by any connection drawn between their music and the political realities that face us. We should all know better.

The common theme running throughout all the complaints that I received was the assertion that "peace and music" are somehow separate from "politics." Both Paul's and Larry's letters revealed this as did numerous conversations with people around campus.

First of all, I intended in my article to discuss what Hendrix could have been, not what he was. I emphasized his "potential" several times; the basic thrust of the article dealt with his failure as a social/political figure. But this failure must be viewed in the context of the rock scene in general. One has to look at his fellow Superstars

in order to get a true impression of the whole sad story.

Anyone who says that "peace, love and music" are not "political," particularly in America of the late '60's and early '70's, is quite naive, or self-indulgent. The entire spate of anti-rock festival laws recently enacted by state legislatures to prevent a Woodstock or Powder Ridge from infecting their community's kids is a good example of what I am talking about. "Peace, love and music," sadly enough, will be quite a bit harder to pull off from now on and the reasons for this are purely political.

Why was the ill-fated Toronto Pop Festival going to be held in Canada, instead of the U.S.? John Brower, the promoter, was aiming his advertising right square at the American market, knowing that most of his potential ticket-buyers would be American. One reason, pure and simple --- Canada is "cooler" than the U.S. The cops aren't so brutal. The dope laws are less strictly enforced. There is less opposition from local citizens' councils.... These are "political" situations, no more, no less.

I also got the impression from quite a few people, including Paul and Larry, that a "political" dimension in an artistic endeavor somehow "limits" it, or somehow makes it less "artistic." This attitude is what has been traditionally called the bourgeois view of art. According to this school of thought, art's function is merely to please the senses, make us alternately laugh or cry or occasionally instruct the public in minor, personal considerations. Anything that smacks of rabble-rousing, incitement to revolt, or criticism of significant social affairs is "propaganda" or hysterical trash. That is the way we have been brought up to think --- it is a trap we all fall into.

Oddly enough, this bourgeois attitude towards art and music finds its most hearty

advocates among rock people today. As I stated last week, mention politics and rock in the same breath and the average rock fan will start muttering about the "bad vibes." Or, you might be told that politics has its place, and music has its own, separate place....and never shall the two meet. I say, you cannot separate the two, rock and politics.

One of the finest things to happen in a long time, Tim Leary's escape from prison with the help of the Weathermen, just happens to bear this out. Leary had been for the longest time a prominent advocate of exactly that bourgeois attitude toward music: politics is "beneath" acid and music and love and peace and consciousness-expansion and all the other facets of the life-style. Having bothered to dig, Huey Newton and Angela Davis, Timothy Leary has changed. It is no coincidence that after a taste of harsh political reality, namely prison, Leary is talking peace, love, music, acid and revolution.

It is also no coincidence that those who always talk about "art for art's sake" and maintaining the "artistic integrity" of their favorite artist's work are white middle-class kids. If they actually took the time to examine the political realities (beginning with the situation of the black man and woman in the U.S.), I wonder if they would remain as ego-centric. As I outlined last week, rock music is political by the very fact that the large corporate interests which control it are responsible not only for the exploitation of the youth market, but also for the exploitation of many people throughout the world. Secondly, the urgency of political realities no longer allows the separation of a cultural lifestyle from political consciousness, e.g. long hair, drugs and rock have all become political acts, whether we like it or not. There is no separation.

Dana Ahlgren

8 BARD LANDS

The life-support system of our Earth is finite. To put it another way, the environmental problems we are facing now are the result of population growth causing our waste products to accumulate beyond the Earth ecosystem's capacity to absorb and re-use them, until they reach a toxic concentration - comparable to an aquarium in which there are no snails or other scavengers to feed on the life-wastes of the fish.

Pollution is a resource out of place. Recycling is putting it back where it belongs and can be used by us and other organisms

Although our country has a relatively sparse population, we consume a disproportionately large part of the earth's resources (60% of which are imported) - a result of our "high standard of living." If we care about a better life we must be willing to do things like these, right now:

1) A few materials can be recycled quite easily in our region. All-aluminum beverage cans (the ones with no seams down the side or at the bottom - regardless of the word "ALUMINUM" on the top) can be sold to a scrap dealer (B. Millen) in Kingston; they bring 10 cents a pound which is a relatively high price for scrap but barely enough to cover the bridge toll. Bring these cans to the free store in Potter Basement where there is a collection box. Flatten them first if you can.

Paper - a significant portion of our solid wastes - should be kept separate from other garbage, and placed in the appropriate collection boxes in the dorms, mail-room, labs etc. This includes newspapers, magazines, catalogs, phone books, cardboard, and clean loose paper of all kinds. Keep these boxes neat - don't throw garbage in them - it will help the students who pack them and bring them to the free store, for temporary storage. The paper will be taken to a plant in Hudson for reprocessing. (If you would like to help with the work of this or other recycling projects, please contact Emily Matlin.) If you are opposed to the wasteful use of paper for individual mailbox notices, and would like to try an alternative method such as posters or a single sheet

daily for all messages, write your feelings to Susan Barch of the Business Office, and return the notices to their point of origin with an explanatory note. Meanwhile, use the other side of these sheets for scratch paper, letters and course papers (if you are sufficiently angry) - the words "salvage paper, save forests" will explain. In 1965, several paper companies were listed as major polluters of the middle Hudson, and probably still are. The big paper companies are notorious across the country for destroying forests and fouling air and waters.

2) Glass containers and "tin" (tin-plated steel) food cans are salvageable, but so far the nearest reclamation plants are in New Jersey. Any ideas? Meanwhile, heavy consumers of beer and soda should go to the discount center on Rt. 9 about 3 miles north of Red Hook and ask specifically for returnable bottles. There is another discount beer & soda place south of Hyde Park on the west (right) side of Rt. 9 between Sunnyside Farms and Brenner's Ice Cream that has a variety of brands in returnables - however, you must buy by the case.

3) Plastics are not salvageable yet, and do not decompose when dumped. They are mostly made from petroleum, a complete ecological rip-off. Avoid buying articles made of plastic or wrapped plastic, as much as you can. Get food at the Co-op in South Hoffman basement - bulk food is weighed out and packed in salvaged containers. If you have to go to a supermarket, insist on unwrapped fruit (it won't be rotten on the bottom) and ask to have your purchases packed in a waste carton, instead of a paper bag.

4) A tremendous amount of food is needlessly wasted in Dining Commons - perhaps a fourth of the total served - \$75-80 a day just in food left untouched on the trays! Considering that we belong to the over-fed one-third of the world population as opposed to the under-fed two-thirds (some as close as Tivoli), and considering the tonnages of ecologically disastrous insecticides, fungicides, and herbicides used in the name of food production, there is no excuse for wasting food, regardless of apparent quality.

Please excuse my anger, but if that sounds trite, complain to the ghosts of the buffalo that once lived where we now raise grains and beef. If you're not sure you like something, ask the server for a small taste. Most of the wasted food is disposed of through the sewage system, increasing the pollution of the Sawkill.

At the beginning of spring semester 1970, the food service spent \$3,800 of your money for replacement utensils. This semester only \$1,400 was needed. Let's get it down to a reasonable \$400 next semester, and enjoy the remainder in more good foods like yogurt. If you see stuff laying around, bring it back to Commons.

soup bowl - \$.58
coffee cup -	.62
saucer -	.40
water glass -	.20
fork -	.17
knife -	.31
teaspoon -	.07
soup spoon -	.42
dinner plate -	.74
dessert plate -	.37
salad bowl -	.33
tray -	4.54

(present replacement prices)

If you have a dog or cat to feed, collect scraps - not fresh food off the line.

A community of a thousand can make a significant contribution towards lessening the conversion of natural resources into wastes. If you are not convinced of the need to do this, first visit a quarry (one of the belching cement plants over River will do) or a logging operation (try the woods at St. Joseph's, Barrytown) - those are the wounds. Then make a trip to the old-new Bard dump, on the other

side of the wasteland west of the new tennis courts, and see where it typically all ends up - at the head of a ravine draining directly into the Hudson.

Additional Notes of Importance

— Anyone wishing information on birth control methods and how to obtain them locally should consult with Susan Harris in South Hall 105. Don't wait until you need it to find out about contraception and abortion. If you know of a doctor that might be willing to come here to help, please tell Susan.

— It is now illegal to use DDT in the home or garden (although most DDT use has not been banned.) If you have aerosols or other insecticide preparations containing DDT (read the labels carefully, bring them to the Biology Dept., make sure they get to me.) I will take them to the Audubon Center at Sharon, Connecticut where DDT is collected for safe destruction by controlled high-temperature incineration. Do not attempt to dispose of this chemical yourself - you may do more harm than good.

If you find a dead small animal (vertebrate of any kind in good condition, you may bring it to the Biology Dept. in a (used) jar or plastic bag with a note on the date and place of collection, and your name. Please give it to someone here who can put it in the freezer. We are preserving specimens of local animals for study and teaching purposes, and want to obtain them only by salvaging those killed by cars or pets.

Thank you - enjoy the colored leaves.

Erik Kiviat



IN THE AUTUMN OF MY MADNESS

This week the Observer is starting a weekly record review which will be written by Louie Silver. The reviews will cover a wide range of music, with records from all areas of the reviewer's interest.

The best rock music is that which is exciting. Highly technical and very talented performers, Johnny Winter for example, may be good to listen to, but if it doesn't make you want to get up and jump around or yell and scream, it's missing something. There are no better single moments in the rock field than when the Grateful Dead can turn 2500 people at the Fillmore into a bunch of screaming madmen. There are a few albums that have been released in the past 3 or 4 months that show this certain something, thereby humbly winning themselves into this most illustrious of opening affairs.

Quicksilver Messenger Service - Just For Love

When it comes to playing good, hard, honest, EXCITING, rock and roll, Quicksilver knows what they're doing. Now that they're all back together, some of the finest personnel in the business have put together their best album yet. I don't really feel like going into much depth, but when you get a chance, listen to the guitar work on Cobra, the piano (Ah, Nicky Hopkins) all over and even the strong vocals. John Cipollina plays guitar in the good old San Francisco Acid genre (Ah, Jerry Garcia, Ah, Jorma) without trying to tear your ears apart. (Boo Jimmy Page, Bah, Leslie West). I like Quicksilver and this is a damned good album.

Procol Harum - Home

All right, let's get all my prejudices out in the open. Procol Harum is the best fucking rock group in the whole world, hands down. O.K.? Now - when I once wrote a review for some other paper I said that Shine On Brightly was the best thing ever pressed. Now I'm not so sure. Home is a bit different. Gone is the wonderful, mysterious organ of Matthew Fisher. Instead we get to hear more of Robin Trower, who

is very impressive, especially on Whisky Train. That one could be at least a zillion dollar hit if they ever released it to the masses.

Listen, if you will, to how their music is constructed. The piano and the bass (or organ) set the pace and establish the rhythm. They build. Now Trower adds a lick. Then Barrie Wilson breaks the rhythm (the only "lead" drummer in the field) but Gary Brooker keeps it going. Now, after all this is done, read the lyrics and note especially Keith Ried's insane preoccupation with the end of the world and the coming of the new savior. Play the album again. Play the first album. Play the second album (skip the second side - save that one for special occasions). Play Salty Dog. Then play Home again, maybe twice. See how easy it is to fall in love with the best group in the world?

Cat Mother and the All-Night Newsboys - Albion Doo-Wah

Just a little note about Cat Mother. When I saw them play with the Band, I was impressed with the fullness and the surrounding quality of their music, particularly the violin. The music is clean and even the picture on the inside sleeve makes you happy. Lovely. Louis Silver

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guns
to plow pagan paths

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breaks
dies
under advancing truck feet
pink tissue
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woodlands harden into cement
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rusted
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EXPERIMENTAL COLLEGE

from page 1
years in some cases, and students who
have been little else for their entire lives,
might very well be angry at anyone who
challenges an environment which they
have become so much at home in.
In a different situation, it would perhaps
have been better to have waited a semes-
ter or even a whole year before attempt-
ing to institute the E.C. Certainly, con-
ditions were not entirely favorable to-
wards its success since there was such a
short time left in which to get it set up,
and because the persons who favored its
formation were faced with the very dif-
ficult task of influencing those who run
Bard and who are, I think, terribly resis-
tant to any sort of meaningful change,
to let it come into being. It was, how-
ever, obvious to myself and to those
others who were pouring much of their
time and energy into working for the
formation of the experimental group,
that we had to get it started then, or it
would never happen. Bard is, for my-
self, a place where I must always watch
very carefully to make sure that any-
thing I want done I get done. Because
the image I have of Bard in my mind is
that of "standing still," with all the
most negative implications. If I were to
make a generalization about the artifi-
cial environment created by the presence
of some buildings, money and people, I
would have to say that this environment
is not a nurturing one; that it is hostile
to the process of organic growth and de-
cay and rebirth with modifications. If
organisms do grow here, if they become
tall and bear seeds and fruit, it is be-
cause they are especially strong or lucky;
often, one part may grow at the expense
of another. Perhaps there is an adaptation,
but often it is a painful one that is forced
by a crisis situation.

So, we were faced with these problems
when we tried to get started at the end of
last year, and again when we all met in
the second floor social lounge at Tewks-
bury, the meeting hall of the E.C., the
evening of registration day. And as we
all started looking at some of the root
causes and their possible solutions I began
to gain more insight into myself, Bard,
and the society at large than I had ever
had before.

I suppose the one most important thing
I've been learning how to do during this
little time I've spent at Bard this semester
is to learn how to really listen to people
and to hear what they're saying and feel-
ing, without letting my own feelings inter-
fere. The way I and other members of
the E.C. have been learning these new
methods of communicating is through a
series of workshops being given by Sam
Pasciencier, one of our four "faculty mem-
bers" who was formerly working full-time
as head of the Bard mathematics depart-
ment. The way these workshops have
been functioning is that the group of 50
or so members has divided itself into smal-
ler units and when we meet, Sam or any
other person present may initiate a discus-
sion about anything at all, perhaps a per-
sonal experience that they want to share
with the group. Much of what we've
talked about in our meetings so far con-
cerns our feelings and responses to various
situations we've experienced at Bard, and
to the new experience of working the E.C.
What makes these workshops so different
for me from ordinary discussion situations
is that each of us is trying to practice
Sam's particular method for communica-
ting that he's been studying for some time
now. For me, the one most important
element this technique contains is trying
to empathize with whomever you're
speaking with. We're still having some
trouble trying to understand the word and
apply it to our actual experiences, but as
it has applied generally to our groups,
what it has meant is really listening and
trying to understand what the person with
whom you're speaking is really feeling, and
then communicating to that person that
you've understood what he's been saying.
Using this form of communications and
having other people around me using it has
led to some wonderful experiences for me
within the workshops and outside of them
as well. It's very rewarding to talk with
people and know that they're listening and
that they really understand what you're

feeling and trying to express. And similar-
ly it feels very good when I'm able to listen
to people and can hear what they're saying
to me. Along with this process of empath-
izing, another thing we've been trying to
do in the workshops is to honestly share
our emotions and reactions towards each
other, instead of leaving them bottled-up,
where they can remain forever and damage
relationships. It's very difficult for me to
provide anyone who hasn't experienced
one of the workshops or used Sam's tech-
niques with a real understanding of how
they work. But I feel that this experience
has been the most important factor in
enabling us to get our collective energies
together and channelling them into a
whole that is truly greater than the sum
of its parts. And now that we've almost
gotten ourselves together we'd like to
start gradually opening the workshops up
on a limited basis to the rest of the school.

Even though he might be a bit uptight
about it, I'd like to say that I think Sam
has done wonders with the group, and
that I think he's responsible for a large
part of the success that we've had so far.
Sam still has a lot to learn about how to
conduct the groups, but this is one of the
reasons why I think he's been doing a
good job. Because he isn't afraid of being
a "student" and learning from the rest of
us. He knows, as I think it's very impor-
tant for everyone involved in a flexible
program like the E.C. to realize, that there
never is a time when any of us can stop
being "students," run out of things to
learn, and label ourselves with the role of
"teacher." None of us are, I think, one
particular thing that can be given a name.
During any one instant each of us are in-
finite.

It would be unfair if I were to carry on
about the good feelings I have about the
E.C. without stopping for a bit and sharing
with you some of the ways in which the
group hasn't been successful. Each of the
members has lots and lots of ideas about
what we should be doing, and at times I
fear that we'll just be snowed under and
won't get any of them done. Even now,
a lot of our time and effort is going into
simply co-ordinating our activities and
formulating our plans and I feel that it
would be nice if we could spend more
time actually doing some of the things we
have been discussing. And I do feel that
we have a long way to go before we all
get to know each other and can work to-
gether as an organic unity.

But I very much want to end this article
with some of the optimism and joy that
I feel. I have a very real fear that I will
sound like I'm prosthelytizing in some
way, as though I was a missionary of some
kind, trying to get people to see things in
my way. I'm afraid of a label of that sort,
although I found myself using a similar
one to describe the way I felt just today.
What I've been thinking is that here I am,
happier than I've ever been before at Bard,
full of creative energy, feeling as though
everything I undertake will work out favor-
ably. I've discovered what it feels like to
be surrounded by a warm, receptive, sup-
portive environment where I don't have to
wear myself out trying to prove how great
I am so that people will like me; an envi-
ronment where I've found people who are
willing to share their knowledge and inter-
ests with me, and who are happy to have
me share myself with them. And I've dis-
covered this way of communicating which
seems to be one of the best ways to get
all these things together. So the way I
feel, whenever I run into someone in the
community and we start talking I can
share my optimism with them and turn
them on to what's making me so happy.

I do know that the sort of learning going
on in the E.C. isn't for everybody; maybe
not even for the majority of students. But
I hope that by describing some of the suc-
cess and failure that we've been experien-
cing, some students here will want to try
some of the aspects of the E.C. program
for themselves. All our meetings except
for the communications workshops are
open at the moment. And that if they
find them better than some of the learning
activities they're engaged in now, that
they should have the opportunity to do
them full-time.

IT'S THE AMAZING NEWSHOW

This is the fourth communication from the Weatherman Underground.

The Weatherman Underground has had the honor and pleasure of helping Dr. Timothy Leary escape from the POW camp at San Luis Obispo, California.

Dr. Leary was being held against his will and against the will of millions of kids in this country. He was a political prisoner, captured for the work he did in helping all of us begin the task of creating a new culture on the barren wasteland that has been imposed on this country by Democrats, Republicans, Capitalists, and creeps.

LSD and grass, like the herbs and cactus and mushrooms of the American Indians and countless civilizations that have existed on this planet, will help us make a future world where it will be possible to live in peace.

Now we are at war.

With the NLF and the North Vietnamese, with the Democratic Front for the Liberation of Palestine and Al Fatah, with Rap Brown and Angela Davis, with all black and brown revolutionaries, the Soledad brothers and all prisoners of war in Amerikan concentration camps we know that peace is only possible through the destruction of U. S. imperialism.

Our organization commits itself to the task of freeing these prisoners of war.

We are outlaws, we are free!

-- Bernadine Dohrn
9/15/70

israel stands...

from pg. 1

This has been in keeping with Zionist policy from the beginning. Even now, eight hundred acres in occupied Hebron were confiscated last April in order to build the Upper Hebron Kibbutz, with the express consent of the Knesset. A few months ago, Yacov Tsor of the Israeli National Fund announced that three kibbutzim will be constructed in occupied territory next to the Jordanian border.

Historically, the kibbutzim have served as outposts for colonization, much the same as frontier towns served this purpose when America was following its "Manifest Destiny" across Indian and Mexican lands of the Far West.

The plight of the Palestinian refugees, (nearly 1,500,000 of whom are packed into "settlements", the conditions of which rival the concentration camps of Nazism and Stalinism), are all but a forgotten situation. The Palestinians are being used as a political football, bounced and kicked about by both the Zionist regime and the feudal-militarist Arab leaders for their own pet propaganda purposes. The Zionists refuse repatriation, while the Arab dictators use the camp conditions to keep their populations concerned with the Israeli menace, rather than with their own equally infamous governments.

The Palestinians, however, see the situation much more clearly. They correctly view Zionism as their enemy, and have been acting militarily against the occupier of their homeland since the Seven Day War in 1967. At the same time, their uncompromising stance against Zionism has led to confrontations with the local Arab bourgeoisie, first in Lebanon, and more recently, in Jordan. Action against one from of oppression (Zionism) has opened the door to action against an oppression just as intolerable (Arab feudal-militarism).

In the Sept. 28 issue of Newsweek, reporter Loren Jenkins relates the revolutionary socialist implications of the Palestinian struggle. Jenkins' article traces the Palestinian defense of Irbid, Jordan's second largest city and comments: "To replace the city administration, the commandos set up on every street 'people's committees,' which in turn elected members to larger district committees. These groups, composed of commando commissars as well as leading residents of Irbid who support the Palestinian cause, held evening meetings to discuss such matters as future organization of the city and preparations for defense. Although they are similar in

structure to the local soviets that the Bolsheviks formed in the early days of the Russian Revolution, the committees seemed to be a relatively spontaneous response to local events with no overt influence from Moscow or Peking..." If Jenkins' report is indeed accurate, a qualitative change has taken place in the Palestinian liberation struggle. The commandos seem to be moving toward the only possible solution to the crisis - the de-zionization of Israel into a secular, democratic state, coupled with a revolution against Arab militarism, leading to a united socialist Middle East, composed of both Arabs and Jews. Once the Jewish and Palestinian peoples are freed from the twin oppression of Zionism and Arab reaction, a just and lasting peace will be assured.

Kurt Hill



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RAMBLER

midnight

We take you now to the Red, White, and Blue Room of the White House where the President is conferring with his advisors:

"Since World War II, as you know, we have taken this little island country under our wing. We devastated them in war and it was our responsibility to re-develop them. We gave them money to build schools, hospitals, and industries and they have developed far greater than we had ever anticipated. They have progressed into a capitalistic ally. Are there any further developments that I should be made aware of?"

"Sir, this island country is in desperate need of help. They have an overflowing population and an even greater production output. They are entirely dependent on the sale of these products to buy and import food stuffs. If they can't sell their product they will starve out of existence."

"From a military standpoint, sir, they are so close to China that it would be in our interests to promote a healthy rapport. They are unfriendly towards their oriental ancestors, as their open display of hostilities obviously indicates."

"Economically, sir, you are well aware of the pressure coming from big business to open up world labor markets. This country is starving for products to manufacture and you know that many of our industries would appreciate a cheaper labor market."

"Well, gentlemen, you all certainly bring to bear several good points. We as a wealthy nation can not and will not sit by idly and watch a tiny island country crumble. But should we stand by and allow our industries to lay off American workers to hire foreign workers?"

"Sir, our industries will survive, but that doesn't mean they will be too happy. If your labor leaders aren't happy it sure will cost you votes whether those voters are working or not."

"Sir, whether you agree with that explanation or not you must realize that militarily this island is very important to our defense. These people must remain our allies not simply because of geography but because this very labor force we are speaking of now will be an important asset to have in time of war, not to mention the valor of their armies."

"Yes, you are right there, quite right. So what do you think we should do?"

"Well, sir, I think that just giving them aid is bad psychology. If we could figure out a way for them to help themselves that would be best. I believe that if they had a market to sell their product, they would be wealthy enough to import their necessary resources, perhaps from the United States. So any investment which creates a market for them might eventually be profitable for industry here."


"Hmmm, from everything that has been said here today I think I see a clear way of solving the problem. I think that what we should do is gradually escalate an armed conflict in a country where our Communist enemies are gaining ground and where our British or French allies are losing control. If we pour troops in we shall certainly help industry here, not to mention the employment of idle laborers. If we have troops and supplies there we will naturally boost the economy of that country. Half a million soldiers can spend a lot of money. The natives will then have the money to buy themselves Yamahas, transistor radios, television sets, and anything else our island country allies might be able to export into the war zone. This would also promote an American-type of culture.

This would further give us the chance to effectively test our sophisticated weaponry. It is important that we carry out the conflict as long as possible. We cannot use nuclear weapons for political reasons and also because the country must still exist for the military to test and for the market to remain open and flourishing on the allied side of the war. We can do this for ten or twenty years, promote an honorable settlement in the American tradition, and then start a new conflict elsewhere. All this and still be able to thwart the Communist aggressor.

We will lose several American lives but certainly those soldiers shall not have died in vain. They will have helped American industry; given a greater chance to millions of peasants for a higher standard of living; provided the outlet for our complicated, underused, oversized supply of military equipment; helped our British or French allies in a time of drooping morale; opened the market our island country friends so desperately need to survive; thwart our Communist enemies; and many, many possible avenues to development will be offered!"


The President beams as his advisors rise to their feet jubilantly applauding and shouting, "Congratulations Mr. President, you will go down in history," "Fantastic solution, sir," "tactfully inclusive," "stupendous...."

Michael Harvey



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