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Correction: For Sale: Triumph Bonneville. New 650cc jugs, 12.1 pistons, hand milled heads, blue painted engine, chrome forks, engine, wheels, fiberglass tank, 28 coats of paint, hand-rubbed, Harley 74 rear, new tires. Also original 650cc jugs, pistons, carbs. TT exhaust system. $900 or trade for compatible stereo component system, or sports car. Call Fred at 331-0641.

For sale: 1 sterling silver flute. Open hole, French fingering, like new. Best offer over $180. Call Jackie, 876-2264
Our Culture is in the Hands of the Corporate Leeches

If you listen to the New Music (and the New Music can be any of the variety of directions in rock, jazz, classical, or folk), you are probably aware of the large part the record corporations play in producing and presenting the wide variety of artists that are being hustled in the music marketplace everyday. It is a business that is by no means effective or healthy. The record in-

G.I.'S, Unions Join in October 31 March

The October 31 anti-war protests, which took place in more than 40 major cities throughout the nation, were a visible re-

The anti-war movement will not be bullied into silence by the Nixon-Agnew admin-

The New York City action, attended by approximately 75 Bard students, drew

Representatives from the United Auto Workers, the Student Mobilization Com-

In Austin, Texas, where the 12,000 in attendance represented the largest single
demonstration in the nation, more than 400 active-duty GIs led the march to the
downtown capitol. At the rally, speakers rep-

Fifteen hundred GIs also joined an anti-war rally at the University of Texas in El Paso. The march was the largest anti-war move-

Kurt Hill
Dear Editor,

I think this year’s Observer is great. What I like most is Jeff Rahnwasser’s column, which always gets right down to the nitty-gritty of campus life. I hope that column will continue to appear in the years to come. Also, I’d like to point out to your readership that Oct. 31 is not only Halloween; it is also Reformation Day. I just thought I'd throw that one in. Continue your good work; my mother is very impressed.

Your friend,
Bruce S. Diamond

To the Editor:

In reading some of the recent articles in the Observer I have begun to wish that time could be speeded up somehow, so that we could reach the point where we don’t have to listen to either Agnew or the New Left. For these two voices are speaking so much like each other that they may soon be indistinguishable. An excellent example is the recent article by Professor Rahnwasser on Agnew. The article is dramatic and full of vivid rhetoric. There is one problem, however: it is not true.

Not that I wish to deny that there are elements of truth in the article. There are. There are particles of truth in everything from Bernadine Dohrn to Robert Sheldon. But the overall effect is one of distortion, oversimplification, and plain error. To begin with, the analogy between McCarthy and Agnew is not nearly so precise as Professor Rahnwasser implies (which of course does not excuse Agnew). Korea certainly had a good deal to do with McCarthy’s rise, but there were many other factors as well.

It is notable that there is no mention of Czechoslovakia, whose students may well be enquiring our repression. Whatever the reason for this oversight, Professor Rahnwasser’s attempt to tie in railway with foreign wars just doesn’t stand up. In the case of Korea the same administration that was engaging in war was also allegedly assisting Czarist Russia in its efforts to subjugate the railways of the Ottoman Empire.

The effect, then, of Professor’s Rahnwasser’s article is not only to badger rapidly复古 American history but to perpetuate the very kind of thought that is almost certain to prevent meaningful change. It is true that this arrogant smugness on the part of our pretentious moral elite be challenged, and challenged hard. Change in an open society will never come about so long as a minority believes that the motives of its opponents are insular facts that are not really being under its own folly and vice. The best way to tame the age of Agnew is to stop imitating it.

Robert L. Morgen

To the Editor:

Two things about Bob Morgan’s letter: First, Bob used Mr. Kornett’s article as a springboard for criticizing political arrogance and Warsaw Pact tactics, neither of which Mr. Kornett has engaged in. Second, if Bob wants to avoid oversimplifications, he might stop imagining his ideas about what he calls the New Left. Bruce Warshawsky

I’ve been kind of lazy recently and haven’t been catching up on our mail. As a consequence, there’s a whole raft of stuff that might be of interest that I’m going to include in this week’s column. In order to make it easier on you we’re going through all this, here’s the order it’s coming in: Foundation grant opportunity; Announcements from MOMA and the Brooklyn Academy, a book (a weird one at that); and offerings of review tickets to some shows in the City.

The Deveaux Foundation has traineeships available as Research Aide, Professional Aide, Resident Treatment Camp Counselor, Day Camp Tutor Counselor. Obviously their drift is towards working with children. If you’re interested in further information this notice will be taped up with others on the bulletin board in the Absurd office.

On to the notices - the Museum of Modern Art (MOMA) has sent us their list of upcoming openings. It sounds interesting with shows of recent design acquisitions, Gertrude Stein and family, prints and proofs of Jasper Johns. The Brooklyn Academy of Music sent us an announcement of the current Merce Cunningham dance series stressing the fact that they offer one dollar tickets to students. Further information is enclosed and will be on the board.

The most powerful soccer dynasty in Bard’s history came to a dull conclusion on Nov. 2 as the Bard weekend kicked off with their age-old fearless rival Nyack Missionary. It was a climatic, if not exhausting day for Charlie Patrick as his team and Senatorial candidate scored resounding successes.

The game could hardly be raveled for boredom. The first goal by Bachman was fought for, but then Nyack fell apart, and the rest was history. Ned Grieden, as usual, scored an absurdly high number of goals.

The previous week, Bard played New Palitz J.V. which turned out to be one of the best games of the year. The game began very slowly with New Palitz scoring on a long penalty shot. Then Bard tied it and pulled ahead by a goal - then New Palitz tied it again in the third quarter. Then came the action; trying to reach the ball which was picked up by the goallie, Grieden could not see the ball - a common occurrence in a game past the referee thought there was a penalty and ruled for Grieden.

The score was tied, and you imagine how anyone on the team felt.

Well, soccer fans, the rest could be chatted up to that point. The prove which Charlie Patrick charted as he whoops the young souls freaks into temper metal each season: “When the going gets rough, the rough get going!” Richard Bilangi, took that message to heart and scored, to the surprise of his team-mates - who gave Bard the win, 4-3.

Six wins and three losses, it hardly seemed possible several months ago, but today, a reality! With leadership from men like Gabriel, Daly, Kohler and Grieden - one could expect nothing but success. Humble men - these fifteen or so that donated as much of their time, so that they might set an example for the rest of the school. Release it states that the men - a dynasty 4-3 was proud of to be part of. I just want to express our gratitude to the Bard who have a continued understanding has molded a hunk of dullwits into a team in just a few short years. Thanks Charlie.

Kenneth McIntosh-Daly
teaching is not testing

I am learning as much as the so-called student. The kind of exploration of teaching takes two people. It compares to writing a book, comparing to writing a personal exploration. Teaching is the opposite: it’s not about discovering your mistakes, it’s about not making your mistakes.

People need information, and should profit the means for getting that information, but the classroom, especially the human classroom, is not the place for processing that information. We have electronic equipment now that can store that information, and we need people who can use it. But this information processing is not easy—teaching is an art.

I would love to give a course on how to use a library as a research resource, not our bard library, but a large one.

There’s an interconnection in the role. Before each class I anticipate what I’m going to learn, what the students are going to teach me. I feel that I’ve almost cheated the class because I’ve probably learned more than they have, for I need those students and they need me.

I think of the job of the teacher is, through his familiarity with his experience and his life, to be able to say, “Here is a problem, here is a possibility, here is a suggestion, I don’t understand what’s going on, what’s the answer?” A teacher must be a great master of questions. But the answer must not be out there somewhere, the answer must be in the question.

I always come to class with a question, and that question is a high point in my process with me. I know what material is scheduled for that week. And a few days before the class, I am thinking about the question before I even open up the book. Sometimes beforehand, something will occur to you that seems to be the question that you are going to answer. You close your eyes, and that’s the question.

There is almost like being on stage, where the actor doesn’t quite know before he begins what he will do, and what the result will be because he doesn’t know his audience and he doesn’t want it to be an audience, he wants to be it to part of the entire experience.

When you get in there, you sit down and you may have thought of five different things you want to present, and suddenly your eye hits the first page and you see a word or you see a sentence and you ask that question and the rest of the two hours is a struggle for that question to give the answer.

And again, then, of course, there’s the thrill of getting that answer, you know, sometimes in those two hours.

Now, students have said to me, and this is a strange thing, “How do you know what you want? That was marvellous, it made sense, it fit together, but how can you know what you wanted?” And suddenly it occurs to me that I thought I had the answer before that happened and they didn’t with them for the answer.

I wouldn’t say to a student, “What’s the third person plural of verb?” I’d say, “How did you get that one wrong? Teaching is not testing in that sense, who needs to waste time doing that?

If you have the answer to something, give that. That’s information already; it’s stored up somewhere; it’s probably in some book. Of course it in it if I have it in the margin in my book, I say, “Look, I discuss this with such and such.” But it wouldn’t occur to me to say “What is the answer to such and such?”. I always really had the answer.

I think the worst kind of preparation for a teacher is for him to sit down and read the material ahead of time and work out the answers. I never do that. I familiarize myself with the material, but I’m very careful to stop at the point where certain answers are coming. Then I close. I close the book and I lose nervously with that until I get into the classroom. There’s a tremendous sense of expectation because I can’t wait to get to the answer with those students.

There is no teaching without a student, and there’s no student without a teacher, there’s that exploration.

Writers are masochistic. I don’t mean that in a positive sense. You’re there with yourself and a paper and a pen. I’m there with 90 to 100 people around me. And I feel very good about that.

Socrates was surrounded by his disciples. Jesus was surrounded by his disciples. The image I suppose is like in the film, “The Gospel According to Saint Matthew,” where Jesus is running all over the countryside surrounded by all these men and a few women trailers, perhaps. Socrates was always surrounded by all these people.

There are certain kinds of writers who explore through their writing, but they take off because they can’t take it anymore. So then they teach for a while because they can’t stand their loneliness. The reason doesn’t mean that a teacher doesn’t know moral loneliness, because he does. It’s that loneliness in that terrible expectation: will he have a question or won’t he?

Then there’s the moral loneliness of integrity. One can’t know that one is always being truthful, and one can’t be sure that one isn’t playing a game. You don’t have a formula for getting an answer that the question’s going to be a meeting point.

A lecture is an interesting fact too. It’s the same process but somehow or other you’re struggling up there to be convincing. You’ve done so much lecturing at Bard, for instance, you don’t have the give-and-take together with the student, but you have the struggle to take up the student, you see. I find it very hard to teach without a blackboard, because a lot of the struggle has to do with the physical movement and a kind of that blackboard is part of the struggle because you’re tracing out something.

A lecture is a kind of demonstration of this process. Suddenly you know whether it’s convincing or it isn’t convincing. And you don’t have the information and you bring it to bear in the struggle. And the more information you have, in some cases, the more fruitful the struggle will be. Too much information can kill the struggle, not only for the birth of the question, but for the birth of the answer.

It’s significant, for instance, that in the Socratic dialogue Socrates isn’t very little information. One almost wonders how much information Socrates had or if he could even read.

I don’t have any favorite things to teach. That’s why I’ve enjoyed my three years at Bard so much: I’ve enjoyed MIT that matter. I’ve really never been in a normal academic situation and what I mean by that is that when you teach, what you teach is a more precise, it doesn’t matter what you teach, because you can explore anything.

That’s what’s wonderful about Bard; you can be as free as you like to explore such and such, linguistics or some aspect of English literature or some novelist or theory of education in Rousseau. It’s frightening, because one always has the whole question of competence in one’s mind, but the competence is really only the ability to explore. I wish the structure of the place were open enough to allow me to teach Physics one day. I know I could do it, because it’s the same thing. I’ve been doing all the foundations of the sun, but it was dark by now.

On one scene the sophisticated and un- knowing liberties gladly by pig, means to the rich and cunning by marriage. You would it race the pinks poney, are you still with? With two tails beside me, my target for the night fell beneath the table, somehow throwing one of the drinks, completely with salt and lemon, into the back of her husky mouth. I poured the other one down my pants pocket. “Have a seat, mon petit!” The seduction proceeded with such genius as I could coin. “Do you think an honest, purely sexual relationship possible? and, Wher a rode home?”

Back at the den the candel flickered and the stereo played out of one speaker. She moaned and arched her dewy thighs, biting my lip I tried to explain that I had this thing, you know, and that.... Before I could really take stock of the situation I was crumpled in the corner with my shoe held as protection where the kicks best while she looked for another one. When she would land a good one her breasts would quiver and I thought I could feel a twinge or perhaps a tingle, but before conscious loneliness slipped away, like my lover, I realized the delusion of an over-estimated imagination.

Peace Pip says it’s rough all over. But won’t you roll over Rover? (written by a male Bard student)

After we reviewed the above confession, we asked a member of Bard Women’s Literature to draft a reply, which follows: Would I teach any differently if I were teaching a graduate course at Yale or if I were teaching at undergraduate courses at Slippery Rock State Teacher’s College. For everything I know, I’m paying with the compulsory thing that I don’t know and that I won’t see. The dentist knows everything about teeth, but when he looks at some person’s face he’s going to see her teeth before he sees her eyes. When a tailor looks at a man, he’s looking at the man’s suit first.

I don’t think there is anything as a “Gay Liberation Front” in the sense that there is no liberation of anything. It’s a spontaneous appearance of something that’s going right. It’s not a planned evolution or a predetermined evolution. There will be much more of it, because for millions of years human beings have engaged in a desperate struggle to survive, so that the main concern was to reproduce one’s species.

Childhood really came into its own for page 5

BOVER REPLIES:

“A whole class of obscene jokes allows one to infer the presence of a concealed inclination to exhibitionism in their inovators; aggressive tendenous jokes succeed best in people in which sexuality a powerful factor, by comparison with which is more or less inhibited in real life.”

- Sigmund Freud

Jokes and Their Relation to the Unconscious

The pertinence of Freud’s statement to the proceeding “Confession of a Male Chauvinist” is also painfully obvious. I don’t pretend to psychanalyse the writer, but one can’t ignore the sneaking suspicion that he is something more than a witty and dispassionate observer of male chauvinist attitudes. On one level, one can even admire his accuracy and knowledge on the subject of his parody.

But one does feel as if he were reading a book about himself, to his mind the thing that I am interested in the condition of his “penny” (self) above or the impressionistic nature of the stanzas on his back. The restaurant casually candid parody of his suffering abuse by his own hands and at the hands of others, identified women, really “de wythy thighs” is just too much. It is a little sad to see the eclectic element that runs through the “confession” in view of Freud’s statement, but not surprising.

The success of the humor of the “confession” hang on the fact that it is purportedly the work of a reformed or confessed male chauvinist. We are invited to see him as a dewy eyed fiend and watch his transformation when, it seems, he had “this thing, you know” and the “pinks poney” was still lame. He is seen first as a man, then as a woman, really “de wythy thighs” is just too much. It is a little sad to see the eclectic element that runs through the “confession” in view of Freud’s statement, but not surprising.
MUNDANITY IS THE SPICE OF LIFE

The Mundane Club is a serious organization dedicated to the preservation and ad

The Mundane Club sponsors some very inter

 STATUS DUPO
FREE ROMAN HRUSSA!
THE MUNDANE CLUB

Louis Silver

re: david's holy blues

Last Thursday evening, the Reverend Gary Davis played in the chapel to an SRO crowd from Bard and the "greater Bard area," in what was perhaps the finest religious observance that hall has seen since the demise of the Bard chapter of the Universal Life Church.

As most of his recent concerts, Reverend Davis stayed mostly with religious tunes. (We understand, however, that at least one informal religious-type song, the Reverend regarded the folks with some spectrally-undefined material.) While the guitar playing for his sacred numbers is generally superb compared with his renowned raw sound, the Reverend did lose for a few spotty licks, the effect of which is lost on the crowd. Apparently spurred on by the enthusiasm of the audience, he kept up a high energy level all evening, which is not always the case as his live appearances these days.

Besides his exciting singing, his good mood produced some highly entertaining and instructive preaching which, unfortunately, was not easily audible throughout the hall.

Someone poured Rosehip tea for everyone.

"There will be a new breed of men who will subvert the male myth—women can force the men to approach them on a new level. They have these theories in their heads which dissipate at all.

"It's an ingrained part of you to be 'cute,'"

"That's why it has to come from the male side."

"The only men who have the consciousness are the homosexuals."

After this, the people who had stayed drifted off to bed, making comments about the energy of the meeting and the exciting people they had met.

The last two men from Wesleyan who had decided to stay on campus for the night.

Lydia Ayers, for the Observer
Yojimbo is a film which works out of the tradition of the Western. Kurosawa has exorcised the ghost of John Ford. The film, however, is subversive and ironical towards that tradition and even while it constitutes a celebration of it. This dual ideal, irony and seriousness, humor and brutality, is a uniquely contemporary phenomenon. It is a way of the西北, the triumph of horror over sense. In a sense the film is a series of deliberate inconsistencies.

Yet if Kurosawa is satisfying the Western, he simultaneously is celebrating the almost Nietzschean power of its central character. Toshiro Mifune’s Yojimbo is, virtually all of Kurosawa’s films, is an actor capable of great delicacy and subtlety. Here he is sheer animal vitality, or to put it more pretentiously, a force of nature. The tradition of the hard-hat, gun-toting, hard-drinking, hard-boiled, good-lookin’ cowboy hero exemplified by Gary Cooper in High Noon (a thoroughly ambiguous character) and also thoroughly dead film is obliterated by the first close-up of Sanjuro’s scowling face. His whole attractiveness lies in his contempt for liberal piecemeal and civilized norms. In this sense, Kurosawa and Mifune appear to “go too far”, but sometimes you have to know that going too far is actually going just far enough.

A number of people expressed the idea that the film is justifying murder and violence. I think that that is mistaken. The film justifies the principle of force, it glorifies action and grace, and as such it is probably a perfectly immoral film. What is heroic about the hero is not a matter of mere proficiency with the sword, it is a matter of going it alone and enacting a personal sense of style. Mifune destroys the gang because he is insulted by them.

Yet...but all this is untrue of me. I want to marry my deceased wife’s sister. I am prepared to prove that your authorized system of medicine is nothing but a debased version of witchcraft. You are machines for forcing spurious learning on children in order that your universities may stamp them out as educated men when they have finally lost all power to think for themselves. The tall hats and starched linens give you the appearance of purpose and without which you are a hack as a physician, clergyman, schoolmaster, lawyer or merchant are inconsiderate, insanitary, ugly, pompous and offensive. Your temples are devoted to a God in whom I do not believe; and even if I did believe in him I would still regard the spectacle of worship as only redeemed from gross superstition by their obvious inimicity. Science teaches me that my product is good bread and good fruit: your boosted food supply offers you more pigs and pigs instead. You can save your health in contempt in the common sewer, with its deadly typhoid gases, into my house, besides discharging its contents into the river, which is the basis of my natural bath and the best means of protecting your person and property you forcibly make your tax money to support an army of soldiers and policemen for the execution of barbarous and detestable laws: for the wrangling of wars which I do not believe in for the subject of which is the right of property which compels me to sell myself to wage a class to maintain the welfare of which I hold to be the greatest evil of our nation. I therefore make my very individuality a hindrance to me: I am outside and outlooked by the medico, the doctor, the time-saving. Evolution under such conditions means degeneracy: therefore the demand of the abolition of all these obfuscatory pretensions, and proclaim myself an Anarchist.

written to be refuted, G. B. Shaw, 1893

Yojimbo

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This is the first half of the Educational Policies Commission recommendations to the Divisional Evaluation Committees. They are based on students' written evaluation forms distributed by EPC, as late in the term as possible, to the teachers' classes of this and last year. The following ratings are based on a 1-5 number scale. EPC has found that 4.5 is excellent, 4.0-4.5 good, 3.5-3.9-4.0 moderate, 3.0-3.5 mediocre, and below 3.0 poor. The written recommendations are based on the ratings and on comments written on the forms. Copies of all documents considered will soon be on reserve in the library. If you disagree with these summaries, and want to testify, contact immediately the Division Evaluation Committees.

1. His/her is very well prepared for class.

2. He/she uses techniques which increase comprehension of the subject matter.

3. His/Her teaching is not boring.

4. He/she is readily available for consultation.

5. His/her classroom manner is effective (clear, dynamic, etc.).

6. If he/she taught another course in a subject of interest to you, would you choose to take it?

7. It was possible to do so, would you want to do a project or independent work with him/her?

8. The readings and assignments are well selected.

9. He/she provides adequate direction for the class.

10. He/She is interested in the material he/she is teaching.

11. He/she is enthusiastic about his teaching.

12. He/she relates material of the course to broader context of ideas.

13. He/she encourages questions and is willing to class points to clarify problems.

14. His/her comments on assign. papers, and classroom activities are valuable.

15. His/her comments very useful on crit. sheets.

16. His/exams and papers are learning experiences which are valuable.

17. Mr. Brandstein was hired through the Equal Opportunities Program as a specialist in the concept of myth.

Although serious dissatisfaction may have affected Mr. Brandstein's teaching, the recommendations in the Inner College or on a personal level and his work in the classroom is quite pronounced. It does not indicate, by any means, that Mr. Brandstein is a bad teacher for it may be that classroom set-ups are not a good way to teach. However, if Mr. Brandstein were simply relieved, he would be teaching regular courses such which EPC feels would be a mistake. We feel that Mr. Brandstein should have the opportunity to continue the successful work he has been doing on the level of small groups. We therefore recommend that Mr. Brandstein be granted a special one-year terminal contract to teach full-time in the Inner College. Further specify that Mr. Brandstein's right to evaluation at the end of the contract is written into the contract so that should his work there continue to be outstanding a possible for continuation would not be eliminated.

Mr. Karageorge is not recommended for tenure. While there are some favorable responses to him, there is no wide enthusiasm for his teaching. He appears to be an adequate transmitter of knowledge and ideas but fails to generate creative excitement. He receives consistent ratings of
EPC recommends the re-hiring of Mr. O'Reilly. His overall totals are very high, indicating a positive response on the part of the students to his teaching. "If a sincere student wishes to learn about research psychology, he could ask for no better and helpful teacher than Ed O'Reilly." A high number would choose to take another course with him, he provides adequate direction for his course, is enthusiastic about his teaching, encourages questions, and particularly commended for his dynamic presentation.

EPC cannot recommend the re-hiring of Mr. Seif on the basis of the evaluations received. He has done poorly, although this finding is based on only twelve replies. No one disputes that he is bright and knows his subject very well. Part of the problem might be that his students feel that they are handling their class and do not connect with the work. But more significant, it is his involvement and dedication to teaching. "I don't have time to teach and his students well enough to become a Bard fixture. I think we could and should get somebody who would be more into teaching and responding to students." Admittedly, mathematics may be methodical and dry, that it is not one of the more popular Bard subjects, yet EPC feels that teachers should be clearly into teaching.

Miss Settle received the highest evaluation of any teacher this semester. She received uniformly excellent evaluations from all her classes; is an effective teacher for both upper and lower college students, majors and non-majors. In the composite averages, she received no grades below 4.0, with a good proportion over 4.5. In the Structure of the Novel course all of the previous comments are true. Singled out for particular commendation are Mary Lee's intelligence, sensitivity, and knowledge. Also commended was her class rationalizing techniques of breaking the class into small groups for discussion, holding individual conferences with each student, assuring advising, her patience, and her lack of intimidating presence. All the students feel they are learning from her. She seems to do extremely well with freshmen.

Narrowive Modes averaged a shade lower than the novel course, but this is consistent with the general pattern of lower grades in Creative Modes. Again, her techniques in the classroom were commended for variety and ingenuity, her intelligence and rather broad and deep intellectual concerns were mentioned. Some students felt that breadth to be unnecessary, most found it rewarding. In her Stendhal major conference, the only question that received a grade below 4.5 was her availability for consultation. "Part of this may be due to the fact that she is here only three days of the week. No other group remarked on this. Beyond this, the students ranked her superbly in every respect.

EPC had a difficult time in making a recommendation for Mr. Teger. In general, Mr. Teger comes out as a very competent and adequate teacher. But this average rating consists of some

o'reilly

libbin

settle

miller

tieger

20

The teacher is responsive and open to questions.

He/She does not get angry when a student disagrees with him/her.

21

It is not possible to get by in this course without learning.

He/She is flexible in assignments and responds to students' suggestions about the course.

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Sette: 4.89

Libbin: 4.82

La Farge: 4.79

O'Reilly: 4.77

Yarden: 4.60

Brandenvironment: 4.59

Tieger: 4.51

Karageorge: 4.40

Seif: 4.20

Miller: 4.14

Sette: 4.90

Libbin: 4.77

Yarden: 4.69

Brandenvironment: 4.50

La Farge: 4.42

Tieger: 4.42

Seif: 4.30

Karageorge: 4.28

Seif: 4.28

O'Reilly: 4.19

Miller: 3.19

He/She does not get angry when a student disagrees with him/her.

The teacher does not get unusual or especially stimulating.

British French classes from last term and this term differed markedly. Last semester there was "nothing special about him," but he has little imagination in teaching the course and does not challenge the student at all. "he is a good man and a mediocre teacher — does not generate creative energy — but is completely adequate in transmitting material." Too many students felt his traditional mode of teaching was not successful and that they did not learn enough. This year it is his most successful class, though this is based on only four replies. "It's very hard to make a basic language class interesting. But he does an excellent job to alleviate that boredom." Students appreciate his concentration on the actual speaking and use of the language.

EPC does not recommend rehiring or tenure for Mr. La Farge. In the evaluation, nobody could quite agree what is wrong with his classes. It appears that he could be an excellent teacher, but that he just isn't working very hard at it. This is born out by the large number of people who said that he is "sensitive and knowledgeable" and at the same time the rather surprising number of people who complained about his "lack of preparation for class." He is commendable for being a sensitive advisor and criticized for his lack of enthusiasm in class.

His point ratings were consistently in the range of 3.4-4.6, with no average scores of 5.0. In his required courses (Lyric and Narrative Modes, Divisional Seminar) he is considered to be an adequate teacher. Some of the blame for the lack of excellence in the classes was attributed to the material. "The material didn't let him show his talents." Some said the class lacked depth and that they were not learning anything.

His Development of the Novel was the most favorable. Here his classroom techniques were commended, showing that when he does make an effort, it is well received. "Sensitive, but not aggressive."

Romantic Imagination received a variety of responses. Complaints concerned lack of structure, lack of enthusiasm and direction, some said he was not prepared, "not creative."

The many positive comments stressed his ability as an advisor, the breadth of his knowledge. He is helpful, tolerant and sensitive.

In light of these comments, it might be well for Mr. La Farge to examine his commitment to teaching, since he obviously has ability which he is not using.

EPC strongly recommends that Richard Libbin be rehired. His overall ratings are the second highest of all the teachers being evaluated. His History of the Human Body course is one of the most popular this term: 76 returned forms, 86 looked forward to going to class, 3 didn't, and 7 didn't reply — an exception al rating for Bard. It is pertinent, however, to keep in mind that this course is almost entirely non-major and should be weighted as such.

His Evolution was overwhelmingly positive and this class is over half biology majors. He is clearly interested in and available to his students. He asks for student suggestions and is extremely open and sensitive to student needs. Several have strongly praised him, urging that he be returned. Last term his General Biology and Biology of Mammals received very favorable ratings and comment. His classroom technique of using analogies, relating the subject to everyday life, his interest in the topics and communicating it to the students, were praised.

EPC strongly recommends Mary Lee Settle for tenure.

EPC strongly recommends Richard Libbin for tenure.

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BARD LANDS

Progress on campus:
A month ago I addressed the Land Planning Committee about ecological land-use planning at Bard. I referred to two important points: that development at Bard should take into consideration factors of local and regional ecology as well as engineering and financial considerations; and that the wilder portions of the Bard property would be set aside now as a nature preserve to retain minimally disturbed and undeveloped in perpetuity. Studies of water resources, vegetation and wildlife would show which portions of the property (especially where forested) would be utilized for preservation. Discussion was good and feelings most favorable. The president said that this was the first time environmental conservation had been discussed by the committee, and he thought that this would initiate a new era of planning at Bard. I was very encouraged by this meeting, and feel that this is an important step, with the reservation that it is not always easy to adjust development and preservation even when everyone is trying.

The Natural History Club has organized some very useful books which will be available to interested groups. These include books by Roberts on nutrition and organic farming, the Living World series on local mammals (such as The World of the White Tailed Deer), and Dr. Forth's "The Complete Waterfowl," a guide to hikers and hunters. In addition, the Bob Women's Association have ordered copies of the McGill Birth Control Handbook (illustrated for free distribution by the Natural Foods Co-op) about open mouth, from page 1.

The program on Bardi land use planing was
their contract and also violating the copyright laws that allow them to sell of the advantage of the industry. Bootlegging is not a serious threat to stealing papers and releasing them illegitimately from what Mitch understands of this particular record company, because all the executives have a habit of stealing tapes to sell to another small outfit, such as the one in Harlem, for their own personal advantage. The company as a whole is said to "pray off" the artist that "he can't sell the song, only "jive."" Mitch's next court hearing is next month in the City.

This significance of this sort of action in the music world is enormous. It affects, as Mitch says, primarily the young, experienced, idealistic artist, who has no use of the tricky ways of the companies. If Mitch's story were an exception it would hardly be worth the attention I am giving it. It is, however, the rule of the industry and it affects many hundreds of unknown artists who will never be heard. As it turned out, Mitch was released from his contract after the fights became too exhausting for the company to sustain to the company. Mitch says he fought the injunctions, but was defeated by the production departments with the end result being the suspecting a refusal of the company.

At the moment, Mitch has "only" to deal with the company's extra-slick legal department. They visited him at Bard several times a week, and his "contacting with the "decimating" effect of the company.

The Natural Foods Co-op is about to open at 1:30 on Wednesday. Their would very much like to have the stippled cans, jars and bags returned for reuse, and not have to print waste by buying new containers.

The Bard Infantry would like to be able to buy and re-use their milk bottles. They may be taken directly to the Infirmary, or in the collection box in the free store (Porter basement). (The free store is not of stock! Don't you have books, clothing, furniture, etc. than you no longer use? Share with the community and help make buying and stealing obsolete.)

Paper recycling at Bard is not dead. An agreement was reached with BSC to use some of the "garbage" cans in each building for collecting wastepaper - where these cans have been set up. They are clearly labeled, and everybody's cooperation in separating the trash will be appreciated. The salvaged paper goes to Hudson where it is processed. This helps reduce the need to cut trees for pulp and also the stream contamination, air pollution, and other nuisance environmental results of the paper mills. In our coming "space-age" economy, wastepaper can be a resource, not a waste. Let's start considering this now itself helps. If you segregate all types of paper and cardboard that is clean and dry, and put it in the recycling cans, it will be put instead of having the land and the dump. Plastic, styrofoam, cigarettes, and so on throw away needlessly in the recycling cans make quite work for those of us who are managing the recycling. If you do not live in a dorm you can bring your paper to the special paper can, in the back of the parlor.

The price is $3.00 per 20 lbs.

Growl: "...one of the open space, food, population, and pollution crises are inexplicable tied up with urban decay, poverty, pollution, and crime. It doesn't make sense to squabble over which crisis is most urgent. The practice of trying to tackle problems one by one is both obsolete and ecologically unwise..."

(from The User's Guide to the Prevention of the Environment, Paul Swashes, Ballantine/Time/Friends of the Earth, paper .35.1.

Erik Kiviat
To the Editor:

Perhaps one of the most difficult tasks undertaken by a prospective young actor is the obliteration of his inhibitions. When a reviewer fails to be sensitive to this upon viewing a play the actor becomes his scapegoat. I was really appalled by the purity of the critique of "Antony and Cleopatra" last week's Observer and offended by its implications. First of all, it is necessary for the critic to offer constructive criticism where failure is obvious so that these flaws have little chance of being repeated. Ripping apart an actor's performance and then hypothetically re-building it is neither beneficial to the reviewer nor, more importantly, the actor. I doubt very much that this shell of a critic actually knows the difficulties and pitfalls involved in putting on a play successfully, for she summed up her critique of "Antony and Cleopatra" by saying it was "nice." My聒 to the actors and production people who were at the mercy of that superficial reviewer.

Leslie Pearlstein

Dear Sir:

Recently, I received a publication from the College which included among the many items of interest, a listing of various campus clubs and organizations. May I say that many of us are saddened to find no mention of The Wellesley Bomb Committee. Perhaps, you are not aware that this fine organization has been recognized as an official Bard College organization since 1962. In that year and for some time thereafter, TWTC flourished. In the December 3, 1962 edition of your paper there was a story dealing with the effect of the Cuban crisis upon the Committee's rational policy of "Welcome, Welcome, Welcome!"

After our time at Bard, many of us continued to bring the message of The Wellesley Bomb Committee to non-Bardians throughout the world. Even today, there is a great demand for members of the Committee to fill speaking engagements. While it is true that the Ten Billion spears have hampered our activities, the persisting threat of Bomb Use has served to sustain our faith.

Of course, we realize that the years must change the College, that new student generations are not always like the old, but there is still an Art Club, right? We sincerely trust that soon, some right thinking Bard student will pick up the fallen standard of this once mighty Committee and teach all who may have forgotten that The Bomb must be Welcome at Bard, especially in times such as these.

Very truly yours,

For The Wellesley Bomb Committee

Richard Greener '63

Dear Sirs:

Picked up the Observer to relax into the afternoon and am not an avid Wednesday-night-dinner-reader of the Observer; I let it lie around and it gets read. Looked for the Midnight Rambler, wondered an instant and passed on to Quebec and Narrative Modes, both of which I shall leave alone.

Okay. They've changed Apleblum's energies in the creation of the paper. They've taken his pen away from him; many things I found myself strongly differing with in his column, but he was always a pleasure to read.

"Access" is the purpose of the column and being "to provide a personalized view of things." Might I be so bold (and academic) as to suggest it is much more than that. John Dryden said the primary purpose of drama is to "delight and instruct." Oddly enough, I feel the objectives of a newspaper are the same, especially one such as yours. The Rambler always delighted me, in the broadest sense of the word - which Dryden intended. And, not instructing in THE way, it was always "food for thought."

Before you begin soliciting "suggestions as to how to do something alone that line,"

James Lubar

I'd like a fuller explanation of the death of the Midnight Rambler. I heard something about a questionnaire on the paper in one of the issues last month - and twenty responses. It is, in your explanation phone refrain from speaking of justice and fairness in the name of the Observer.

What are you referring to when you say, "Hopefully this will be lively and entertaining and vent various people's frustrations." Has Bard College witnessed its own brand of political corruption among the students?

You felt maybe Columbia University was stepping on your toes.

Letters...

tieger and yarden cont'd.

tremely positive evaluations and some negative ones. Mr. Tieger is a very knowledgeable man who brings a wide range of personal experiences with him. He does an excellent job in a small, specialized class situation. However, the Social Department at Bard consists of only two professors, thereby creating a need for somewhat larger and more diversified classes (I.e., The Afro-American). In line with EPC's firm stand on tenure decisions, it was felt that we could not recommend Mr. Tieger for tenure.

EPC strongly recommends Elie Yarden for tenure.

There was a big difference between the evaluations of him by majors and those by non-majors. His main problem seems to be that of his being intelligent and knowledgeable, and the problem with the Afro-American.


The second half follows next week.

Yarden...

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What do you do with a 21 inch high lifetime reproduction of a real marijuana plant that costs you 2 bucks? Well, let us tell you what the American Civil Liberties Union is doing with the 2 bucks. They sold each for 1 cent.

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19
SAN JOSE, Calif. (LNS) — "It's time to draw the line," thundered Nixon over national TV the night before elections. "Violence...blah...permissiveness...blah...lawlessness...blah...youth...blah...prisoners in the White House...blah...San Jose."

In a little guerrilla theater of his own, Nixon went to San Jose with his silver screen sidekicks Ronald Reagan and George Murphy Oct. 29 to stage a showdown with the low-down, no-great-c radic "The Fearsome Faccio" and his band of egg brains, eggs, rocks and bottles, just to chalk up a few more last minute votes for repression, racism and recension.

TUSCALOOSA, Ala. (LNS) — Charles Grimm, a well-known student radical at the University of Alabama campus here, has turned out to be an FBI informer. The revelation was made by three ACLU lawyers who are defending many of the students arrested during last May's national student strike in Tuscaloosa. Grimm admitted to being an agent for both the FBI and the Tuscaloosa police department.

In a civil statement, the ACLU lawyers said that Grimm had told them that his role in subverting the student movement was varied: "...to influence the student movement on campus, to identify the leaders of the movement, to engage in radical criticism of university officials, to encourage conflict and division within the university community, to provoke students into committing acts of violence, and to make regular reports on [his] activities and the activities of those whom [he] observed.

BERKELEY (LNS) — "The wire services have interviewed me," he said. "And four TV stations in the Bay area are here in Berkeley. I've been on the Mike Wallace program. The mail has swamped me. And parents have been calling from every part of the country."

For $28.50 this man will run the picture and description of any kid trying to escape from unfriendly parents in a weekly publication called "The National Missing Youth Locator." The Locators is sent free of charge to the juvenile probation department of every single county in the country, 2,400 city police departments, 50 state police departments, 1,000 private investigators, 41 cities in Mexico and 96 cities in Canada — 13,000 copies in all.

Ever since he started the Locator three months ago, George Stampar, a California furniture wholesaler and manufacturer, has been linked to death by the absurdity of his brainchild arousing every pig who gets his first look at the runaway directory. "Alfred Nelder, chief of Police of San Francisco, wrote to us they are going to refer parents to us from now on, although most police departments have a policy against such referrals. In Berkeley the police keep two copies of the Locator in the squad car that patrols Telegraph Ave nue, where the kids hang out."

But Stamper has made just one mistake. In the effort to garner as much free publicity as possible, he has asked the press to publish his office address and phone numbers at the office and at home. He estimates that there are some one million runaways nationally, but he does not seem to realize that they can get together to defend themselves against profiteers like Stamper.

Stamper hoped that his telephone numbers would be put in the hands of the many parents whose kids are getting less and less happy at home, that the parents would report them for future use. But kids can also record phone numbers for future use (Stamper's numbers, for example, are (415) 525-5223 at the office, and (415) 526-6967 at home.)

Stamper's phones may just get so busy in the next few months that he will be forced to ignore them completely. Runaway power to the runaway people!

### CROSS COUNTRY SNOW-SHOEING

A group of Experimental College people went on a mountaineering expedition a few weeks ago and a few of us decided to start an outdoor club at Bard.

We are planning to do cross-country snowshoeing in preparation for an assault upon Mr. Adams this December (which will also involve the use of crampons and ice picks).

If any of these winter trips are of interest to you or if you have ideas of your own, notify Joanne Whiting or Allan Fife. Equipment may be borrowed or rented. Serious, experienced climbers only — please!

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About 150 migrant workers came to Dutchess County this year to work in agriculture. Of these 320 came from local areas for the four-month season. Several hundred others are from out of state (mostly from the southwestern U.S.), and 62 foreign workers have come from Jamaica.

Throughout most of the country, the migrant workers are quite scattered, and programs to help the families are few. But a large number of migrant workers are concentrated in the Red Hook area, and a Day Care Center has been functioning to fulfill basic needs. Last year the Center was located at the Catholic Worker Farm in Tivoli, but this year it has been moved to the Methodist church in downtown Red Hook. Here, it is much more visible, and local participation has improved as a result of the new location.

An effort was made to involve the community, and about 18 high school and adult volunteers worked at the Center from July 23 to the end of October. Two junior high school art teachers ran a weekly art program, a music teacher taught music, and there was a man with a program too. Valerie Borrego, a second grade teacher from Red Hook, and Roger Allen, an education major from Rhinebeck, also worked with the children. This year, no one from Bard was involved.

The children who used the Center totalled 28, and ranged in age from 6 weeks to 14 years. Living in migrant families has created many problems for the children, not the least of them being education. Some children spent their mornings at the Red Hook High School participating in a remedial reading program. The study of black history was introduced this year and became fairly popular. Many of the children were suspicious of conventional classroom techniques, and a wide variety of activities and games were included in the program.

Evaluating the success of the Day Care Center this year, Mrs. Lewis Prims (see Observer 8/30) of Rhinebeck commented that the program could have been better. Both the pre-school and school-age groups were forced to use the same facilities, because space could not be found for them in the public school buildings. Also, public school bus service could not be obtained, although any use of local facilities would have been paid for by federal funding. And while the children in the evening remedial reading classes missed the normal free period at the Red Hook Community Swimming Pool, special arrangements for them to use it in the afternoon were denied. On the other hand, Mrs. Prims reports support from apple growers, the Apple Growers’ Association, churches, and schools in other areas.

The staff was inexperienced, but learned a good deal that will be of value next year. It is felt that the staff needs more black members (it is mostly white now), and more males who can relate to the older children. Anyone who would like to help out next year is invited to inquire.

Andrew Fitzpatrick

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About the author:

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THE END OF AUGUST AT THE HOTEL OZONE (Jan Schmidt, 1967), 85 min. After World War II, eight women raised in the aftermaths took a sirta for the human race. What they find at the Hotel Ozone is ultimately more and less than any had expected.

Linda Anderson, 1969, 111 min. Life at a repressive English boarding school...

THE FABULOUS BARON MUNCHAUSEN (Karen Zeman, 1963), 87 min. Zeman, an admirer of George Melies, has created what is probably the most elaborate trick film ever made. Animation, puppets, color, animation, and special effects depict the imaginations and escapades of Baron Munchhausen, the most brilliant liar in literature.

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