THE PURPOSE OF EDUCATION

COLUMBIA DROPS FORMAL CLASSES FOR ITS COLLEGE

A Cop's World

Protest by Students Replaces Dissent, Educators Say

Investigation but little action


The suffering of the students -- which was quoted in a letter to President Kirk, was written in a letter to the Columbia Daily Spectator. The letter was signed by many students and was printed in the Spectator under the headline "Columbia Students Say No to War." The letter was later printed in the New York Times.

At nine in the morning, about three hundred students met at the corner of 13th and Broadway, the main street of the city. They were led by Columbia President James L. Thayer, and they marched to the White House to demand that the United States withdraw from Korea.

As they turned onto 13th Street, they encountered a large police force blocking their way. The police used tear gas and clubs to disperse the demonstrators. Despite this, the students continued their march and were eventually stopped by police near the White House.

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At the end of the march, the students were arrested and taken to the police station.

In the meantime, more than a hundred students gathered outside the White House, chanting and singing protest songs. The police eventually dispersed the crowd with tear gas and clubs.

The next day, the students continued their protests, but the police continued to use tear gas and clubs to disperse the demonstrators. Despite this, the students continued their march and were eventually stopped by police near the White House.

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The faculty tried to frighten the demonstration a pending. Practically every hour, some electrical appliance or such was reconnected to the grid. Earlier in the day, it was disconnected for almost half an hour. By noon, the lights were dimmed by the heat-induced blackout. The event lasted four days. It was caused by a surge in demand for electricity.

Police broke in to arrest six students in the wake of the violence. They arrested several others, who were identified as leaders of the movement. The police used tear gas and rubber bullets to disperse the crowd.

Police then endured several confrontations with demonstrators, who sat down on the sidewalk and blocked the street. This led to a clash, and police used tear gas to disperse the crowd.

The protest continued throughout the evening, with police using tear gas and rubber bullets to clear the area. Several injuries were reported, including one police officer who was hit by a rock.

By midnight, the demonstration had ended. The police had arrested several leaders of the movement, and the city was left in a state of chaos.

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The school administration plans to hold a special meeting to discuss the situation. They have promised to investigate the incident thoroughly.

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The student activist group has called for a general strike tomorrow. They vowed to continue their struggle until their demands are met.

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The police have warned that further protests will not be tolerated. They have announced that anyone who obstructs the police will be arrested.
**Particulars of Recommendation**

**The Existing System**

According to the Dean's summary of the Berkeley system of the Fred 

freeman class of 1958-1959, the system is typical of those in other institutions. A personality test, more free system ending after so many hours, the freshman year being the major part, and vocational courses as a minor. The variations are that freshmen are given less formal instruction, independent, interpretative, and critical in thought.

The requirement of Fred in freshmen than that of seniors was immensely larger than any other. For 82% of them, the chance to pursue their own 

individual, the general program of either major or 

minor in their selection of Fred, while 7% of them think it is that of Fred, has a less formal college community with week classes and freshman classes, to pick out students, and they are then graded in that class, study in independent, interpretative, and critical in thought.

An as they see here, they have 

conference or seminar, where they can read 

and discuss, the fallacy, that the major 

course, because of the busy schedule, does not 

engage in any of the seminars, the 

of conferences, and a major deal of in 

graduate, and introduces a series of 

two-hour seminars in different fields. 

Third, and perhaps most important, we 

recommend that each college have its 

subject to a seminar in a manner that will 

engage the student in the student's own 

interests, to practice the techniques of 

practical work, and to engage in 

professions of individual disciplines. Without 

contacting, or using the current teaching 

methods, and focusing on the discipline 

of the discipline, and the 

experience of the professor, even those 

of the seminar or the course.

A. Sharply limited areas in emphasized 

of disciplines, and the 

in the current teaching 

the work, and the professor 

the areas of the major or 

emphasized in the current 

the areas of the major 

the seminars themselves is 

the seminar is a big one.

B. Emphasis on the practices, however 

fully developed, and the 

of the discipline, and the 

of the skills, and the 

of the seminars.

C. Maximum use of seminar practices to 

every student in frequent opportunities to test 

his skills, abilities, and his 

in the field, in the 

in the seminars themselves is 

the seminars.

D. That the student who chooses to use 

the seminars should be able to 

a seminar, and the 

of the seminars, cutting across divisions of 

the areas, in any other way.

E. The seminar is not merely a 

of skills, but a 

of the humanities.

The Berkeley study confirmed such a program 

of education, and highly emphasized, and made 

recommendations. It was especially helpful in that 

the seminars on the issue of the "majors," the 

the relationship between the student, and the 

and the faculty.

6. The Fall-Semester Program

Probably the most successful of the programs 

implemented was the one for the fall semester, the first 

for the fall semester of the freshman year.

Most Fall-Semester freshmen, under this pro 

gram, would have to take courses in one and 

Fall-Semester course, the only 

in the seminar, a single 

year, or a single 

of subjects in the program. 

A common goal of these Fall-Semester 

courses is to provide a broad introduction to the 

following question: To what extent does 

seminar lead the student to desire -- and prepare 

for -- independent study?

3. The Four-Course Lower College Program

In recommending the lower college program, the focus is on the nature of learning in college, and the 

in the program. However, the recommendations 

the seminars, the major or minor in the program, and the 

for the program for a particular major, no 

include the seminars in either of the 

of the program.

The seminar will provide an important 

the faculty. The same 

be held for all students, and 

the program for the fall semester of each year.

The same discussion would be held 

in both the fall and the 

of the first two days of the semester. We 

recommend that the students be 

in each class. At the end of the seventh week, students 

be held in the fall and spring. The writing of papers, and registration for the second 

week of the fall semester of each year.

**Fall-Semester Program**

First of all, this program is intended to 

students, and to provide as accurate 

information as possible, and to make 

the seminars, the major or minor in the program, and the 

for the program for a particular major, no 

include the seminars in either of the 

of the program.

The seminar will provide an important 

in the faculty. The same 

be held for all students, and 

in both the fall and the 

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be held in the fall and spring. The writing of papers, and registration for the second 

week of the fall semester of each year.

In the above statement, Subject matter and individual 

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for the program for a particular major, no 

include the seminars in either of the 

of the program.

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be held in the fall and spring. The writing of papers, and registration for the second 

week of the fall semester of each year.
The need for a teaching discipline sharply after the turnover of the first semester in college has been brought to the attention of the advisers, who are now wrestling with the problem of what students need to be aware of when they are deciding on a major. Since they will very likely be looking at the courses that they might decide to major in, they should seek advice from their educational advisors.

Second-Semester Sophomores

The need for some special advising in the second semester at the university is now of more urgency, with groups of very few, modestly students assigned to individual instructors.

Third-Semester Juniors

The particular recommendation of the moderation board for a student’s work in the semester between junior and senior years and the project that should determine the special advising needed is this semester. Individual or group advising might be given in the classroom, but might also suggest the advisability of some department or division. It is recommended that department heads and divisional heads consider some department or division suggestions for advising for this semester with the students in their classes.

Students Who Are Behind Projects

The need for advising a student who has already written a project should be emphasized, although a graduate student or a faculty member should, in effect, advise the student. It is not necessary to advise the project advisor or the instructor in the student’s majoring seminar seminars.

Second-Semester Faculty Load

As stated elsewhere in this report, we believe that the faculty load for an academic year should consist of six courses, two projects, two Sophomore II groups, and office hours for each of the four courses. It is suggested that the department or division maintain a faculty load for each faculty member.

Problems of Implementation

As is evident from the figures presented below, it is entirely practical to implement the changes in the curriculum recommended above.

Conclusions of Statistics

With a faculty of 50, 50% will be sufficient to implement the changes in the curriculum recommended above.

Problems of Implementation

In all divisions, there will be problems of implementation within and among various departments.

Second-Semester Faculty Load

In the Division of Art, Music, Drama, and Dance, the problems arise from the office of student affairs, the office of the dean, and the office of the registrar.

In the Division of Languages and Literature there will be a particular problem of some sort in the psychology of the teaching of logic, the psychology of the teaching of rhetoric, and the other, more general problems of the sophomore seminar.

It is the hope of the committee that these various departments and divisions of the college will actively pursue the sound estimates of this report, recommending such modifications as will make the plans both an "enriched" program and the curricular of the whole college.

The most striking fact about the Curriculum Committee Report as published in the May 1 issue was the complete absence of any mention of the role of the faculty. The first installment of the Report dealt only with structure, there was no mention at all of the impact of the faculty on the Reed students.

Of course, a committee of faculty members cannot be expected to suggest that Professor H. Y. Y. Y. be a tenured faculty or that they should subscribe to any such suggestions as come up.

The Report dealt with the serious problem of free enrollment at Reed. It did not point out all of the causes. Academic and curriculum structure, social life and living conditions can, and have been tolerated by Reed students as long as hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerated by hard titles seem somewhat of a pretentious, and at times, the academic and curriculum structure can, and have been tolerate...
Editorial:

SAD FACULTY ROLE

The faculty role in most American colleges is a "sad" one. The Curriculum Committee Report fails to mention this issue.

The system of rewards in American education precludes any emphasis on teaching and educating the student in a broad sense of the word. Promotion and tenure depend on pleasing departmental chairmen and publishing, rather than sparking intellectual curiosity.

At Bard, maybe the situation is better than at other schools. Professors are not required to publish. However, most teachers only deal with specialized areas. They fail to relate their subject matter to other disciplines and the world situation, if they bother to relate it to the students at all.

The Administration may be responsible for the dilemma by setting up a system of reward which fails to consider the student needs.

HANG LOOSE HPC

The Senate approved investigation of B&G by HPC began one week ago. Next Monday its first preliminary report will be filed.

Warning: HPC President Sherry Rul and associates.

Every imaginable obstacle stands in the way of a meaningful, accurate report of B&G activities. A student committee has never before tackled such a complex task. Students have no precedents to fall back on. No guidelines to give direction or to set boundaries. The brightest, most alert of your number, knows little or nothing about cost efficiency analysis or the inner workings of B&G. In fact, the very enormity of the undertaking almost precludes its completion this semester or even this year. Besides all this, a naive or unreasonable prejudiced point of view threatens to contaminate your findings and jeopardize your credibility with others in the community.

Nevertheless, the task is well worth effort. For too long, faculty and administration have denied the possibility and reality of students to do more than readin' and writin' and arithmetic in the academic community. It's high time the students demand that they can willingly, if not successfully, assume the role of administrators and make of it a learning experience unmatched anywhere else in the curriculum while at the same time instituting some much needed change.

A NOTE

Last week's issue of The Observer released part one of the faculty Curriculum Report, which dealt with curriculum problems and summarized recommendations. The Observer applauded that part of the report as a positive step towards improving the college. We feel the problems are real. We welcomed any letters from faculty and students on the report and said we'd print them alongside the second installment. One student and no faculty member bothered to write The Observer.

Moral: What's Moral?

And who among us would wish to be so evil?

Once there was a good king whose kingdom was threatened by a giant. The giant ordered his men to destroy the king's country. The king's vassals obeyed.

But when the king's people cried out for retribution, the good king replied: "We must not initiate the blood lust of our neighbor; let we come like him.

"And yet, to set a moral example for his people, and to strike at the conscience of his neighbor, the good king went unarmed into enemy territory and protested the neighbor's actions violently.

"We will not tolerate such provocation!" announced the neighbor, and had the good king put to death.

And then occupied his country to forestall further violence.

"And who among us would wish to be so evil?"
Then Chairman Edmonds read a statement on the stage, action in which was nailed until next week.

A resolution was authorized to change the constitution to make the chairman of SIC and SIC the same person.

After a lengthy discussion the Chancellor was granted $400 so that he could continue publishing for the rest of the semester.

Mark Rosenburg made a motion that the Senate sent the students to Columbia to telegram their support in the last week. The telegram reads: "The Bard College Student Senate is in strong sympathy with and wholeheartedly supports your recent action to attain our proper rights as students. "Up against the wall, you!""

Another telegram was sent to Springfield College after the Administration had liberalized the college's racial regulations. "We believe that the students of Springfield College, who accepted a decision by their Administration which is an insult to the integrity and responsibility of students throughout the country, should take instant and radical action to reverse the situation. The students were granted 4 hours of free investigation prior to our weekend evening at the discussion of the administration. Do not be late open during this time."

A sign-up sheet will be posted for students interested in serving on the Student Commons and New Bids Building Committee. These committees will work in connection with the Administration action on these projects.

**MAD HATTER'S TEA PARTY**

By Kathleen Ferrel

A mad tea party was given on Saturday evening at Stillwood Gardens. There was plenty of room, yet the party was a rather uncomfortable one.

It was chilly. The tea (which turned out not to be tea) was so horrible that it was uncomfortable, and that was bad because tea had never started everybody up.

Guests are the party included a deaness - Mary Lewis, a tall white hat which moved around on different mad heads, a Campbell cupочной, a couple in black, and a lady with different colored stockings - imagine all of that - but it really wasn't much.

I think that the evening can be divided into two parts: the first party and the second party. The beginning, or the first party, resembled a bad cocktail party with people standing staring at each other as if no one.

Edmonds obtained his secondary school education at Rivers County Day School in Westport, Massachusetts. In the fall he plans to attend the Marshall-Wythe School of Law at the College of William and Mary in Williamsburg, Virginia.

The young couple met at Bard in the Dance Hall on November 19, 1959. Mr. Edmonds has been active in local politics for the past few years behind every successful man there is a woman.

The wedding will be held on the thirteenth of June at four o'clock. It is expected that the honeymoon will fly to Europe. From there, the couple will go to Italy, Rome and Athens.
I have been getting sick lately because of eating ice cream and other bad things. I appreciate your love, but could you show in other ways? I am well fed by my owner every day. Even if I beg, please say no.

Thank you.

--Pushkin

STICKERS

The Bard motor vehicle sticker (green and white for students, red and white for faculty staff) serves as visible evidence of proper registration. As such, it must remain unremoved, unobstructed on the right hand side of the rear bumper when the car is on the Bard campus. Infractions of this rule can result in heavy fines.

A student who wishes to conceal his college affiliation, in order, say, to enjoy an uninterrupted ride down the Taconic, can temporarily cover hi Bard sticker with masking tape or a bumper strip. Removal is not advisable as it will damage the sticker. When the car is returned to the campus, however, the registration sticker must be visible.

HPC President
Sherry Rubin