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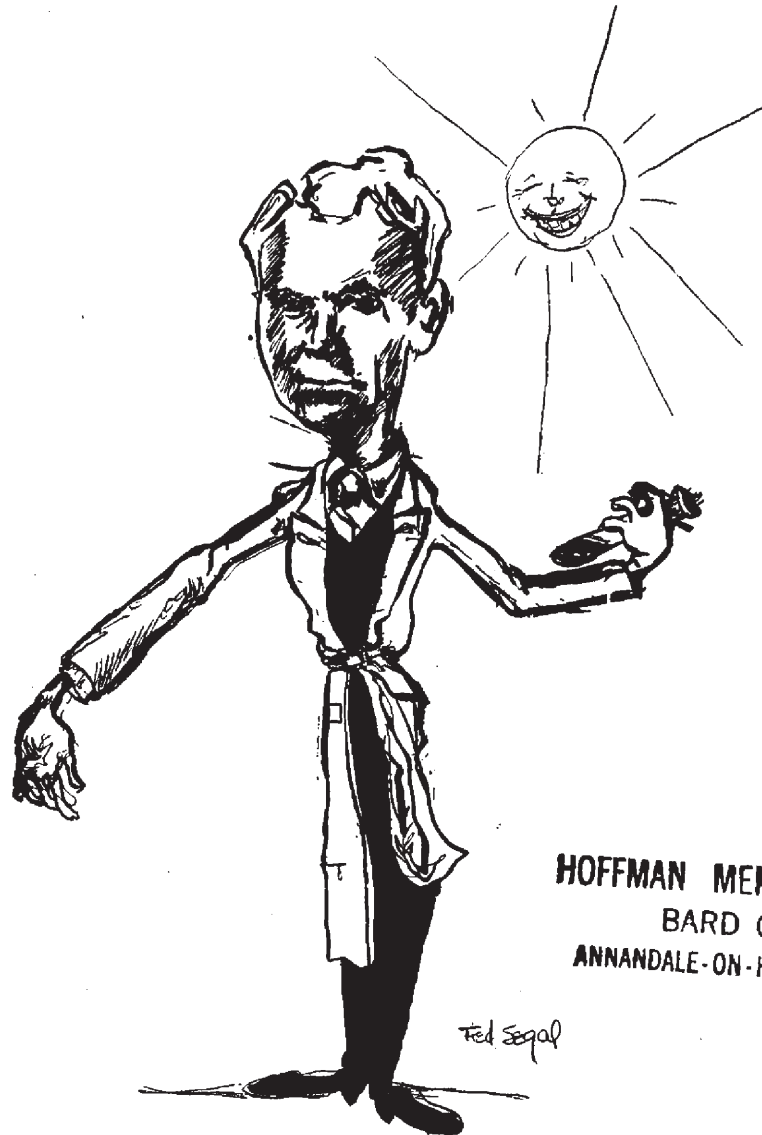
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BARDIAN

Vol. 2 No. 2 October 10, 1947

Page 3	Editorial J. M. Steketee Letters to the Editor Edward C. Fuller
Page 3	Council Notes Olga Chureck Interview with President [Dr. Edward C. Fuller] Preview of Inauguration of Dr. Edward C. Fuller Barbara Markel
Page 4	Snow on the Sea [a poem] Thomas Woodbury A World at Peace [a poem] Tracy Thompson
Page 5	Where and What is Bard's Goal? James N. Rosenau Sports Review Al Hecht
Page 6	Bard Fire Department Workshop Review

The Bardian



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ANNANDALE-ON-HUDSON, NEW YORK

Table of Contents

Page	
TwoEditorial
TwoLetters to the Editor
ThreeCouncil Notes
ThreeInterview with President
ThreePreview of Inauguration

Page	
FourTwo Poems
FourWhere and What is Bard's Goal?
SixBard Fire Department
SixWorkshop Review
FiveSports Review

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The Bardian

Official publication of the students of Bard College,
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EDITORIAL

The plans being formulated for the coming Inaugural Weekend are most encouraging from the viewpoint of Bard's educational advancement. For the past thirteen years Bard has been launching into a new world of education in a way which we choose to call progressive. Now we come to a sort of rededication to the ideals of Donald Tewksbury and the subsequent additions which have become the somewhat ambiguous Bard philosophy. **A GREAT PROBLEM ON OUR CAMPUS TODAY—WHO CAN SAY WHAT THE BARD PHILOSOPHY IS?**

Our hope is that from the discussion and forum groups which will meet on October 10 and 11 there will emanate a more solidified idea and statement of our way of schooling.

A conscientious effort toward this end cannot help but benefit the community. One of our major problems in projecting Bard's education is a lack of understanding of the basic concepts of the system by students and faculty alike. More essential, perhaps, has been a lack of this understanding by those directly responsible for the continuance of the college.

Since 1934 when Dean Tewksbury introduced his plan for individualized education there has never been complete accord by all factions which comprise Bard. Perhaps such agreement cannot be expected. Yet it is vital to the purpose of any young and struggling enterprise that there be complete accord among those who guide its interests.

In rededicating ourselves to the Bard philosophy let's not only state that philosophy—**LET'S MAKE CERTAIN THAT ALL WHO WORK FOR THE COLLEGE ARE IN AGREEMENT AS TO WHAT COMPRISES THE BARD IDEA.**

From the viewpoint of E. T. Honey and the Planning Committee this is absolutely essential. How can this group be expected to interest individuals in subsidizing the College unless we can clearly assure such people that Bard is a going concern, striving for a definite end in a particular way.

Now is the opportune moment to take stock. Let's look around and see what we have accomplished in thirteen years, and through this introspection determine our failures and shortcomings. **This will require a thorough study of what has been done at Bard since the time of its conception—a very sturdy study.** Such a survey will uncover fallacies and mistakes, but let's not be afraid to see them. Only from this will come a real progression.

—J. M. STEKETEE

LETTER

To the Editors of **The Bardian**

I read with great interest the editorial which you wrote for the first issue of **The Bardian** this fall. I wish to commend you for the objectivity manifested in this editorial. I hope you have set a precedent which will be followed rigorously in discussing college problems in your editorials.

I should like to explain why it seemed wise to discontinue the position of Dean of Bard College. The cornerstone of Bard's educational program is the close, personal relationship between every student and his faculty adviser. The faculty adviser serves as the student's counselor and friend, as well as his teacher. It is our firm belief that a member of the faculty who has this close teaching relationship with a student is the person qualified to advise the student on all matters relating to the education of that student. By education we mean more than intellectual advancement. We expect every adviser to be concerned with the development of his advisee artistically, socially, morally, and physically, as well as intellectually. When an adviser encounters problems in the personality of his advisee that seem to him to be too difficult to deal with by plain common sense, we expect him to turn to the Faculty Committee on Student Personnel for advice. If this Committee feels that the problems cannot be handled satisfactorily without the aid of especially trained counselors, the parents of the student are advised to seek the services of such professional people.

This system of having every teacher a counselor is the ideal toward which most educational institutions in this country are striving within the limitations of their educational facilities. We are pioneering in this program of student personnel administration. The primary purpose of having at Bard one teacher for every seven or eight students is to enable our faculty to function effectively as advisers as well as teachers.

If you and other members of the Bard community do not believe in this basic concept in our program,

then by all means let us reexamine our objectives in consultation with the Student Committee on Educational Policies and the Faculty Committee on Policy. None of us at Bard feels we have all the answers to educational problems. All of us at Bard believe that we must continually reexamine our objectives and work out new procedures for attaining them. I sincerely hope that this spirit of pioneering in education will be characteristic of Bard for many years to come.

EDWARD C. FULLER,
President of Bard College.

COUNCIL NOTES

The last council meeting was held Tuesday night, September 23. The following is the essence of its accomplishments:

The *Bardian* was voted \$300 to enable its existence for the coming year.

Library fines were raised to 25 cents an hour for each hour a reserve book is overdue.

The Orientation Committee is helping with the Inaugural Week-end to make it one of the affairs of the year. The representatives of the student body on the campus are to be Mr. Rosenau, Mr. Mac Allister, Miss Cashman, Mr. Gillen, and Miss Perrott.

Mr. Reis and Mr. F. Hirsch were elected as faculty members of the Council with Miss Beresnack and Miss Gillard as the first two alternatives.

—OLGA CHURECK.

INTERVIEW:

BARD'S NEW PRESIDENT

Dr. Edward C. Fuller will be inaugurated as President of Bard College on Saturday, October 11. The Bard community has known Dr. Fuller as President since the resignation of Dr. Charles H. Gray in November of last year. The *Bardian* at this time asked Dr. Fuller for a President's eye view of the college.

Bard's new President feels that the growth of the college has eliminated some of its old problems and has created new ones. The enlarged enrollment has eliminated one problem, that of the friction resulting from over-familiarity among the students. "Since there are so many more people here, everyone has an opportunity to increase his circle of friends. When the college was smaller, students tired of constant contact. If, for instance, one person in a dormitory rubbed his neighbors the wrong way it caused a lot of trouble.

"Another advantage of a larger college is the wider number of courses available to the student. When I first came to Bard, one man was giving instruction in both sociology and economics. At present we have two sociologists and two economists, each with a varying viewpoint. Because of this variance a student may see the different approaches to a problem.

"Naturally, there are disadvantages to a large college, as well. We all miss the feeling of intimacy and unity common to a smaller institution.

For example, we can no longer eat in the dining commons as a whole group. In the old days the commons was the place where everyone could meet . . . even the faculty ate there because it was pleasant. But everyone knows what it was like last year—before reorganization—crowded and rushed."

However, Dr. Fuller did not think that this loss of unity was permanent. "When people start going through college in an orderly manner, entering in September and graduating in June, four years later, they will get the feeling of going through the four years with a group of people who are all at about the same level of development. There will be unity as a class, and that will help."

Dr. Fuller feels that his is a very exciting job and that it is going forward smoothly as could be expected. "Of, course, I miss teaching," he added, "And I hope within a few years to delegate some of the responsibility of this position and be able to do some teaching again. Most of all, I miss the direct contact with the students that one can get only from teaching."

Dr. Fuller has been at Bard since 1935, except for a short period during the war when he was administrative aide for the *Manhattan Project*. "I had my chance to work with an industrial organization when the Carbide and Carbon Chemical Corporation took over the direction of part of the *Manhattan Project* from Columbia. In two years I saw as much of industrial management as I wanted to, and I was very glad to return to Bard where I can enjoy what I like doing best."

Immediately after finishing college, Dr. Fuller became an instructor in chemistry and chemical engineering at Montana State College where he had previously studied. Later, he went to Columbia for teaching and graduate work until 1935 when he came to Bard. "I fell in love with Bard as soon as I saw it," he said. "I'll never forget my first days here. They were wonderful, and I still feel the same way about the college."

PREVIEW OF THE INAUGURATION OF DR. EDWARD C. FULLER

On the week-end of October 10, 1947, Dr. Edward C. Fuller will be inaugurated as president of Bard College. This week-end will be important not only because it will make Dr. Fuller the official head of Bard College, but also because it will result in the gathering of numerous personages who will discuss the problems of progressive education today. If the program is successfully carried out, this occasion should provide sufficient stimulation and food for thought for all those attending.

The first event will occur Friday evening when there will be a special convocation in the gymnasium which will deal with the problem of the "Future of Progressive Education." There will be an address by Dr. Harold Taylor, President of Sarah Lawrence College. The non-Bardian participants will be Dr. Burkart, President of Ben-

nington College, Dr. Algo D. Henderson, President of Antioch College, Dr. Vivian T. Thayer, Director of the Ethical Culture Schools of New York City, Dr. Royce S. Pitkin, President of Goddard College, and Dr. Vinal H. Tibbetts, Director of the Hessian Hills School. The representatives of Bard College will be Mr. Ormsbee Robinson, Assistant to President Fuller, and Dr. Fuller, who will be chairman of the discussion.

At 10:30 on Saturday morning, there will be three panel discussions, each dealing with a specific aspect of progressive education.

The first conference is entitled, "Education the Individual: the Challenge of General Education." This conference will deal primarily with the issue as to whether the student who receives progressive education is equal or superior to the student who receives the traditional general education. The Bard student receives an education which satisfies his own individual interests and needs, since he is not required to take any courses which he does not desire. The general education plan insists that every student take certain courses prior to graduation. Thus the question: Does the Bard student receive as good an education as the student who works under a conservative educational plan, or vice versa?

The moderator will be Mr. Fred W. Dupee, Associate Professor of English, and the speaker will be Dr. Harry J. Carman, Dean of Columbia College. Some of the visiting participants will include representatives from New York University, Bennington College, Sarah Lawrence College, and the Educational Department of the New York Times.

The second conference concerns, "Education for Vocation: Field Period and Work Experience." This will be one of the first occasions when members of progressive colleges will meet to discuss the results of the Field Period, and the Work Experience. It will be a comparing of notes, notes of the successes and failures of this most recent educational experiment. Perhaps suggestions will be given as to how to improve this essential part of the progressive educational program.

The moderator will be Dr. Vasil Obreshkove, Professor of Biology, and the speaker will be Dr. Algo Henderson. Representatives of Bennington College, Keuka College, Goddard College, and the Educational Division of the New York Herald Tribune will be present.

The third and last conference will be called, "Education for Social Responsibility." The discussion will undertake those phases of college education other than the regular academic studies. It will probably try to give suggestions as to how this sort of education may be enriched and enlarged.

The moderator will be Mr. Stefan Hirsch, Professor of Fine Arts, and the speakers will be Dr. Lucile Allen, Councillor of Women Students of Cornell University, and Dr. J. Seelye Bixler, President of Colby College. The outstanding partici-

pants will include Dr. Joseph Chassell, Psychiatrist of Bennington College, Mr. Clifford J. Nuhn, Editorial Director of the **Poughkeepsie New Yorker**, and Dr. Vivian Thayer, the Educational Director of the Ethical Culture Schools.

After luncheon Saturday there will be an academic procession from the library. Following this will be the inauguration exercises with an address by the Honorable Herbert H. Lehman.

The whole week-end will be concluded at 9 p. m. with the inaugural ball in the gymnasium.

—BARBARA MARKEL.

SNOW ON THE SEA

The snow pauses on the beach
For the reach of the death-tide.
The sea sneaks here with frequency.
It's hard to hear how the salt and
Bloods of men sizzled their colors—
The sneaking sea favours forgetfulness.
Rouse to your lips a cold dead name
To say to the air. It falls asleep
Like the snow that slushes the gimmie sea.

—THOMAS WOODBURY

A WORLD AT PEACE

Who are these clowns, these empty sheaves
That strut and pose their singular beauty
Before the cloying ninnies in the land?
Scoop out their eyes and
Cast away their tongues?
Why leaves their ears?
—they will not listen—
And their noses?
—the winds escape them—
Do not permit them
To commit themselves!
What good are books?
—fools seek no message—
The value of reports?
—the black is lost against the white.
Let them quickly burrow underground
Or strut and pose their passing beauty
Before the fawning ninnies in the land!

—TRACY THOMPSON

WHERE AND WHAT IS BARD'S ULTIMATE GOAL???

This article is a challenge! It is an attempt to show that the educational philosophy preached and practiced at Bard College is fundamentally opposed to the principles of progressive education. It is an attempt to release Bard from the confusion in which it is currently floundering. This is a challenge to the administration and trustees! This is a challenge to the faculty! This is a challenge to the student body!

Bard College is floundering because it functions under the belief that the individual is the ultimate goal of education. Bard maintains that it is progressive because above all it concerns itself with helping the individual realize and develop his

own latent potentialities. This is not progressive education, and the development of the individual cannot possibly be the ultimate goal of education.

The ultimate goal of education must be a constant factor in the educational process. All types of educational philosophies recognize this fact. At the top of any educational philosophy there must be an aim that holds true for everyone that undergoes the education. If this constant factor does not exist then education obviously lacks a purpose and cannot progress. At Bard this constant factor, this primary goal, is considered to be the "individual." But is this not a contradiction? Every individual is different from every other individual; there is nothing constant in all individuals—nothing except the fact that they live in a given society, and that for the most part they accept the principles upon which this given society is founded. In this relationship to society can be found the constant factor that we seek as an ultimate goal.

All of us, in spite of our special interests, are the same in our relationship to what I shall designate as the "social ideal." For the moment it does not matter exactly what the particular nature of the "social ideal" is; simply accept the fact that it contains our relationship to society, and that it is the same for all of us. Is this to be the constant factor in education? The answer is definitely yes. The ultimate goal of progressive education is a "social ideal," and every other goal must be secondary, and viewed in relation to this cause.

Suffice to say that in general the "social ideal" concerns a conception of democracy, our civil laws, and moral code. An extreme example would be that murder is undesirable.

But watch how even this general conception can be adequately applied to education! If the individual is the ultimate goal, if the "social ideal" does not exist in fact, then isn't it entirely possible that some students will finish their education convinced that the act of murder is not wrong? We let the individual develop his own interests, and he finds that he wants to kill. Have we encouraged this instinct? Yes, we have not taught that it is wrong, we have not taught the "social ideal." This is an extreme example to illustrate the point. Take a more realistic one; take, for example, a drama major (or, for that matter, a major in any specific field). At Bard, the drama major is taught how to act, he is taught stage design, lighting, drama literature, and other subjects that he usually considers to be related. In the end, the goal has been achieved: the student is a full-fledged actor and the principle of individual attention has been realized. But does he know what society demands of him as a member? Has he learned the "social ideal"? The answer is painfully obvious: he knows only how to act on a stage. We have developed the individual, but

the individual is valueless in himself; he must necessarily live with others.

At Bard, this concept of the "social ideal" is recognized, **but not** in its particular position as the ultimate goal, and not in the proper light. At Bard we have not clearly seen the close connection between the individual and the "social ideal." During the inauguration week-end, for instance, the two ideas will be considered in separate panels. Page five of the current catalogue sees the issue, but does not indicate that the "social ideal" is the primary goal. And, in spite of the catalogue, in the minds of most of us the concept of the individual and the concept of the "social ideal" are separated. But the two ideas must be linked! The individual should be stressed, his own talents and interests developed, but always in relation to the "social ideal."

Does this principle oppose the idea of "individualized education"? Is this totalitarian education? Is this propaganda through education? Absolutely not! In no way does it prevent the individual from realizing the same benefits that Bard currently offers. The individual is still allowed complete freedom. Now, however, this freedom is related to a "social ideal," and the "ideal" is in no way opposed to the concept of individual freedom in education.

At Bard we vaguely refer to the "social ideal" with such terms as "community responsibility," "community solidarity," and so forth. This is a very restricted conception. The ideal is bigger, much bigger, than the community of Bard College. It is the whole society that we must come into contact with for the rest of our lives. Furthermore, and perhaps most important of all, the "social ideal" is a teachable thing: not as a course in itself, but rather in the TMC, in the classrooms of all courses. It is a thing that must be taught, not discovered through trial and error. The faculty and administration must define it, must recognize it as their primary goal and then incorporate it into the particular subject matter in which each faculty member specializes. Participation in community activities is not the real means of learning the "social ideal," although, of course, much can be gained by such participation.

After our exact "social ideal" has been determined, then no doubt there will be some question as to its validity, but at least we will have made a step forward. Until this step is made our education at Bard lacks an ultimate purpose, and education without direction or purpose can easily become wasted effort.

—JAMES N. ROSENAU

SPORTS REVIEW

By Al Hecht

The wave of interest which has swept over campus in connection with the newly formed intramural football league caused one veteran observer to remark, "Shades of Walker Hart, that

I should live to see the day when anything but plans for a cocktail party would awaken the Bardians from their somnolent state."

The fact remains that the main topics of conversation in the store no longer revolve around last Saturday night's brawl or which of the freshmen coeds is the best bet for a date. Instead, the cognoscenti (I never did bother finding out what this word means, but since Arthur Daley of "The Times" uses it so often, it must have class) heatedly discuss forward passes, triple reverses, off-tackle smashes, and the current crop of dirty jokes.

At the present time the staunch warriors of Fairbairn-Seymour are highly favored (this bit of press-agenting will cost Johnny Swanchak and Co. at least three glasses of beer and a dirty old copy of the **Bard Review**), but the lads from the Kap House loom as sentimental favorites. This can be attributed mainly to the fact that in their first game, the **Kap House Killers**, for the first time in football history, fielded a team composed entirely of players with two left feet. Led by Mrs. Taylor's idiot child, "Flash," they showed an attack which, although weak in passing, kicking, running and blocking, could be dangerous if they played South Hall.

As for the aggregation from Fairbairn-Hopson, little is known, but rumor has it that John Gillin has been stealing raw meat from Dining Commons and feeding it to Fred Segal and Lee Gray in order to make them more ferocious. When asked to verify or deny this story, John merely grinned moronically, but, as he shambled off a copy of **How to Coach Football in Ten Easy Lessons**, could be seen protruding from one of his pockets. This indication that John has learned to read bodes no good for the other teams in the league.

The rest of the teams; South Hoffman, South Barracks and North Barracks could very easily turn out to be the surprises of the year. This is the only possible way to evaluate their potentialities for absolutely nothing is known about them. Of course, from a look at the roster it is easy to see that North Barracks has beef, but when this was mentioned to their coach he merely snorted, "Beef! Let Mrs. Smith look for beef, I'm looking for football players." Another look at the roster indicates that either of the other two may have a football player somewhere, but if so, he is well hidden. No information could be gained from either of their coaches as to their respective chances except that the South Barracks mentor let a hint drop that his team is in possession of the greatest series of plays ever devised. Shelly Chang personally stayed awake for seventy-two hours inventing them and they are now under lock and key somewhere in the barracks.

All of which means that the bruised gridders of Bard, and their counterparts, the field-hockey playing coeds, will force Miss Leach to abandon her lethargy, stop feeding her poodle "Taffy," and

get out the swabs and the iodine. Oh well, we all have to work occasionally.

BARD FIRE DEPARTMENT

In 1942 George Blackstone organized the Bard College Volunteer Fire Department. Although at that time there were only seven members, and they very poorly equipped, it was a big step towards a complete department, and it gave Blackstone the chance to show Bard the great need for such an organization. It was at that time, and still is, the only volunteer fire department on a college or university campus in the United States.

But just as things were beginning to "look up," George Blackstone was called into the service, and without his spirit and knowledge of fire fighting, the department rapidly went on the rocks. Nothing more was done about it for another three years, but in 1946 when Blackstone returned, interest was renewed and it was enlarged to ten members. The fire department was still ill equipped however, for there was no rolling apparatus, and only a few stationary hoses and extinguishers. It was at this time that Bob Brown (the present chief) returned from service and worked along with Blackstone as unofficial assistant chief, for a definite table of organization had not yet been drawn up.

In the spring of 1946 Brown and Blackstone enlarged the department to 15 members, gradually building up an excellent reputation for it as an indispensable organization on campus.

Through the entire year of 1946 the department campaigned for more and better equipment, and by the end of the school year they had acquired the pumping unit which is now in service and is capable of pumping a ton and a half of water per minute. Also two large cisterns were provided for. At this time a definite system of organization was worked out and it was agreed that elections would be held to determine officers. Bob Brown was elected chief, Hobart Pardee, assistant chief and Carl Yardumian, captain.

The department has on order a complete four ton fire truck. Along with a full line of hand equipment the truck will have a 400 gallon tank, 350 feet of booster hose and a pumping unit. With this addition the department will become as strong, if not stronger than the local companies, such as Red Hook.

The department holds regular meetings every Wednesday afternoon for the education of its members in fire fighting, introducing new methods as they are developed. Dues are collected weekly and will be used to finance various social functions throughout the year.

WORKSHOP REVIEW

The Workshop Players, directed by Elinor Martin, kept the interest of a packed theater on Wednesday evening, October 1st, with a number of high-point scenes from six well-known plays and John Synge's beautiful one-act, **Riders to the Sea**.

The most enthusiastic audience response came with the presentation of Noel Coward's comedy, **Ways and Means**. The vivacious dialogue was professionally handled by an exceptionally well-cast group.

The dynamic scene from Clifford Odet's **Waiting for Lefty** was competently done by John Steketee and Dolores Kempner whose interpretation was real and sympathetic.

When we come to **Riders to the Sea**, Elinor Martin, Frank Lemmon and the production staff deserve real credit for the well designed stage set. Here, as in all the other scenes, Mrs. Martin showed her abilities as an excellent director. Betsy Boyd's expression and delivery as Cathleen were very noticeable for their grace and feeling;

Shirley Butler was excellent in the difficult role of Maurya, and Betty Bauer as Nora gave a commendable performance.

Two ladies in particular turned in performances which stood out for their force and acting quality. Emily Strassner as Sadie Thompson and Helen Swarnick as Ophelia.

Jealousy of Emer, by Yeats, seemed somehow to fall short. There was a noticeable lack of feeling about the speech, which was not made up for by the luke-warm dance movement. The scene from Lillian Hellman's **The Little Foxes** was rather lifeless, a lack of understanding of their characters, and perhaps a certain amount of self-consciousness detracting quite a bit from the characterization, especially of Regina.

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