

Bard College
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BARDIAN

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Bard Awaits Word on 17-Year Olds Who May Replace ASTers; School To Continue, Says Dean

By RALPH BALDA

Bard College within the past month has, with the rest of the smaller colleges of the nation, undergone a severe crisis as a result of two directives issued by the War Department in Washington. The first dissolved the Army specialized training program, and the second effected a broad expansion of this same program by refilling the colleges with a pre-induction 17-year-old group.

As a result, Bard College, which until recently had an Army unit comprised of Engineering and Foreign and Area language students, will have to await the War Department's decision on the results of the March 15 qualifying examinations.

These examinations will determine the probable supply of qualified trainees that will be sent to institutions throughout the nation in the new program. It is to be noted that Bard College as yet has received no official statement regarding the replacement of the men leaving.

But even the complete withdrawal of the ASTP will not mean the immediate suspension of the College. Dean Gray has reported that the education of the 36 students in residence, or others that might be admitted, will be continued. The Dean also reported that the Board of Trustees have authorized the continuance of the College until at least the end of the May-July term.

In the light of the work the college has accomplished with the Army unit since its formation here last summer, the prospects of Bard receiving its share of the pre-induction students are good. The school has received excellent ratings from visiting inspectors and the scholastic record of the unit stands as one of the highest in the ASTP program. "Even now," said the Dean, "we are equipped and ready to carry on a pre-induction A-12 program."

The school has been notified that no replacements will be sent for the trainees graduating or being transferred from the Foreign Language and Area program. "It is with great regret that we give up this program," said the dean, "for the special faculty for this program has done an excellent job of intensive teaching of French and German."

In regard to the college's Engineering program, Dean Gray added that "Bard's Basic Engineering curricula has also given the trainees an accelerated program in mathematics and science, and the trainees will have received the mathematical and scientific background of a year of academic work in less than nine months, while the foundation has been laid for future college work or for vocations in the post-war period." The new pre-induction reserve program, will be made up of successful March 15 contestants, who will be less than 17 years and eight months on July 1.

As the program is now planned,

the age restriction will provide a minimum of six months intensive academic work at "the college level" before a youth may be called for active service or basic military training. Those under 17 and six months on July 1, will receive, subject to the same conditions, at least nine months of academic work.

Bard College, which is hoping to receive its share of these seventeen-year-olds, and thereby revitalize its declining student body, will have to apply the following curricular: applied sciences, chemical and biological sciences preparatory to advanced.

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ASTers Find Old Montreal Fine Despite Loss of Private's Pants

By PFC. NEWTON P. ALLEN

When Dr. Artinian said "bon voyage" to the four groups of ASTP good-will ambassadors to Canada, neither he nor they knew exactly what awaited them in Quebec, their ultimate destination. Nor did we realize that Montreal, at first meant to be a mere station to change trains, would eventually turn out to be a city where the unofficial good neighbor policy of two of our French students, along with 50 dollars and a pair of G.I. pants, was lost.

A review, however, of the four trips, reveals many things of interest, ranging from the most risqué night clubs in Montreal to the historic Les Champs de Bataille in Quebec.

Historical data can no doubt be found in any number of textbooks, so I shall detail, instead, some of the lesser known facts and our own impressions of the two Canadian cities.

If you ever find yourself in Montreal, be advised, by one who knows, to enter that part of town known as the Val Dor only with extreme caution. If caution is out of your line, stay away.

The Val Dor is considered rough beyond a doubt, and over-anxious to welcome well-to-do American soldiers who might be too intoxicated

to look out for themselves. It was in this section that two ASTers met 'friends' who deprived them of the above-mentioned khaki and currency.

On the other hand, the female charms at the Tic Toc Club (similar to New York's Hurricane Club) would prove interesting even to Bard's civilian students, if only from a purely aesthetic point of view.

But I'm getting ahead of my story. Allow me to insert, at this point, a few necessary statistics, which, due to the confusion of my notes, haven't turned up till now. First, it must be said that the purpose of our trip was to give some of Bard's AST students

(See QUEBEC, Page 4)



Players at a recent concert were (left to right): Guido Brand, Arnold Davis, Dr. Paul Schwartz (at piano), Harold Lubell, Albert Stwertka, David Margolin and T/5 Louis Kreh.

Bard Musicians Play

Dance, Cocktail Party, Movie, Dinner Scheduled

Here it is! The first informal weekend of 1944 will be held at Bard from March 31 to April 2. Bill Wilson, chairman of the entertainment committee today announced the tentative arrangements.

A large number of girls are expected, and, as in bygone years, they will probably be lodged in South Hall. Of course, the more dates there are, the merrier will be the time had by all. So don't forget to ask your girl.

The weekend will be launched on Friday night at eight o'clock, when the Kappa Gamma Chi fraternity house will be the scene of a buffet dinner and dance.

Saturday afternoon will see a cocktail party at 4:30 in the Albee Social room, and the chef has promised a steak dinner to be held at 6:30 in the Dining Commons.

Following dinner, at 7:15, there will be a movie in the Bard Theatre. Stefan Hirsch, in charge of the college cinema, reports that there will be but one showing of the film, a thriller entitled "The Falcon in Danger."

At 9:30 will come the main attraction of an already fun-filled weekend, the big informal dance, in the main room of the Dining Commons. Formal wear is not expected, and a zoot suit equipped with reat pleat and drape shape will not be considered un-de-rigueur.

The couples will dance to the music of Fred Stitzel's seven-piece band, imported from Poughkeepsie. There will also be a male vocalist, so you'd better keep an eye on your girl.

Students without dates are also invited to all activities, and, stag or drag, everybody is expected to have a good time.

Students having dates should bring the necessary linen to their girl's room by Friday morning. For planning and doing the work for the weekend we take our hat off to the entertainment committee: Bill Wilson, chairman, ably assisted by Dana Blanchard, Stanley Schwartz, Louis Fusscus, Arnold Davis and Howard Fisher.

Don't forget — the weekend of March 31 to April 2. It's still not too late to get your date.

—S.L.F.

Bard Quintet Racks Up Seven Losses

Although the Bard College five had the odd distinction of running up its highest score against the top-notch league-leading Balkan Guerrillas, it nevertheless contrived to be the only team in the intramural basketball league which failed to rack up a victory.

Led by its high scoring captain, forward Gin Kinoshita, the Bard quintet lost its first four games by narrow margins of two and three points. However, after a 72-44 defeat at the hands of the Balkan Guerrillas, the Bard team seemed to have been slowed up, for it lost its last two games by large scores.

Others on the team are: Stan Schwartz, forward; Al Hecht, forward; Ray Bodner, center; Ray McMurray, guard; Dave Margolin, guard; Marty Weiss, guard; Taro Kawa, guard; Ralph Balda, forward; Jim Pines, guard; Al Stwertka and Stan Thayer.

Despite the team's run of hard luck there must be at least one Dodger fan on it, for above the roar of the crowd the cry "Wait till next time!" is plainly audible.

formation document which is a comprehensive survey of Chinese development through six years of war, selected essays on Anglo-American literature, *From Shakespeare to Joyce*, by E. E. Stoll, and a supplementary volume to the *Dictionary of American Biography*.

Concert At Bard

Bard musical talent will once again perform for the college community at the season's seventh concert at Bard Hall, Sunday, March 26, at 4 P. M.

The first half of the program will consist of the Grieg Violin Sonata, played by David Margolin, and the Vivaldi Concerto for Two Violins, played by Arnold Davis and David Margolin. Following an intermission, Albert Stwertka will conclude the program with the Bruch Concerto in G minor.

The students, from the class of Guido Brand, will be accompanied by Dr. Paul Schwartz at the piano.

Current Books Grace Library

For one of the smallest colleges in the country, the Bard Hoffman Memorial Library has one of the best book collections to be found. To back up this statement, let us look at a brief resume of only a fraction of the fifty or more volumes acquired in the last month.

For the first time in the history of the library, fifteen copies of one bibliography were purchased. The book is Konrad Heiden's *Der Fuehrer*, which was put to great use by members of the ASTP Area and Language group.

The war has brought many volumes into our collection. Two of the most outstanding are Ernie Pyle's *Here Is Your War*, an appeal to the American people to wake up, and *A Bell For Adano*, by John Hersey, which tells of the administration of occupied Italy.

Albert Guerard's work, *The Hunted*, depicts life on college campuses. A lively book, it brings out the all-too-prominent wrong side. *An American Dilemma*, two volumes about a pressing problem of today, by the Swedish sociologist, Gunnar Myrdal, is a study of the Negro in Democracy.

The Road To Teheran, by Foster Dulles, is a stirring panorama of events leading up to the historic conference last year between the Allied leaders. Another, from Russia, is *A Treasury of Russian Literature*, edited by Bernard Guernsey, which seems to be one of the best anthologies of that country's writings.

To complete the cross-section, there is a Ministry of Chinese In-

McWilliams, Cohen and Kawa Prepare Senior Projects; Work On Railroads, Psychology and Japanese Industries

By STANLEY L. FALK

The class of April, 1944, is one of the smallest graduating classes in the college's history. And despite the fact that the three seniors are all in the same division, Social Studies, they have chosen for their senior projects topics of a widely varied type.

Frank McWilliams, in the field of statistics, has chosen for his topic *Railroad Traffic in the United States, 1900-1940*. Gerry Cohen, in psychology, is working on a study of the relationship between *Mind and Body* in the human organism. And Taro Kawa has devoted himself, in the field of economics and history, to a study of the *Industrialization of Japan and Its Effect on Foreign Trade*.

Under the guidance of Dr. Franco Modigliani, Frank McWilliams is attempting to construct a demand curve for the railroad industry in this country. He has always been interested in statistics and transportation problems, and this topic seemed to him to be a satisfying combination of the two.

The project, consisting for the most part of graphs and numbers—statistics, in a word—deals with two main problems. The first is a study of the development of the demand for the freight and passenger service of the railroads as the country has developed economically since 1900.

The other problem is a comparison and study of the manner and struc-

ture of control in this industry in the present war and in the last. From his conclusions, McWilliams will probably attempt to make some sort of forecast as to the economic future of American railroads.

Gerry Cohen, working with Dr. Werner Wolff, was for a while interested in the Indian school of the mind, the Yoga, and first thought he might devote his entire project to this technique. However, he decided that in order to fully understand this school of thought he must investigate others.

Therefore, he has divided his work

into three sections. The first, and longest part, deals with the little known Russian psychologists, Pavlov for one, who, since the turn of the century, have centered their emphasis on the bodily functions as over and against those of the mind.

Next, Cohen delves into the Indian Yogins and their technique. Their theories are in direct opposition to those of the Russians, for they hold that it is the mind, rather than the body, which is all-important. Cohen has illustrated his writings with photographs of various Yoga "meditative" poses.

Finally, the relationship between mind and body is brought together in the third section of the project, where the modern European and American technique is discussed.

This last section, dealing with such men as Sigmund Freud, shows how both schools of thought, Russian and Indian have an equal rightful place in the structure of modern psychology, and that the division of

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Subsidized Education

THE end of the Army Specialized Training Program will see the closing of many small colleges unable to stand on their own feet.

The seriousness of the problems arising from the war department's action is not to be underestimated. Not only will the field for education that the below draft-age high school graduate has to choose from be narrowed, but many institutions thus forced to close will be unable to reopen. The hundreds of thousands of mustered out soldiers who wish to return to college will be severely handicapped.

This must not be allowed to happen. For, if America is to play her role on the stage of tomorrow in a successful fashion, her sons and daughters must be well educated.

There is one way in which the government can help. Since it will be financially impossible for many small colleges to remain open for long, we propose that the government subsidize these institutions.

There are two ways in which this might be handled. First, Congress could simply appropriate the necessary funds to be given to the colleges, with no strings attached—putting it down to the war, or post-war, effort.

Or second, the money could be loaned to the schools affected, either to be repaid at a certain set date or when the colleges are once more able to stand up for themselves.

It seems to us that to keep the nation's centers of education alive is an essential duty of the government. An educated American youth to rebuild and reshape a war torn world is a most valuable weapon in the arsenal of democracy.

Misleading Headlines

AMERICAN newspapers have fallen into the bad habit of printing only what their readers want to see. Stories of minor victories flaunt headlines proclaiming great defeats for the enemy. A small, unimportant skirmish in which American troops are victorious will appear as a major battle. But let our armies lose an important fight, and it is poo-pooed as but an insignificant encounter between patrols.

These tactics were especially used during the recent defeats at the Anzio beachhead. "Sees Nazi Assault Losing Momentum," cries a headline. But read on and see that the dispatch tells how "heroic resistance" stopped the Germans, but only after they had succeeded in capturing an important ridge.

"Americans Victorious In Pacific Island Battle," screams another headline. And the story goes on to tell how a small, and relatively insignificant, island was seized without much of a fight.

The men overseas who are fighting and risking their lives don't like these headlines. In fact they're pretty angry about them. And they deeply resent it when they see a headline depicting as a drawing room waltz what to them is a grim fight against death.

And they're right. The American people aren't babies. We deserve to know when its going against us. When all we read about is one 'victory' after another, we can't realize the full horror and madness of total war.

It's not merely a question of ignorance on the part of the American press. The headline writers are able to read and interpret a news story as well as, if not better than, anyone else. What they are doing is a deliberate falsification of the truth in order to sell papers.

And as long as newspapers continue to mislead, as long as the public is shielded from the truth, as long as newspaper readers will remain subject to bewildering inaccuracies in the interest of false optimism—for so long will American journalism be guilty of treason against the war effort.

GI Hardness 'Good Thing', Writes Cpl. Sapinsley

(Alvin Sapinsley was graduated from Bard in December, 1942. Soon afterward he was inducted in the United States Army. Below is an excerpt from a letter which we received from him recently.—Ed.)

Dear Editor:

... As I tuck eight months of service under my belt, I can evaluate and look behind, and form a conclusion or two as to the effect the actual war has on the college-bred youth of America. And my conclusions are these:

It's a damn good thing. I'm not talking about the philosophy of it, I'm not discussing ideology or politics or humanism. I'm talking about the simple physiological effect on man of being, perhaps for the first time in his life, on speaking terms with death. Not steam-heated death emanating from between the sheets of lilac scented civilization, not last words murmured dramatically ... not the tragic death of malignant cancer, nor the ill-fated taking off of a festering brain tumor, but that death which strikes and tears and leaves no time for teardrops or eulogies, that death which burns and bellows and explodes in your ears, dropping to the right and to the left and leaving you with the full knowledge that each miss is merely a delay of the probable and not a prolonging of the life which it negates.

That's the death I mean, and I say it toughens a man. Makes a man hard where years of saner living have made him soft. And hardness is to be desired in this world. Not necessarily the hardness of bulging muscles, but the hardness which comes night after night of being awakened to gongs and sirens, night after night watching the thin lines of Christmas tree tracer bullets stringing themselves out over your head, night after night hearing the ping of shrapnel falling quite close to you, and knowing that, with each new assault, the probabilities of a lucky shot, a fortunate bomb, a well directed torpedo grow stronger. ... Going for days without sleep, being unable to eat an uninterrupted meal—the meal itself no banquet—for days at a time, staking your life, your future, your hopes and fears for an entire generation, on five men gathered around a pitifully small anti-aircraft battery—five men you don't know, five men who don't know you—handing them the stewardship of your life, without question, without reservation. ...

These are the things that make man tough, tough within himself. Able to look back to the past with calm and unemotionalism. And able to look ahead into the not too distant, not too different, future with equanimity and objectivity. Able still to laugh and joke and be a person. That's what I call hardness. That's what can make a philosopher and a thinker and a—yes, and an artist, too.

Perhaps we didn't need it. Perhaps the normal life-battle of ordinary existence can develop that toughness. But it might take years that way. Here we are getting it in small, compact doses, but we are getting it in a fashion we shall never be able to forget, and when it ends, as it must certainly soon end, then we are ready to turn to the battle of civilization—a battle fought with different weapons and different armies—with the vigor and determination which will result in inevitable victory, just as this present battle has no alternative but so to end.

There are those who will scoff at me. But ... let them remember that my observations now concern those attributes which go to make up a man's intestines—guts, I think is a good word. It takes guts, and it's a damn good place to grow a few if you don't happen to have them. If I had any integrity, artistic or philosophical, I still have that same integrity. There has been no weakening there. But now I have more. I have a background for that integrity, a spine for those precepts, and a basis for that philosophy.

I want to go home as much as anyone, but I wouldn't have given this up for the softest job or the highest rating. I've lived a life over here that has so far proved invaluable.

That's my message.

CPL. ALVIN SAPINSLEY,
USS Ancon,
Fleet Postoffice,
New York, N. Y.

Your Aid Needed

BARD College recently participated in the 1944 Red Cross War Fund drive by going over its quota of \$50 in an effort to help realize the nationwide drive for \$200,000,000.

You have a right to raise your eyebrows as you appraise both these figures. But we're not trying to make you feel bad. We are simply trying to impress on you the great amount this noblest of all organizations needs if it is to continue its miraculous and unsung work in the war effort.

You can well imagine what it means to our boys on the fighting fronts to have the Red Cross helping them in thousand and one ways, and although you may have contributed once, you still owe them a thousand thanks.

As you read these words the drive is still on. So let your conscience be your guide. Remember, War may be Hell, but without the Red Cross it would be worse.

Progressive Education

By DANA BLANCHARD

One of the main ideas of Education is that of Association—succession, contrast and similarity. These go back as far as Aristotle. Eventually, these laws were re-defined, but most of them are basically the same. One school holds that "association is a matter of establishing specific nerve pathways leading from one brain center to another. Learning consists of exchange between stimulus and response systems." This would lead to the conclusion that learning depends upon the functioning of inborn tendencies, and that a child is striving to attain a certain goal or achievement. We must realize that learning in school depends on goal-seeking behavior.

Some psychologists deny that learning is a matter of eliminating errors—they deny that learning is a matter of establishing nerve pathways. These psychologists say that we learn by insight, not by experience. The learning process is a form of intelligent behavior that inevitably takes place when the organism finds problems repeated at various intervals of time. Habit-forming is one of the most important processes of learning. Habits, or acts of learning, never occur unless there is some immediately present stimulation.

In some types of conservative Education, we find that children get only mass instruction. The classes may be large and the teacher is obliged to give the whole class the ideas. This obviously makes the problem of instruction one of considerable difficulty. Many children, though they may be of the same age-group as their fellow students, the same are not at the age of maturation. Some of them may not be at the stage where they can absorb the facts presented to them. In the public school systems this is one of the most serious problems to face. A child either absorbs the instruction or he doesn't. Often the teacher is at fault. She, or he, may be incapable of handling children, and too often there is a lack of patience and understanding.

Here, I might point out some of the advantages of individualized education. The class is small; the teacher is able to discover which are the students who may be slow to grasp the ideas given, and is able to

spend more time with these cases. He or she may sit down with the student and talk over his or her particular difficulty. When this student sees that the instructor is taking an interest in him, he frequently responds to the "treatment," and overcomes his difficulty.

One of the best methods in use today is the "Trial Course." This consists of introductory courses in Science, History, English and the Arts. It gives the instructor a chance to discover just what the abilities of the student are. Usually a week or two can determine these abilities, and serve as a basis for choosing his future career in school. This method often eliminates the problem of displacement, and the student will respond to the subjects which interest him or her.

One other advantage to this system is the use of the "Project Method." The instructor may ask that the students work on a project pertaining to a study of local government, or of writing to foreign students. Here the child feels that he is actually accomplishing something. An added advantage of this method is that the student increases his knowledge and use of language.

The problem of aggressiveness is an often occurring one. In some progressive institutions, the student is taught to be aggressive; he is taught to thrust himself forward into the group. A certain amount of aggressiveness can give the student confidence in himself, but it is necessary to watch this carefully, in order to avoid an excessive display of it. Confidence in later life will give the student the advantage of realizing his own abilities and give him the necessary ambition to pursue his talents.

Applied psychology can be of the greatest use in the field of education. An understanding between student and teacher, and the problem at hand, can be the turning point in a student's life. If there are certain qualities and abilities that have lain dormant in a student, a thorough understanding and knowledge on the part of the instructor may be the difference between a giving-up on the part of the student, and a useful and prosperous future.

In Tune

By ARNOLD J. DAVIS

After a performance of a new modern atonal opus, the composer was approached by a woman who said, "Usually I can tell in what time a piece of music is written, but in your composition there doesn't seem to be any resemblance of a time signature." The composer answered, "You are perfectly right, there isn't any time signature."

The woman was shocked and horrified, but she didn't realize that the first compositions set down in musical script were written without a time signature.

But if there is no time signature, no key, and no standard form what should one listen for in modern music? How should one listen to modern music?

I am going to try to offer you a few suggestions for listening to an ultra-modern piece of music for the first time.

People are frightened by modern music as they are by anything new. They are afraid that it is going to take the place of Bach, Beethoven, and Brahms; that it will become over popular, and orchestras, singers, and instrumentalists will drop the old classics from their repertoire and only perform "this modern stuff."

But all through the centuries people have been afraid of new improvements in music. One critic wrote "It is a strange state to which the great improvements in the technical and mechanical arts have brought our newest composers. Their productions are no longer music. They go beyond the level of human feelings, and no longer can a response be given them from mind and heart."

It was a criticism by Goethe of Ludwig von Beethoven's Fifth Symphony. And Beethoven was not the

only composer to be criticized for his revolutionary ideas about music. Other composers who today are considered great masters were similarly criticized.

There is plenty of room on the musical shelf for old and new alike. The Gregorian chant was not removed from this shelf when Bach wrote more complex music and temporized the Clavichord. In the same way we didn't stop listening to Bach when Strauss wrote *Ein Heldenleben*.

The greatest esthetic anarchists and revolutionists are artists, and we must abide by their decisions. In music, as in all art, there is a definite period of calmness and a definite period of eruption. We happen to be living in a period of eruption.

Let us try to be open-minded and face the music without fear. Half the battle is won if we have the courage to listen.

But what should one listen for in modern music? The answer is a simple one. Listen to the same things that you expect to find in any piece of music. But don't make your definitions too rigid.

There are four elements that are present in any piece of good music. Melody, which is design; harmony, which is color; rhythm, which is proportion; and form, which is the ground plan. Listen for all of them!

If you dislike the piece, listen to it again. Give it several hearings. And then, when you are sure that you don't like it, or that you do, don't be afraid to say so.

Music is a language, and like any language, the more we listen to it, the more we will be able to understand and grasp it.

Some present-day composers are not saying much, but others may be speaking wisdom that we will, some day, be grateful to hear.

Senior Projects—

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organism into body and mind no longer exists.

The work of Taro Kawa will probably be the longest of the three projects. Always interested in international trade and the country of his parents, he has combined the two subjects in a report which will be of some 130 typewritten pages in length.

Kawa, who is working under Dr. Carlton C. Qualey, begins with the year 1931, and traces the economic and international history of Japan until the attack on Pearl Harbor.

He shows how the depression in this country had the effect of lessening Japanese exports to the United States and thus destroying her balance of trade.

The project then discusses the reflationary policy adopted in order to raise the standard of living of the Nipponese worker. This entailed government spending, especially in the arms industries, and although originally it was planned to stop in 1936, a successful coup d'etat by the militarist clique forced Japan to retain this plan.

Japan, continuing to expand industrially, was unable to find the necessary markets for her exports because of the resentment against her imperialistic actions.

This finally resulted in the Japanese attempt, in the form of war, to break through the economic blockade imposed against her by the United States and Great Britain.

Kawa closes his paper with the warning that though Japan shows signs of economic collapse leading to a final military defeat, the United States must beware lest we make potential Nippons out of South American countries by keeping a stranglehold on their trade expansion movements.

Bard Awaits

(Continued from Page 1)
ed medical and dental studies, and mathematics and physics.

A limited number of men who will be between 17 years, nine months and 22 years on July 1, will be selected for the ASTP after their induction into the Army and following their basic military training. In general, those selected will be men who have had previous academic training which qualifies them for advanced engineering and language courses of ASTP. It is doubtful if Bard will receive any of this group.

Bard has made it clear that it is prepared to remain open for an indefinite period without an Army unit, but how long it actually could function with a small group of civilian students is a matter open for speculation.

The new program advocated by the War Department is well liked by most colleges and universities, with Bard being no exception. Although some schools dislike losing their older students, the consensus of educators in most quarters is that the seventeen-year-olds have proven themselves capable of college work, and with a little consideration and help should fall in line very quickly.

Dean Gray sounded an encouraging note in his report to the Bardian on the college's future: "It is our hope to be able to reorganize the college into a small but effective teaching unit and continue indefinitely on that scale."

"Bard teachers and students who believe in the educational advantages of our program have it in their power to begin now to put the college on a sound basis for post-war usefulness. The scheme of a reduced college is not perfect, but it is not a mere desperate expediency; it has opportunities for excellent educational work and for establishing a distinctive atmosphere for the future college."

Dr. Lyford P. Edwards Professor of Sociology
Came To Bard From Canada-Via the World

By PVT. GILBERT MATON

Of the many interesting personalities present on the Bard campus, "Doc" Edwards has proved to be the most popular among the Engineer students stationed at the college, and a great favorite among civilian students.

A resident of Farmington, Conn., Dr. Lyford P. Edwards was born and spent his early childhood in London, Canada. He was educated at McGill University in Montreal, the University of Chicago, Columbia University and the Western Theological Seminary. He holds the degree of Doctor of Philosophy in sociology.

Lecturing three times weekly to ASTP students, besides teaching his regular civilian classes, Dr. Edwards is a veritable institution at Bard.

He has taught in several outstanding universities throughout the country, including Rice Institute, in Texas. In the early nineteen-twenties he came to Bard, which was then known as St. Stephen's, a theological school. Here Dr. Edwards soon became popular with his students and fellow professors.

In 1928 he became Dean, and the next year, Provost. When St. Stephen's became a part of Columbia University and took on the name of Bard and the cloak of liberal education, Dr. Edwards remained at the school. At present he is the only remaining faculty member to have taught at St. Stephen's. He is now teaching Economics and Political Geography to alert students and 'dogfaces.'



Dr. Lyford P. Edwards

His interesting interpretations of foreign mannerisms, strange traits and colorful customs have captured the imagination of many a student, and his personal anecdotes have added greatly to the magic of his talks.

During his travels abroad, Dr. Edwards observed the functioning of the German Geopolitic Society, whose work enabled Hitler to conquer Poland, Norway, Denmark and the Low Countries.

This society, using as a pretense the work on a new book on Political and Economic Geography, was able to obtain for Hitler and the Wehrmacht much valuable information about those countries that were later to fall to German might.

Dr. Edwards has served as Deacon, Priest, Rector and Curate in several communities throughout this nation.

Unknown to many is the fact that he is an author of some repute. His works have dealt with sociology and the history of Christianity. Two of his books, which may be found on the shelves of the Hoffman Memorial Library, are *The Natural History of Revolution*, and *The Transformation of Early Christianity From an Eschatological to a Sociological Movement*. The latter was Dr. Edwards' doctoral thesis at the University of Chicago.

Professor Edwards is an active member of the American Sociology Society and the American Academy of Political Science.

One of Dr. Edwards' experiences was lecturing to the boys in the First World War. He can hardly feel out of place now, teaching their sons.

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