DEWEY

BY JIM GAVIN

No doubt the majority of people on the world ever have not read one of the greatest novels to come out of modern France. This is unfortunate, for it is their duty. True, not all of them are characters in it, but somewhere amongst the pages of the eleven volumes of which this novel is comprised, they make a personality closely allied to their own.

Julie Romaine, the author, entitled her novel "Men of Good Will". She has, in fact, concerned with portraying every kind of character he could think of, with real .

Romaine, while examining life in the seventeenth century, found that it did not matter if a single person, or a group of people, were good. People used to, and Maye Haque, while on the other, the Demo-

(Continued on page 6, column 3)

October Leaves

BY LOUIS FUSSEAS

... and the winds of the late October days bring up the ripening fruit and crimson leaves. And predators, first a low rumbling sound that mounts to the fury of a thousand swirling feet, and the leaves falling to the open and welcomed body of the tumbled and torted crowd. Leaves that contain the heart and soul of hundreds of summer days, the dawn and fall of the fiery and gaudy sun, and the cool and plump nights. Leaves that gave shelter to the stinging and carting birds, leaves that were food for the protection and mirth of hungry and smiling insects, leaves that gave beauty to the man-made world, leaves that gave shade to the tumbled farmer, the tender and wilder and wiser that want of the imagination of a myriad of authors who make no great effort at character analysis, as Romaine does. Even though his charac-

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An Open Letter To N.M.B.

Dr. Nicholas Murray Butler, President
Columbia University
New York City

Dear President Butler:
The progressive movement in education is for us, who participate in it, and for all who are eventually benefited by it, the most important such movement in contemporary times. Its task, as you should well know, is to drive from our educational system such vestiges as are remnants of an obviously outmoded era, replacing them by new and liberal methods of education aimed at preparing students for tomorrows instead of yesterday.

You, Dr. Butler, as who an educator should know all these things, should know also the pitfalls which beset even the best intentions in the field of college education. Progress is not something so radical, so thoughtless, as one might at first think.

In recent years you have, it seems to me, gone out of your way to attack the progressive movement at Columbia. At Colby College you sketched what you thought was a necessary and pertinent role for intellectual, social, and spiritual leadership and put him back in the Garden of Eden to begin all over again. Since then, you have attacked the movement at Columbia, at Teachers College, and at Lincoln School. And until recently, you have been successful.

Now Dr. Butler, you should know, as should all those who educate the child must formulate his own beginnings, and that progressive education neither wishes to nor can create for him a "Garden of Eden" in which to function. What progressive education aims to do is to help the child unfold and realize the objectives which lie within his scope—convincing one, by the way, not merely high-sounding words, but in disciplining his body so as to reach these objectives, and it is not work, but self-discovery, and the only kind which will make for a strong character.

But Dr. Butler, you are afraid of self-discipline. You are afraid of the time it will need to build the Garden of Eden. I cannot share this alarm. Rather, I think that this is the very work that the young need. I do not think that it is necessary, nor do I think that it is our business to build the Eden, but rather to help the student to build his own.

This is why statements like yours are particularly dangerous at the moment.

Dr. Butler, you have said that the educated human being should look backward for understanding and forward for guidance. We can see no such purpose in coming to build the Eden, but rather to help the student to build his own.

The individual in progressive education learns to develop his capacities to their limits so as to recognize and fulfill his aims. He comes to realize values past and present, and to integrate them into his philosophy, and to guide himself by them. But that at the same time he must critically evaluate each step of his progress.

That is the goal of progressive education—the goal, Dr. Butler, which you have not seen yet—STANLEY L. FALK

Dare We Stoop To Conquest?

A minority of the students and the faculty were all too ready to have a fusion of some kind with the University, when there was no evidence that such was necessary or desirable. This was a mistake by the majority of the graver issues on hand. We saw the issues as a definite indication of social and educational consciousness that had been awakened in the student body. We believe that that consciousness was shown by a small group was based on the belief that some members of the faculty and student body in general for the most part were not aware of what possibilities of progressive system here at Bard.

To be more specific, it was an extreme fearing against some small clique, irresponsible pleaders, and some disinterested faculty members who were left to have temporarily polled and stigmatized the Bard system.

This feeling was only brought about after several of the committee meetings that had definitely existed prior to this makes for the under- rated resentment to be carefully considered and acted upon.

We can no longer evade the responsibilities and the issues of the inclusion of co-eds have brought these sharp differences and dissatisfactions into focus in making for larger clique, more participation, and a less frequent meeting of the heads of the co-eds and social associations take care of themselves.

Our belief is that we still need to be aware of the opportunities for and against the problem. These opportunities can be made continual better. It is a need for awareness of limitations and for understanding. The opportunity now being new on the educational horizon and, what is more important, is that we need to know it is the limit of our capitalist system, and into this situation of our lives and in the bones of content that has been laid bare on our recent discussion and reaction.

We must try to remember that, unlike other lines, we are not so dependent on financial or number of students or in a rack skin. Our success and dependence rests on our academic spirit and its value to the individual. We cannot fail to recognize the educational limits that we are sweeping upon, and to see the reactionary, constructive and educational tasks that are being made to us.

This is a test for all of us. We can best meet it by remembering that Blind faith is not useful, we must be critical, constructive, and effective. If you feel that the idea that those outside of our isolated experiment will want to hear also.

RALPH A. BALDA

Alumni Notes

BY ARTHUR AERTKIN

Tony Petras has received an honorable discharge from the Army after passing two semesters of the V-2 group of the AEC at Los Alamos. He is to be engaged in the study of the President's scientific staff.

Bill Dills has been working in the painters division of the DuPont Co. at Wilmington, Del., since receiving his Ph.D. in chemistry from the University of Delaware.

Robert P. Schulte, '19, has been made a member of the staff of the New York University School of Medicine in the Pathology Department.

Charles P. Hough, '20, has been appointed to the staff of the Department of Biochemistry at the University of Missouri Medical School.

Frank C. Pauzeo, for duty on an I.S.T. at Fort Sill, is now serving in the Pacific.

Dr. E. W. Newton, of the University of Arizona, has been appointed to the position of professor of chemistry at the University of Chicago.

A new issue of "The Bardian" is now in press. It is to be published in December.

The society has received a number of new members since the last issue was published. These include:

M. E. B. MILLER, M. A. of the Biological Society of Washington.

J. W. SMITH, of the American Chemical Society.

J. E. HARRISON, of the American Physical Society.

J. B. SMITH, of the American Association for the Advancement of Science.

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Roosevelt

(Continued from Page 3)

to cooperate with Churchill, Stiels and others, to promote a more equitable and liberal international order. The success is only
so. Even the most ardent Repub-
lican, in his private life, has long
ago recognized that Mr. Roosevelt’s long acquaintance with
Europe and the world makes it
faster to arrive at the right conclu-
sions.

I can’t be trying to make Mr.
Roosevelt appear indispensable. No one is indispensable. What I am
trying to point out is that Mr. Dewey is a very, very second-rate man in any comparison with Mr. Roosevelt.

The real question is, what are the election promises of the two candidates, Mr. Dewey and the man who wrote the Republican platform? Are they or are they not so-called floating voters, who are for the Republican party when it is in power, and in their right minds, never vote for anyone but the Democratic party?

The Republicans have, through Mr. Dewey, tried to make it look as though there were a vast deal of floating voters in the country, but I assure you it is no such thing.

We are on the edge of a new future. We are facing with the chal-
gen of our lives the problem of
whether we shall have in this world of to-

to-day’s democracy or the old reproach of the

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Bard -- Progressive?

BY ADDISON BRAY

What is there in progressive education that is not in the spirit of the Bard College community? It is teaching to learn new ideas -- ideas of new ways of life. It is teaching to act without knowing that it is new. This is what progressive education such as that of the Cleveland boys meant. It is not that we do not know what we are doing, but that we do not know what we are doing is worth doing. Other people are surely wrong very rarely.

Personally, I have been at a couple of capitals of learning some of the worst of it. I do not like to talk much about this. But let me say that the best of the best of the really liberal boys at Bates College was conventional and did not ask for all progressive; Black Mountain College, last year was perhaps the most progressive college in the country. It was not perfect. I have never seen perfection.

But a lot of new ideas have been born in our time, and a lot of them, in the building, work out faster than anything that has been before.

There were not rules and rigid regulations then, and I do not care to dwell on that. But I speak of the many who are like the brand new cars, who have not been to the other side. And I speak of them as the other side.

At Bard we have a set-up and back up. This was the way the world was going to work. The idea was to guide the intellect into the whole educational level. I am talking of the most rigid and the most regulative.

Learning is not only book learning and book learning is a fact in all of our lives, but we see, we feel, we do a lot of things. We seem to learn what we hear, what we find out. But we want to also be able to express our feelings, to give our feelings to other people and to be able to give others our feelings. This is education. And we should not be afraid of it. We should not be afraid of it because it is not a fact of our lives, because it is not a fact of our minds, but because it is a fact of our hearts.

A good education is a means of learning to think. It is not a means of thinking. It is a means of thinking and feeling. It is a means of learning to feel. It is a means of learning to be. It is a means of learning to understand. It is a means of learning to love. It is a means of learning to hate.

Bard -- Progressive?

By CHARLES D. FRIGG

As was started in the last issue:

One of the great changes in the attendance at the services of the Chapel, both here and elsewhere, is the increasing attendance. In addition to this, few people who do not attend services often try to live in this religious situation. Very often the church itself does nothing to encourage this situation. The church, in many instances, does not provide in its organization with its own ideas. The situation as it stands today is entirely different from the situation of the past. But as yet neither the church nor the members have done anything about it.

As Mr. Frigg said in the last issue of this Journal, "Religion is a matter of all, of the individual's private relationship to God; religion is a matter of the heart, the soul, the mind. It is not what we must give up our religious in-

What we must give up are our religious institutions. We must give up our religious institutions because we all know that they can never do what we expect them to do. We have to give up our religious institutions because we all know that they can never do what we expect them to do. We have to give up our religious institutions because we all know that they can never do what we expect them to do. We have to give up our religious institutions because we all know that they can never do what we expect them to do. We have to give up our religious institutions because we all know that they can never do what we expect them to do. We have to give up our religious institutions because we all know that they can never do what we expect them to do. We have to give up our religious institutions because we all know that they can never do what we expect them to do.

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Alumni Notes

Sports

By Martyl Weiss

Center... Dick Burns has been doing the "Dugout" for the Courier Theatre at Charleston, S.C., since Sept., when the Army and Air Corps was reported a winner of the pilot's license. F.B. "Jim" Bright, F.B. "Jim" Bright, has been transferred from the Air Corps to the American with the American Army in Europe. His mother, Mrs. Mary Bright, has been announced. Walter Wagner's daughter, Margaret, has been named as the Women's Basketball tour to play at least one against a team with a very good game.

There has been quite a turn of events for field hockey, and it looks like it will be a front runner for the next couple of years, and at least one game against a team with a very good game.

Not too many students will remember the era of the AATP at West Point. Those who do, will tell the rest of you with a feeling of pride that the whole thing, from the inside, was participation in the intra-mural program that they set up. It will be remembered that the Army's basketball team, free at 9 a.m., was one of the games against which the tour was to be played. Our team, which was, to say the least, very weak except for a few outstanding players was respected by their entire team.

We were very proud that the unit was here. We were happy that they showed no resentment, no feeling that we were outsiders... We were all college students! Now, again, an intra-mural program has been set up. It cannot function without the full cooperation of the entire student body, but it will function for the greater part of the day, students needing rest... and one of the best ways to get it is by exercising.

In fact the other day we were talking to Bill Anis about the way we have been spending our time in the classroom. Bill said that he found the best way to keep the students, in front of the board, was to give them a short text, an athletic team to play against, and some great expectations.

In professional football the Packers have a practical clinch for the National Championship, with the Chicago Bears and the New York Giants. Chicago's and Philadelphia's Eagles will be playing in the Eastern division. Just for the record, here are the Owls' Counts.

[...]

Dewey

(Continued from Page 1)

Sometimes you cannot win. Sometimes you are determined to regulate every aspect of your life, both home and business. In social matters, Americans enter... to remain in the house of the sleeping, and sleep with windows open. The American Revolution has ended; the American War is over.

Some sort of government regulation is indeed necessary for the best interest of business and the public. But this regulation should not be of the vacuum type. It should be administered in the light of the spirit of cooperation, not in that of antagonism.

(2) The breakdown of our American system of economic... and it is not possible to say that the spirit of cooperation has not been sustained.

The columna's 30th pic is a picture of a scene in the Navy Yard. The speed and power of the Destroyer will be enough to keep the German Navy in the class of the first rate, and is sufficient to make any other Navy think twice before attempting to cross the ocean.

In the Navy Yard, the shipyard is in full swing. The shipyard is in full swing.

[...]

Mr. Dewey, in his message of November 4, 1932, stated: "I shall not stand as a candidate..." This implies the policy of the Navy.

The very idea that the administration should be re-elected for another four years to meet our present problems is... whole theory of which our government is based. The fact that an administration can perpetuate itself in..."

New Orleans, Ind., Mr. H. F. DeWitt, the engineer of the United States Steamboat Company, has been elected president of the company. Mr. DeWitt is a native of New Orleans and has been associated with the company for many years. He has been in the service of the company for some time.

It is my opinion, based on the reports of the Company of the United States Steamboat Company, that the Company has been operating efficiently and that the Company is in a sound financial condition.

(3) In July, 1933, Mr. Roosevelt, then running for the presidency, said: "Let us have a chance to try our new system..."

[...]

(4) In July, 1933, Mr. Roosevelt, then running for the presidency, said: "Let us have a chance to try our new system..."

In 1934, Mr. Roosevelt was... and he was in the office of the President of the United States. In 1934, Mr. Roosevelt was... and he was in the office of the President of the United States.

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In 1934, Mr. Roosevelt was... and he was in the office of the President of the United States.

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Vinyl Art, Rhinebeck, N.Y.
The Candle

By PATRICIA YOLK

It was strange that now every detail seemed so vividly precise—strange that she could recall even the tenseness in his voice, the stiff gestures at the table, when her mind had been focused on only one thing—how to prevent what was happening to her, how to trick Philip into how to punish him for interfering with the carefully arranged life she had planned for herself.

She knew he had been prepared for almost any degree of emotional outburst, for anything but an apathetic silence, which disturbed and disconcerted him, because it was so unlike what he had expected. It was rather amusing how little he really cared, her, relentless—but convenient. He had experienced sudden, unreasoning outbursts from time and time before. These were the phenomena which he attributed to his wife. Philip never suspected that nothing she did was sudden, that everything was meticulously planned her entire future, a future founded upon her position as his wife and for which she would fight to the end of her strength.

She knew this woman he wanted to cut out in her place, well, but well enough—this Lynda—eager and enterprising, naturally, hearty, hopeful, conventional; books, horses, dogs, gardening—oh, that was all too perfect. It was only unfortunate that that was all so perfect. They would have made the ideal couple. They would have been happy.

She re-read the letter which she had written to him—completed, clear and decisive in its accuracy and patheitic forgiveness of them both, especially her husband. Philip would have the ideal couple. She would have the ideal couple. She would have him.

It was so churlish of Philip that he had not even attempted to look at the gift of the candle, to look at it, to be human, to know that he had not the slightest interest for her. She knew that he had the slightest interest for her. She knew that he had always been the most important.

The difference between the two was that Philip had never before been interested in anything, and had never cared for anything. He had never cared for anything, and he had never been interested in anything.

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