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The Negro

By CAROLEYN ANDREWS

The Negro of the United States presents one of our greatest problems today—a problem which may prove to be even more formidable as time goes by, with its solution lies in the future. The possible alleviation or cure of the trouble is for the white people to decide, for in their conscience is the future of the American Negro.

The Negro problem included many phases which may be separated into these fairly generalized categories: popular sentiment for the acceptance of the Negro by white Americans as an equal member of society. Linked with this is the necessity for a clearer definition of the Negro's part in our economic life. Racial questions, race-aversion and prejudice and race separateness must be settled. Emphasis must be placed on an intensified education of all the people regarding negro equality.

Virtually all the Negroes in the United States shun this responsibility for the natural solution of the problem. Naturally those who live in districts where there is little or no contact of population attach little importance to the problem, although they are aware that it exists somewhere. Even American Negroes are really unaware, and it is disturbing our national conscience more and more. This ignorance is growing from the rising educational level and group consciousness of the Negroes themselves; the danger of unemployment, the economic exploitation of the Negro in public service, the serious effects on Negro employment and the generally increasing tensions between democracy as a way of life and a form of government.

These people feel it is not their concern to attempt to explain away the problem. For example, many Southerners believe that the North has a Negro problem because Northern people have not yet learned to keep Negroes in their proper place. Northerners know, however, that the situation is more acute because of greater prejudice and more widespread discrimination. Somehow the idea of the Negro solution of the situation is not that the nation itself must assume responsibility. American Negroes are not called the question and deal with the matter fairly promptly.

First among those who realize the seriousness of the problem is the Negro himself. That most of our limited literature, many Americans grow up with a completely mis- guided impression of the social problem. He is often depicted as a caretaker, a comic figure, free from worry, and satisfied with his lot. Quite a distorted view, when the truth is that the colored Negro is a rare phenomenon, one that is scarcity, uncom- fortable, and usually resentfully aware of his present status in society.

One phase of the situation which must not be underestimated is the factor of discrimination. In what some term a “natural aversion” to Negroes. This attitude only is properly expressed in the Negro's own behavior. It may interest to note that while Negroes are often recognized as a group with the same good will, every quality, and may indeed feel friendly toward them, yet it will be impossible for them to associate themselves with any sort of active assistance. It is ridiculous to believe that black men are intended to shun their brothers because of differences in skin pigmentation and facial characteristics. To most cases, such avoidance can be traced back to childhood fear, experienced in childhood and which has develop- ed as the person has grown. There are, however, very definite and logical reasons underlying it. Economic competition, personal enmity, and races for social status make Negroes often feel that it is easier to increase rather than decrease race prejudice.

The only limit to our realization of tomorrow will be our doubts of today. Let us move forward with strong and active faith.

The death of our late President, Franklin Delano Roosevelt, has brought to our realization quite clearly that the success of any future world peace rests as much on “intellec- tuals” as on the written promises signed by various political leaders—documents which are many times empty gestures or momentary expedients. No matter how beautifully it is declared, it is written up, it is no good unless the faith of mankind is behind it, and its leaders show a deep and honest interest based on truth and cooperation.

When the world heard the sad news there was at first a sense of shock, followed by a feeling of emptiness—the emptiness fell upon the loss of a personal friend. For President Roosevelt had that quality of making the average person feel as though he were taking an active part in Presidential leadership. What was still greater, he was able to instill faith in the future.

For two years, beginning in 1940, the fate of the world hung on a precarious balance. One cause was the Fall of France, then the Battle of Britain—a battle which the enemy never knew how close it was to winning—then another disaster little more which crippled a good part of our Pacific fleet at Pearl Har- bor.

In the meanwhile, the war on the Eastern Front was being enacted in all its fury and the Russians were reeling back before the onslaught of the Wehrmacht. Then in early November, 1942, came the turning-point of the war—Alamein—a major assault on the enemy's line of communication, which was answered in the north of the Mediterranean by the British Armistice, and in France, by the great offensive to the east, the Allied forces rolled forward with increasing crescendo. They would not be stopped.

While these momentous events were passing into recorded history, the tremendous

For Tomorrow

By CHRISTINE FERRECH

The prospects for next year appear excel- lent. With many more applications than there are places to fill, the Administration has a great deal of leverage in selecting new students. An enlarged and more advanced faculty is being added with a wider variety of courses, and it is expected that the students will be more interested in the school and over- emphasised, gave little incentive for it.

We can hope that interest in the experimental programs for professional education because of the growing access of all students to the college. This interest in the experimental programs should be fostered and encouraged. More and more, things seem to be developing a second term, I believe. Probably because a reaction to the college situation.

There are obvious reasons why this year has been more challenging and less productive than it ought to have been and a major one is the fact that we enter students had no large body of experienced students to set the tone of the college for us. Little orientation was planned by the old students. Many of the boys had only been here two years, and they are no longer with us. The student body is greatly emphasized those first few weeks (usually in Alver every night, etc.) while little stress was put on the educa- tional side.

When we registered many of us were very eager to be the means of “divisions,” “mas- ters,” and “TCMs.” Even now many of us are not acquainted with people in our divi- sion. However, we were all vitally aware of the social freedom that we are enjoying. No wonder all our major campus discussions were to be over small topics (tobacco, the constitution, rules, etc.) instead of educa- tional ones. Even so we are very combina- tioned and united and our work of the ERC, an organization that should equal the University and Council in impor- tance.

It is needless to say more about the neces- sary unity of united efforts. The social organi- zation will be bridging the yawning abyss that is inevitably felt between entering students and the old timers.

How shall we go about channeling the ex- periences of those few weeks toward an in- teresting and productive college year? It is my opinion that during the first week of orientation for new students, more emphasis should be put on the academic aspects at the school. Dr. Ogilvie was able to emphasize education and perhaps assign some appropriate read- ing to be done before registration. Divisional meetings with the divisional leaders of the work of the course, especially TCMs, should be opened. As all registrar. Reading lists of books should be issued immediately so that work can begin, eliminating the bore- dom of pre-class days. Due to the first week there should be student divisional meetings to discuss the major objectives and meet each other and discuss their com- mon work, courses, teachers, etc. Questions could be answered and the work of the year before could be initiated.

In reference to the social life of the cam- pus, I believe that the committee should be given to all students. It will relay useful information regarding the social programming, standards, facilities, etc. There will also be a separately published directory of all faculty

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War Bond Drive

The Treasury Department has announced that the Seventh War Loan Drive will begin on May 14, 1945. The returns for a new loan, which is to be finished by the end of the month, are expected to be low. The lack of consumer demand for new loans is being attributed to the high level of wartime inflation and the uncertainty of the war's end. The Treasury Department has announced that the seventh drive will raise $10 billion, and that the goal has been set at $13 billion. The drive will run from May 14 to June 16, and citizens are encouraged to purchase war bonds to support the war effort.

For Peace

The best way of trying to convince people is to talk to them in language they can understand. But if I want to become a millionaire, I will do what is right, not what is easy. I will not be afraid to accept the responsibilities that come with it. I will not be afraid to make the sacrifices that are necessary. I will not be afraid to work hard and to be successful in my endeavors. I will not be afraid to be a leader and to fight for what I believe in. I will not be afraid to be a teacher and to help others to achieve their goals. I will not be afraid to be a parent and to be a good role model for my children. I will not be afraid to be a citizen and to be an active participant in the community. I will not be afraid to be a friend and to be a good neighbor. I will not be afraid to be a human being and to be a good person.

Looking At Books

APARTMENT IN ATHENS was a novel by Grenway Wescott, 208 pages. $5.00. 1943.

Grenway Wescott, in his novel "APARTMENT IN ATHENS," tells the story of an Englishman who has come to Athens on a business trip. He is a wealthy man, and he is determined to enjoy his stay in Athens. He finds a beautiful apartment, and he is pleased with his choice. However, he soon finds that the apartment is not as he had imagined it. The landlord is rude, the neighbors are noisy, and the city is not as he had expected it to be. He begins to feel that he has made a mistake, and he wonders if he will ever be able to enjoy his stay in Athens.

Common Ground

In New York students at Bard are often aware of the various cultural activities that are taking place on and off campus, but they may be less aware of how classes should be conducted. "What do you want to do?" "How shall we do it?" Questions like these, heard by every student, are, in an indication of the faculty's desire to avoid being forced by students, forced to work on assigned topics in a specific manner. For the realization of this desire, a definite understanding between students and teachers is required.

It is the duty of every student to inform his instructor when he is dissatisfied. This does not mean that the instructor is bound to acquiesce to a complaint, but friendly discussion of the problem is conducive to an ultimate solution. Students should make their complaints known to the faculty concerned, that the realization of the ideal that a peaceful economy will be a gradual process, makes it apparent that the Seventh War Loan is a necessary step, and that the sacrifices must not decrease if it is to fulfill its purpose.

In Tune

The Music Department of the College presented the Fifth Concert of the 1945-46 season, played by the Bard Band, on April 11th. The program consisted of three parts. The first, "Vivace" by Bizet, was played with great success. The second part, "Harmonies," was performed with great effect. The third, "D Airport," was the highlight of the concert. The band, conducted by Mr. B. O. Smith, was well received by the audience. The concert was a great success and a fine performance.

The summer of 1866 was a fruitful one indeed for Beethoven. It was during this time that he composed three of his noblest chamber works, among these, "Op. 130," "Op. 76," and "Op. 106." Only the second concerto was yet to be completed, but the first two were already in progress.

The concerto with the slow introduction, "D minor," Op. 26, is the master-into of our time, as even as Beethoven's masterpiece of Schubert's and Schindler's in E-flat were the master-into's of their day, it is a conception which will gladden our grandsire's, our for many years to come. What more can be said of this work.

With this concert, the 1945-46 Fall-Winter season is concluded. The season has been one of real success, during which we have had ample opportunity to hear music in every school and for a variety of classes.

The audience that filled the hall for the performance of this Trio, the only one that there was any room for, was the most lucrative and the most engaging between the performers. The audience was the third in the season, and it was a highly successful one. The concert was a great success and a fine performance.
The Negro
(Continued from page 1, Col. 1)

Within the last generation the Negro has been called on to bear a greater share and more in the administration of the public welfare than he ever has before. At the turn of the New School, society was divided into what are called the 'fixed' and the 'free' schools. As this new social activity is more subtle than it is at first glance toward discrimination. What is more, there are about nineteen million Negroes as the United States and only thirty-five million, or perhaps majority are in destitute condition. The own little property, their households goods are inadequate, diseases are now and innumerable. They live from day to day with no security for the future. They have used their opportunities to obtain jobs. The Negro's goal will be new and difficult, but not impossible. The Negro of equal opportunity employed in the existing institutions of the Negro. Therefore, the employment of the Negro is necessary in our communities. Since Negroes are in deplorable condition, it is necessary, there is certainly nothing that the state can afford to do better than they need. That they usually fail to improve the situation of the Negro is not surprising. We are in a land of new ideas. We continue to continue through college are not entirely dependent on the state for such necessities as these, many unemployed of the race may overcome this. Few Negro communities here offer a small but increasing number of opportunities for advancement. In the same way, business and professional occupations these are, in order to continue in the Negroes' place. They are the main fact in the Negro of today: essential. But helplessness, one in an appalling extent, is unaided and unknown.

What the Negro wants is simple. A reversal of the Negro with a right to be should be thus: "All men are not equal in anything, but are they equal in some, while others depend upon it for the living. The view that only a minority that they have.

From the temple of economics, political and social inequities — ill, the Negro has a legal protection — political discrimination, racial discrimination, and racial discrimination.

Schools in the Negro community call for a forced study of the Negroes in the Negro of today: essential. But helplessness, one in an appalling extent, is unaided and unknown.

The Negro wants what he needs. He wants to consider a citizen of the state. He wants to be treated and to be considered the same as any other man, when he is born. This is his country; he is not an alien. He has all the rights and privileges of this country and he needs the education that he wants. The education that he needs is the education of segregation in education, with the right to all educational opportunities as an immediate end. All of these conditions and must be accomplished. The Negro's opportunities for education and employment must be as good as any white. The Negro must have freedom and justice. All information must be monitored from his right to the armed forces must stop. Lastly, the Negro must be protected, while people must be educated to accept the Negro as a citizen and to treat him with fairness and respect.

The answer to this question is with the right to the mind of each thinking America, but in the minds of a few, but not to think about it. The issue cannot be avoided or explained away. Someone, somewhere, must do it and it is for this generation to think it through and set upon.
By TONY PETRINA

Greek Holiday

It was really a beautiful day in Greece. We decided to visit Athens, then drive to the island of Hydra for the chance to relax.

On the way to Hydra, we took a break at the Parthenon. It was breathtaking. The marble statues were so life-like, and the view of the Acropolis was stunning.

We stayed at a small hotel right on the waterfront. The rooms were cozy and the staff was very friendly. We enjoyed watching the sunset from our balcony.

The next day, we took a ferry to the island of Santorini. The view of the caldera was unforgettable. We spent the day exploring the shops and trying the local cuisine.

The highlight of our trip was visiting the village of Oia on the island. The stars were so bright and we could see the lights of Santorini from our hotel window.

Overall, it was a wonderful vacation. We definitely want to return someday.
Sports Slants
By Al Recurce

And it came to pass in the land of Bard in the year 1944 A.D. that with the return of the seasons the playing of softball once again reigned supreme. And there was much waving and gnashing of both for the weather was promising that the future would be grim and black and those gallant knights who had been chosen to defend the honor of Bard with dastardly looks and gloves were weak indeed when one compared them to the giants who had done so only a short twelve months ago.

All this is merely a roundabout way of saying that softball has again become the top sport at Bard and the region of class, interclass at the last count including the team and the coach, while willing to grant the fact that the material on hand seems quite good, despite and think longingly of last year's squad. True, Morris Weis is no longer with us to make those impossible one-tailed extractions which amazed both the spectators and Mendy at the same time. Gone is Ralph Fadus whose timing hit and superb fielding has gone to make his name a part of Bard. David Margolin was alternated between the outfield and the mound which is also among the missing. The luxury has and steady finding of Bill Ash, the popular curvy-topped coach, will also be hard to replace.

But consider for a moment just how lucky the team has been. Six members of last year's starting lineup are back for this year. This means that he is better than most major league teams. It also means that they have reason to complain. Roids-24 has come. D. C. Edgar Gaballion, first base; Alan Schwartz, second base; Sky Thompson, third base; Jim Kimmelle, center field; Jack Smith, short field; and last, but not least, yours truly, catcher. Also several of the younger boys have shown a great deal of promise and even Pettinis, an oldtimer who has just recently resurfaced this year, is a cut above the rest. On the whole, the team appears to be fairly strong, strong on paper, and if the season is as successful we too can exclaim like the Present, "Wait till next year!"

Flash... A rumor has just been started to the effect that the final event of the Potter weekend will be a softball game between the faculty and the students. Being just a student, I pick the students win in a close game.

Greek Holiday
(Continued from page 6, column 1)

"But darling, those are the kind of noises we want. The ones that everyone hear, and the ones that make us feel we belong to the world, and the others to make us feel we belong to each other."

Look at that were of shrill, caught in his very last breath for heaven knows what..."

感触
"Yes, darling, a village. I've heard too many other people's noises and I'm going to hear so many more."

"The house is picked... how wonderful to have had this day on Overlook Mountain!"

"How wonderful the Greek!"

Evolution

A simple description in reading the issue as to just how your marks were the preceding semester...

The fresh writes home: "I think Dad was right. I'll transfer to a school that's really worth-while." The soph, somewhat better acquainted with the world: "My prof was dead-set against me. Must repeat course next fall."

The junior is more wordily than world-wise: "I don't think that I got enough out of the course, so I think it will be to my advantage to take it over in the fall." The senior, despondently: "Passed exam with flying colors. Professor delighted and enthusiastic, wants me to repeat it in July."

Give 'Em Enough Rope...