BARDIAN
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Stefan Hirsch Goes To Europe

BY ELIE A. SHINEOUR

"It is strange how one travels nowadays! I started out for California, and here I am, in a wool uniform, the only one allowed in the ETO (European Theater of Operations),

and the perspiration dripping off me, almost as bed as in Orient Hall... I have learned to say "Yes Sir!" and "Good morning Sir!" and "How about a jeep, Sir?" and "Go to blazes, Pete... and I am doing quite well... I cannot tell you about my work which runs in all shades from restricted to top secret..."

This letter, postmarked from Bad Neuenheim, Germany, lifted the veil of mystery over the sudden disappearance in the early part of this summer of Army Professor Dr. Heinrich Hirsch.

Because of his extensive knowledge of Germany and its people, the War department requested Mr. Hirsch to accept a special job with the United States Strategic Bombing Survey, in the Military Division, to study the effects of our bombings on the morale of the population. Not knowing exactly what this job would entail, Mr. Hirsch decided on taking it.

Then, as any soldier in the service of Uncle Sam, "start" went through the mill; answering literally millions of questions, getting interviews, getting the dreaded in finite series of injections of all types, trying to become competent as speedily as possible in the preliminary instructions in Army procedure. For clothing, he was issued a blue, regular uniform with the shining brass initials "D.S." but no insignia of rank.

Equipped, and ready for most everything, Stefan Hirsch left Washington, D.C. in a giant troop transport plane with only two other passengers and a multitude of mail bags. The first stop was Newfoundland. Then across the Atlantic to the Azores Islands. As the plane landed, he was handed a mimeographed sheet warning him that he was standing, but he was not so
Required Education

The Bard curriculum includes no required courses. There are no inexorable "general" courses. The choice of courses means that students may be taken and consequently, there is no assurance that Bard students will be exposed to a liberal education. The recent Harvard report on higher education emphasized the importance of requiring students to enroll for courses in which they can become acquainted with their cultural heritage in order to gain an understanding of the importance of history and the significance of our cultural heritage. This does not mean that Bard and Harvard disagree on the end of education. All students in their major are required to take an educational seminar, but these aims are not contradictory. Their methods are based upon differences in assumptions concerning the nature of cultural education and the problem of food learning. It is these assumptions that the efficacy of the two methods can be judged.

At Bard it is assumed that students do not learn effectively in required courses, unless they happen to be interested in the course. Every year, the Bard program assumes that students will be interested in the courses they study. Being interested means having enough stimulation to do work without constant prodding. With one class a week, there is no time for prodding. If the Bard student has genuine interests, there is a good chance that his educational opportunities will not be wasted. At Harvard, this is not always true. Required to take courses which may not interest him, the Harvard man may conclude his four year struggle for a degree possessing little or more an intense aversion for his cultural heritage. At Bard this is not supposed to happen, since students are not forced to swell their cultural heritage.

The Harvard plan proponents will argue that allowing students to choose their courses means that students will not get a liberal education, liberal in the sense of including the things which Harvard requires. The Bard answer to this is based upon the assumption that college students, at least those who have come to Bard, are capable of acquiring a genuine desire to learn some of the things which Harvard considers so necessary. The desire for liberal education cannot be forced upon the student, and without it, the teaching is useless.

A responsibility is placed upon Bard students. It is assumed that they will be open-minded in choosing their courses. That is, they must have no predetermined interest in learning in new fields. A genuine interest is easily acquired if the student is not averse to the unknown, the unexplored. By being open to suggestions, the student faces a choice of courses which will find himself becoming interested in some of the things which constitute a liberal education. That every student will not be interested in all types of liberal education seems to be a valid prediction. Harvard, by implicitly assuming that everyone in college should be interested in the same great books, ignores individual differences, the one certainty which can be assumed for any group. Bard, by allowing for individual suggestions, does not require the values which Harvard upholds. Its program is based upon the belief that knowledge of them may be acquired by different people in different ways.

In Tune

By RICHARD GAYNOE

New York

Beginning its third season as assistant director of the Philharmonic-Symphony of New York and permanent conductor of the Philharmon- ic's Orchestra, Dr. Arthur Rodzinski is well known as the man for the coming season. Paired with him for the concert season is a large, well-balanced orchestra composed of music students and professionals. The orchestra has a strong tradition of quality in the performing arts.

During the coming season, the orchestra will perform in the Philharmonic Auditorium, under the baton of Dr. Arthur Rodzinski. The program will include works by various composers, including Beethoven, Wagner, and Strauss. The orchestra will also perform under the direction of other distinguished conductors, such as Leonard Bernstein and Zubin Mehta.

The orchestra has become well known for its high quality of performance and its ability to communicate with audiences of all ages. The orchestra members are dedicated to providing an engaging and dynamic performance experience for each concert.

The Philharmonic-Symphony Orchestra is dedicated to educating the community through music. The orchestra provides concerts, educational programs, and outreach initiatives to reach a wide range of audiences. The orchestra's mission is to inspire and engage the community through the beauty and power of music.
## LIST OF NEW STUDENTS
### FALL SEMESTER, 1945

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<td>2. Atherton, Alice L............... New Paltz, N. Y. Packer Collegiate Institute</td>
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<td>3. Auvert, Elizabeth ............ Maracaibo, Venezuela Tutoring School of New York</td>
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<td>5. Barreto, Samuel ............. Managua, Nicaragua Instituto Pedagógico de Varones</td>
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<td>7. Blanchard, Bobbie Sue ........ New Orleans, La. McMain High School</td>
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<td>9. Campbell, Mary Louise ....... Windsor, Ontario Miss Newman's School</td>
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<td>10. Cashman, Sara E.............. Pittsburgh, Penna. Ursuline Academy</td>
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<td>11. Church, Olga V.............. Jersey City, N. J. Lincoln High School</td>
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<td>12. Cofman, Helen R.............. N. Haledon, N. J. Immaculate Conception H. S.</td>
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<td>15. Dunsmore, Arthur E., Jr........ Chevy Chase, Md. (St. John's College)</td>
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<td>17. Eighmle, Dorland, Jr......... Poughkeepsie, N. Y. (St. Lawrence University)</td>
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<td>18. Eisler, Fred J., Jr........... Kingston, N. Y. Forest Hills High School</td>
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<td>19. Ellis, Margaretta............. Paterson, N. J. College High School of Montclair State Teachers Coll.</td>
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<td>20. Eng, Henry................... New York, N. Y. Horace Mann-Lincoln School</td>
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<td>21. Exner, Fern.................. Mount Vernon, N. Y. Southern Seminary and Junior College</td>
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<td>22. Folger, Ann.................. Freehold, N. J. (University of North Carolina)</td>
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<td>23. Greene, Arlene R............... Brooklyn, N. Y. Bucknell University</td>
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<td>24. Hanft, Betty Ann.............. Duluth, Minn. St. Norbert Hall</td>
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<td>25. Hansen, Dorothy P............. New York, N. Y. (Earlham College)</td>
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<td>27. Harrison, G. Floyd............ New York N. Y. Knox School</td>
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<td>28. Hawkes, Robert W.............. Long Beach, N. Y. Long Beach High School</td>
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<td>29. Hill, Shirley L................ Hilo, Hawaii Northampton School for Girls</td>
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<td>30. Holt, Patricia............... Bucks County, Penna. (Cranliborough Academy of Art)</td>
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<td>31. Horeen, Betty............... West Point, New York Ladyhawke Academy</td>
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<td>32. Isaacs, Roger D................ Chicago, Ill. Four Year College of the University of Chicago</td>
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<td>33. Kaufman, Grace C............... New York, N. Y. Lenox School</td>
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<td>34. Kumper, Dolores J............ Forest Hills, N. Y. Elizabeth Irwin High School</td>
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<td>35. Kerr, Chichester C., Jr........ West Orange, N. J. (Wesleyan University)</td>
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<td>36. Larson, Frederick F........... Wahoo, Nebraska (University of Iowa)</td>
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<td>38. Lesnick, Lila R................ New York, N. Y. William Howard Taft H. S.</td>
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<td>39. Markell, Katherine B............ Jamaica, N. Y. Jamaica High School</td>
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<td>40. Martell, Esther.............. New York, N. Y. High School of Commerce</td>
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<td>41. Meardi, Jose A................ San Salvador Collegio Centro America</td>
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<td>42. Monath, Peter................ New York, N. Y. George School</td>
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<td>43. Moore, Susan H.............. Glencoe, Ill. New Trier Township H. S.</td>
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<td>44. Murtaugh, Patricia S............ Fairfield, Conn. Fairfax Hall</td>
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<td>45. Olshefski, Charlene S........ New York, N. Y. Walton High School</td>
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<td>46. Oran, Phyllis G.............. Garden City, N. Y. Garden City High School</td>
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<td>47. Paganini, Ronald L........... New York, N. Y. Massanutten Military Academy</td>
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<td>48. Perrott, Mary F................ Manhasset, N. Y. Gardner School</td>
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<td>49. Richardson, Henry B., Jr........ New York, N. Y. Elisabeth Irwin High School</td>
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<td>50. Rickert, Monita A............. Westport, Conn. Fairfax Hall</td>
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<td>51. Stark, Patricia J............ Pelham Manor, N. Y. Pelham Memorial High School</td>
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<td>52. Stearns, Janet C.............. Keene, N. H. Barrington School</td>
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<td>53. Taylor, Ann T............ Greenwich High School Greenwich High School</td>
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<td>54. Thomas, Cynthia R............ Palm Beach, Fla. Emma Willard School</td>
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<td>55. Troy, Maureen A.............. Kingston, N. Y. (Skidmore College)</td>
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<td>56. Van Tijen, David.............. New York, N. Y. (former Bard student)</td>
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<td>57. Wallis, Ilse................ New York, N. Y. Washington Irving High School</td>
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<td>58. Williams, Bonnie J............ Los Angeles, Calif. Los Angeles High School</td>
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<td>59. Young, Dixie Lou............ Oklahoma City, Okla. Classen High School</td>
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One Guy's Idea

By BERNARD SPERING

Al woke up, yawned and reached for his package of cigarettes. He was in a mood to enjoy it comfort-ably to enjoy it before he started the day.

The-Eleven Thirty. Grace and the kids be to a church any minute now. Well, I hope it's sunny now, I'm getting kind of hungry. Guess I should have had something, but they wanted me around, y'know. "Told Grace right off the bat I wouldn't miss some good sleep on Sundays just to go ramp. I'll be back in half an hour, I know she'll be waiting around, I'm sure." 

"What's the matter honey?" he asked. "Something wrong?"

"Oh, darn you, Al!" she burst out. "You do forget all about Bob's birthday! How could you after I reminded you? Before you went out last night? Now the poor kids be hanging around the rest of the day. Darn it all, how can you be so mean and care so little for your own family?"

Well, this is a hell of a way to start the day off, thought Al. And this really was no astronomical, childish, what a mess! He started to beat the kids out of the room.

"Look, sweetheart, I'm sorry as blues about it, but nobody can forget things," he said. Reaching into his pocket he took a bill out and handed it to Grace. "Here. You just take this five bucks and give it to him for me. I'll be in late. I gotta go see somebody."

He walked out of the house, slamming the door behind him.

"Boy, it's lucky I get away in the car," he thought. The next thing he knew he was discussing another sermon about how I was the greatest father in the whole world and about how everything was better in his family than in theirs around him. He, that's a hot one! I guess they know I'm around all right when the kids have all the advantages they want and when they get all those compliments about the clothes they wear."

The warm sunshine of the morning and the hay breezes from the ocean came in Al momentarily and said something. He felt that he'd done pretty well by him family all the time. There was nothing anybody Grace or the kids wanted that they didn't get. Sure he'd just as soon play cards and go bowling with the boys at the Kibb Club, but what the hell! A man's gotta have some fun out of life, even if he is married. And he was a damn fine better family man than a lot of men who made every day a party. But he was always on his time changing young chiks around when they were older than to be their old man. Oh, he'd take a shot at a couple of them and them and their wasn't anything wrong with it, so with a pretty clean-living girl. But on the whole he was a pretty clean-living guy. All he wanted was to be left alone. God damn it, he was always finding some thing..."

These self-satisfied thoughts had made him really angry at Grace for forgetting even just a little bit of a church friend and he started to leave. He wanted to be on his way, around the rest of the day. Grace was just going to have to suffer his neglect."

"God damn this long train ride to Brooklyn every night," he started to himself. He started looking up at the girl opposite him more in surprise than anger, a girls which were plastered all over the guy. He was also beginning to be relate by a casual appraisal which she threw in his direction from time to time...

The chills were coming on fast. She was a very pretty girl, he thought with some alarmed."

"I guess I still look in pretty good shape," he proudly to himself. "She's nice to see the girl hasn't haven't her hair for him."

"That dress is really built too, I wouldn't mind..."

"The train was pulling into the station, so the Frankin Avenue station now. Five more stops, down it. Why doesn't this train get some speed up?"

Suddenly he noticed that the girl was ready to get off. She stood up, got the end of her pass and shot him an inviting smile on her shoulder and started moving toward the door. Al stood up and grabbed a handle as the train lurched to a stop. He was suddenly thought of Grace. He was probably worrying herself sick over me. Well, she hadn't treated him any too good today with all that damn needle.
Room and Board

By HAROLD A. LITTLELADLE

When we are first taken, remaining not, we feel the process of decomposing a place. When we do not come by, the walls are not intact. And if we are not there, it is not by others. And well-thought-out plans and the tasks take over the empty table if we cannot manage to stay at the table. A place that we call home, where we are no longer alone.

And when we are there for a while we see that we should recognize and feel more new forms in a crowd and see not that they should recognize us. And we make a decision. If that human is right. There is always some new form of empathy and transformation of it all.

After awhile we begin to know that others are there. And we want to know. How are you we say. And our problem is to know. And the food tastes better. You are warming our hands. And you are warming our days. And you are warming our world. And(concluded from page 1, Col. 4)

America's Dying Political Set-up

By DAVID H. SPORDICK

A century ago, America was a farm. The labor-oriented political organizations already cut across party lines. The bourgeoisie and the so-called "socialists" are organizing to protect their interests. The situation demonstrates clearly the appearance of economic class interests in the political scheme. Let us face it: we are in a condition where we are asserting ourselves as the dominating factor in political relations.

What is the natural result of the decay of the major parties? It can only be one. We are approaching the European political party structure, just as we approach Europe's economic class conditions. Because we have reached a political stage, coupled with the rise of third-party movements is unavoidable. Evidence of the path we are taking. On this basis, it may be safely predicted that in the not-too-distant future—perhaps within the next fifty years—America will be the possessor of a set of class parties. The present set-up is actually fighting methods proposed by its more progressive programs which would actually give the people more life. It is daily hastening its own disintegration.

Men's Destiny

By LOUIS FUSCASS

He has seen the face of the earth for he has wondered upon it. He has sought his voice and the earth tremors. And what he saw and he has spoken many times and in more than once he heard convinced him that man's whole life was destined for this service: that happiness, can only be measured as in the briefness of a moment of some kind, and that the flesh must fade, crumble, and fall into the arms of the human earth. For in those days of world he did not see that all was evil, and that here for his strength can always be saved. Was not man the product of a million years—perfections the ultimate goal? Why then this tearful, this bleeding, this stifling of human hearts? He gave his answer. It was the destiny of man's whole life upon the earth.

Scurrillous doggerel to invite incitements of "belles lettres" to a more appropriate effusion.

Note to be Taken Seriously, Perhaps Anon

When gaily romps the Summer in.
It's time to doff our winter skin
And survive on hides and rags.
A healthy shade of swarthiness.

Like lidded leaves upon the grass.
We, noble Youth andBonus lions,
Invite a view between the dorms
Of lovers and some other forms.

Progressive as we self-express;
What wroths it is, nevertheless.
As long as the intent is good,
We are, purchase, misunderstood.
Or do we want to be? (vide disc 23)

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DURING THE SUMMER SESSION

Dr. Grace Forbes arrived at Bard to assure her duties

At Door of the College.

DURING THE SUMMER SESSION

Dr. Grace Forbes arrived at Bard to assure her duties
Alumni Notes

By ARTINE ARTINIAN

At Innsbruck, Austria, back to his old familiar world, Miss Orange Grayson, son of the first family. Also to be noted in the crowd was an American gentleman who turned out for the occasion.

Also to be noted in the concourse of the different American groups in their quest for victory and advancement of their cause.

One of the highlights of the afternoon was the presentation of a trophy to the American team by Major John Newsom, the head of the American delegation.

The ceremony was held in the main stadium, where a large crowd had gathered to witness the event. The trophy was presented to the American team by Major John Newsom, the head of the American delegation.

After the ceremony, the American team went to the hotel to rest and prepare for the next day's events.

Dr. Blanton To Visit Bard

On Wednesday, October 17th, Dr. Blanton, president of the Bard College, arrived in New York City. He was welcomed by the faculty and students of the college, who had gathered to welcome him.

Dr. Blanton's visit was arranged by the Bard College Alumni Association. He was given a tour of the campus and was shown the facilities available to students.

The visit was a great success, and Dr. Blanton was able to gain a better understanding of the college's operations and its commitment to excellence in education.

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