psych panels planned

The progress of our programivism is in doubt. It has been questioned publicly in the Convocation of the Community, in the Council, in the E.P.C., in the seminars. More privately the problems have been put over coffee cups and on the lawn benches. And we make very sure to use unmistakable intimacies when we undertaking the inevitable "progressive" in our talks.

Wide questioning comes when we are vague and unsure of our understanding of any issue. In this case, we seem to be rather unsure of ourselves relative to many aspects of our own education.

Two factors are implicit in our use of the term "progressive." One is the knowledge of where we are at the moment, and the other has to do with that toward which we would move. Unless we are to completely negate our stand as exponents of a progressive (forward moving) type of education we must be concerned seriously with this. Without a knowledge of these two factors, we have no way of telling if our movements are progressive or regressive.

Of course most of the critiques and discussions which we bring up regarding Bard have much to do with placing our present practice in the focus of an educational objective. But to do this effectively we must look in an organized way at as broad a field of relevant problems as is possible.

With this in view, a series of four open-panels will be held in May to discuss pressing educational questions in the area of educational Psychology, the relevance and strength of these meetings will be entirely dependent upon the complete support and participation of students, faculty, and administrative officers of the college.

The discussions are planned:

- on May 3 Individual and Society on May 10 Emotions, Sex and Education
- on May 19 Curriculum and Profession
- on May 24 Administrative Techniques and Practices

psych poll results

The following is a statistical summary of some of the interesting questions in the Chicke Streeter questionnaire. We are including this summary without editorial comment with the hope that students will consider the significance of these findings and will send their opinions about them to the editors so that they may be published in the next issue of the Bardian.

1. The Individual and Society.
   a. Do you feel that the main emphasis of Bard education should be aimed at:
      i. A community with a common goal
      ii. A place where you can unfold your personality
   (Continued on Page Four)

editorial

The Convocation meeting on March 24 to discuss the Reis-Koenig affair brought out into the open for the first time the public expression of the opinions of certain faculty members. These opinions we have been hearing about for a long time and are now glad to hear from primary sources. We feel that the faculty who spoke were still retaining many private feelings and ideas by which they are motivated. We can act however only on what has been said; to effect this we wish to analyze the significance of various remarks made by Drs. Sturmmthal and Garvan which perhaps fitted in very well with the temper of a public meeting though they do not stand the test of cold examination or dispassionate analysis.

Dr. Garvan made the point that teachers would not like to know what students think of them as instructors because their adverse opinion might "hurt" the teacher's feelings; therefore, students should never try to criticize faculty members in an organized manner. The petition discussed at Convocation was perhaps the most complimentary expression of student opinion and respect which an instructor can ever hope to receive. On the other hand, at City College in New York students are protesting against two teachers they believe to be incompetent. If students do not have this right of making their opinions regarding teachers heard, a college faces the danger of being run solely to support faculty and not to give students good instruction.

Both Drs. Sturmmthal and Garvan appear to be charitably worried about the welfare of Drs. Deis and Koenig, yet because of the peculiar nature of non-reappointments, the editors cannot help feeling that the best interests of Drs. Reis and Koenig and the best interests of Bard College coincide.

At present we are left with discouragement and the suspicion that their reasons for their non-reappointments may actually be very petty ones founded upon jealousy or upon an aversion to individual idiosyncrasies irrelevant to the merits of these two people as instructors.
In Memoriam

Steve Tatro died on April 12th. He was a respected member of our community for many years because of the active engagement of these beliefs is undeniable and not by the illusion of light. To the objective scientific criteria does not change the fact of their existence. Furthermore, the bright light of public policy which may put their rumors to the test of truth. The evil achieved by rumor-spreaders is obvious: certainly the most dangerous kind of propaganda, that kind which stir up irrational passions and hatreds born of a false or false testimony, is spread by the rumor. To illustrate, let me take just one of the rumors mentioned in the column and show its implications. Number 4 is especially disturbing: "The movement to get instructors at Bard from foreign countries is symptomatic of the desire of members of the college of teacher trainers at Bard to imbibe with American progressive educational philosophy." This is a threat to the desire to get instructors from foreign countries not at all based on any special merit they may possess as educators or scholars, but on the desire of members of the college to imbibe with American educational philosophy; (2) that only "educators who can be imbiber" with a progressive educational philosophy; and (3) that progressive education is unique in America. It goes even further in its implication, bearing back to the spirit of the 19th century "nativistic" parties and the 20th century Ku Klux Klan and "Christian Frontiers." No supporter of "progressive education" can logically pass on this rumor. It is reactionary in that it singles out a group based on its intellectual equipment, but because of its origin. The progressive education movement has a record of performance in individual on his own achievements, winning such questions as race, nationality, religion. Such statements, therefore, which contrast foreigners to Americans in a derogatory way have no place in a progressive college or in a newspaper column claiming to represent progressive ideas.

It is no excuse that the collector of these choice items admits the lack of authenticated proof and suggests that he is concerned only with the existing state of student opinion and not with the future. If rumors always add to the confusion of student opinion and contributes to the lowering of morale. Rumors are best quelled when born, or at least before they are fully developed. No, public-minded citizen, intent on seeing that truth prevails, should be so readily swayed by rumors, even with a dubious public interest at heart. The purpose rumors serve is vicious, and The Bardian should not be the means by which such viciousness is propagated.

Sincerely yours,
Lillian G. Berensnak


do not want to destroy the Community Council, since the alternative is "Mr. Tatro's rule"; but we do want to get rid of incompetent elements in this body who, through their own timidity and vacillation, will give us "dean's rule" under another and more ambiguous name. In the absence of any record of clear accomplishment, planning, effective spokesmen, and forceful leaders, we urge all students to carefully appraise the demonstration of their present representatives and reject the type of leaders they want to represent them in the future. We hope that in the next election the students will remove those Council members who have been merely frightened and confused when controversial issues have been introduced for discussion, as well as those others who have been led by their own lofty egos, regardless of the gravity of existing situations. We do not want Council overruled or weakened; we want it strong and capable. We urge all students to help in making it so.

To the Editors

A copy of the Board issue headed, "Final Notice," reads in large type on a roundabout way. May I congratulate the Board on the fact that it has taken against the administration in its courageous action against plagiarism. Reit and Koenig. The information contained in the letter is not borne out by the comments of persons at Columbia. Naturally, if you are interested in the College, I have a note to Dr. Fuller, expressing my views in no uncertain terms.

The Bardian

Be sure to stay on campus for the Art Societv Studies Week, May 6, 7 and 8.

Oboe-Thrills Many

The oboe left its customary place in the woodwind section of the orchestra to play its first solo during the recent Thursday evening, Apr. 21st. The oboe has one a complete recital devoted to oboe solos. Oboist this is due to: (1) the richness of the sound the oboe produces and it is disturbing to the listeners. But for a period; (2) the actual fact that the audience wants to hear the oboe. The complete solo recital is a strenuous challenge to any oboe. However, Allen Williams, the oboist plays very well at this chal- lenge, with Gordon Meyers, his very able piano accompanist, proved the falsity of the two reasons given earlier in the concert of oboe playing. It is easy to understand how the latter type of playing can become disagreeable to the listener, but the sound which Mr. Williams produced in his overblown and pleasantly restrained; his intonation was at times quite accurate.

There may not be an overabundance of oboe compositions, but what has been done is well worth hearing. It is unfortunate we are not exposed to hearing the pieces more often, simply because it is a shame to have a Rameau in A minor by Schumann. This feature of the program is perhaps the most interesting of the instrument. It was not merely the music that was lovely, which, played by an oboist who was Johnson's, was very beautiful. It was the precision, which was with the precision of the composition. A Hindemith Sonatina followed the Schu- mann. This charming, gay piece with its playful conversation between the piano and oboe ended the first half.

On the two sonatas, Songs and Poems and Pergolesi transposed for English Horn, this reviewer was a little dissapointed in the performance of Le cer Gimento and Pergolesi by a playing which was too much as though he was getting tired. The second move- ment was not as bad as the first, but the articulation as Mr. Williams' capable technique has been marred by lack of precision. The sixth composition was the Piece en forme de Halvans by Ravel. Again, Mr. Williams found a little as though he was getting tired. He played loudly in certain spots; the last chord played was a hard jolt against the sub- dured tone the oboe had just produced. A Taste of Walter Piston brought this unique and enjoyable concert to a close.

Emily Strasser

The Bardian

We cannot approve of the appearance of The Bardian as a weekly newspaper, its intent is to compete with The Bardian. We feel that the writers on The Bardian Weekly are bringing out their newspaper at this time; for if they had taken the trouble to examine past issues of The Bardian, they would have quickly seen that this paper fulfills all of the functions which they declare proper to a college newspaper, with the single exception that it is not weekly. We cannot become a weekly newspaper because of problems of interest, finances, and printing.

The fact that The Bardian has intruded itself at a time when political temperatures and suspicions are high, leads us to feel that the members of its staff are not fully aware that their separatist movement has been self-perpetuating and would easily render ineffective the expression of student opinion from whatever source it stems.
faculties opinion on rels, koening

(Continued from Page One)

gram "Yes and No." Miss Brown answered "Yes and No.

5. As far as you know (i.e., your personal observation), example or re-

spect for someone's character should be a man of the year for the Commis-

sioner of Education for a University. In your opinion, what is the pur-

pose of the RELS in the United States? To do what Miss Brown said, no set

opinion. Dr. Wolfr, Mr. Korg, and Mr. Summers. All three said however that

the RELS is an important field of study because of its two main goals: to

focus on the purpose of the RELS in the United States is to:

- Be a chance for students to get to know various cultures and people
- Be an opportunity for students to understand the role of RELS in society
- Be a way for students to develop critical thinking skills

For the purposes of the interview, we see that students believe that the

purpose of the RELS in the United States is to:

- Be a chance for students to get to know various cultures and people
- Be an opportunity for students to understand the role of RELS in society
- Be a way for students to develop critical thinking skills

6. In view of the fact that a con-

siderable and important group of the student body, for sincere academic reasons, have re-

signed the Authority (Administrat-

on the Faculty of Social Studies, and Board of Trustees), to ask Dr. Reis to reconvene his RELS (as a spe-

special committee), to find out what the purpose of the RELS is, especially since it is of such an extreme and

immediate importance to the stu-

dent body, would you resign your

alumni? The following replied "Yes." Mr. Summers, Mr. Grayson, Mr. Weir, and Mr. Korg answered "Yes and No.

Miss Brown answered "No."

The following "No. Mr. 

Kong, Mr. Weir, and Mr. Korg.

Dr. Wolfr, Mr. Korg, Mr. Weir, and Mr. Korg answered "Yes and No."

7. In view of the facts that

concerning the Authority, the student body, for sincere academic reasons, have re-

signed the Authority (Administrat-

on the Faculty of Social Studies, and Board of Trustees), to ask Dr. Reis to reconvene his RELS (as a spe-

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Miss Brown answered "No."

The following "No. Mr. 

Kong, Mr. Weir, and Mr. Korg.

Dr. Wolfr, Mr. Korg, Mr. Weir, and Mr. Korg answered "Yes and No."

8. Do you believe that 

Bard College should primarily be a place of learning where students with the help of the teaching staff are de-

veloped intellectually, artistically, and spiritually, in order to become better

integrated individuals with a means of self expression in some particular field

or fields?

Every faculty member answered "Yes."

The question was asked to help clarify the primary purpose of 

Bard College: education or relaxation? We all agreed that the primary purpose of 

Bard College is education.

9. Are there any colleges or 

universities in some of the world into which we do not encourage their students to be 

students of the same subject and friends or family.

Again, every faculty member agreed

comparison of 

confusion, or make of it 

what you will

"This administrative hodgette has raised more than enough questions, with its false 

forecasts, false start, and plain failures to show that we are not quite ready for the 

future. The only answer to the question of whether or not we are ready is that we 

are not."

in their reply "No." (The question was asked about the "field strengths" of the socialities of the fe-

ning students and their friends in the RELS."

The comment was that this was not an easy question to answer because of the diverse student body and the wide range of backgrounds and experiences among the students.

For the purposes of the interview, the students were asked about their opinions on the purpose of the RELS in the United States.
poll results
(Continued from Page One)
5. Do you feel that the application of Bard does implement the forming of your underlying philosophy of life?
   a. Yes—85.
   b. No—36.
11. Sex and Education.
   b. Destructive—51.
   c. Unrelated—47.
5. Do you believe that promiscuity at Bard is a larger problem than at other colleges and universities?
   a. Yes—36.
   b. No—77.
   a. Do you feel that the curriculum should be designed for:
      i. the outstanding student—46.
      ii. the broad mass of students—85.
      iii. Do you feel that in the case of your own education any courses should be required?
         a. Yes—42.
         b. No—72.
   b. IV. Administration.
   1. In the hiring and firing of teachers do you feel that students should have a representative voice?
      a. Yes—84.
      b. No—41.
   2. In the hiring and firing of students (admissions and expulsions) do you feel students should have a representative voice?
      a. Yes—90.
      b. No—34.
3. Do you believe that prospective students should be selected mainly according to:
4. Do you feel that prospective teachers should be selected mainly according to:
5. Do you feel that there is any justification for a "quota" system for student admissions?
   a. Yes—52.
   b. No—71.
6. Do you feel that there should be an undergraduate student representative as a consultant member of the college policy committee?
   a. Yes—105.
   b. No—19.
7. Do you feel that we should have a professional counsellor at Bard?
   a. Yes—98.
8. Do you feel that the public relations department does a good job of advertising Bard?
   a. Yes—29.
   b. No—85.
11. Do you believe that there should be more emphasis on the counselling aspect of the advisement-advise relationship?
   a. Yes—79.
   b. No—45.
12. Do you feel that a better definition of Bard goals should be effected by:
   a. Administration—96.
   b. Faculty—102.
   c. Student group—101.

angelus
Not when the clapper strikes the bell,
But in the after-tone,
When all the world resounds
Long past its bearing
To sanctify the union, thought and sound,
The world rings,
And in the after-glow
Sink in the palm
Whose fingers curl past
all horizons
hold it fast against the light.
They cannot see who fear the night,
And tremble at the dreadfull hand,
But suffer more
The tin of cheap carillons
Cast in hollow hearts.
For them our God
Lets stars roll down the face of night.

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on the price of books

The question has been asked, why are our text books so expensive? Apparently other college students receive a ten percent reduction on their books, while we pay the retail price and sometimes even more. Fretting that there must be some sort of explanation for this, I went to see Mrs. Lynk, the operator of the store, and asked whether she could give me an explanation. She told me that she was unable to sell books at a lower price because of the small quantity of books bought from the different publishers and because of the expense of transportation. It seems that those books which cost more here than in New York book store (e.g. Introduction to Logic by Copi and Nagel costs $1.00 at college and $3.50 in New York), do so because of the higher cost of mailing. The extra ten cents covers the cost of mailing. Mrs. Lynk said, however, that most New York text bookstores give students a ten percent reduction. For those students then, who wish to buy their books more cheaply, the only solution would seem to be this: have the instructor give notice of the books he plans to use the following term far enough in advance to enable those students who wish to buy their books at a reduced rate to do so.

K. K.

spotlight on the houses warden's hall

Beginning today, the Barian will devote one article an issue to a dormitory on the Bard Campus. We hope in this way to do what we can towards bettering the intradormitory relationship that has suffered so greatly during the lengthy discussions on Open House. We hope to familiarize our readers with the inner workings of every house and, in a sense, establish an interview relationship of our own; one that will exist not in an unobtrusive manner, but on the unsupposed pages of a newspaper.

Of course, there was the problem of deciding on a proper method for choosing dormitories. In keeping with the Bard Warden's request that we be fair, we held a giant lottery. Names of all the houses were placed in a bowl; an innocent faculty child, blindfolded and muzzled, reached her little hand in. The results of the poll (which we feel are as equally reflective of student opinion as the recent 'pink sheet questionnaire') are as follows: First; Warden's; Second: South Hall; Third: Porter; Fourth: Seymour-Parish; and Fifth: John Bard's tomb.

WARDEN'S:

This dormitory, built like a brick strong-house, was designed in the declining stages of a phase of American architecture known as Labeled-Windows Princeton Gothic, and marked the end of an era. One of its more salient points is the Warden's Upper Classmen policy. As a reward for completing three academic years, Bard seniors are permitted to live in this edifice of vivid stone. Don Gelet, 'though a senior, has never lived in Warden's. He likes South Hoffman, saying absolutely that he prefers Danny Walker's goiter to Mark Richard's cannon. Unlike Gelet, (whom many consider to be a trouble-maker in his own right), most seniors are content and deservedly so. Jerry Foxx, who resides in Seymour, one of the outbuildings of Warden's, said, "I am content and deservedly so." Naomi Foxx, Jerry's sister, lives in Warden House because, despite her being a senior and a hard drinker, she's a girl.

The two presidents of Warden's are John Deacon and John Gray. Other celebrities include Paul Uhlin, giver of parties; Gerry Brown, dropper of soap; and Harvey Edwards, Sociology major.

Although this house is the home of other campus favorites, its special renown lies in its fine baseball team. Winners of the basketball, football, soapdropping and squash championship for the past two terms, the men of Warden's have reason to be proud of the athletes pictured above. They are reading left to right, and standing: Bill Sandreutrer, Rip Archer, Al Kehler, Harvey Edwards, Henry Fisthingham (team mascot), an unidentified player with hands on hips who might be Gwendolyn Haddleton, and Lee Gray. The group down on its knees consists of two cingers; Jim Swan; the aforementioned J. Foxx; and Roger Jones whose fine play has evoked praise from P. Stone in a special article on the sport's page.

In the usual order the residents of Warden's: Judy Diamond, Clint Church, Sybil Caminen, Joe Schoefield, Janet Zimmerman, Hardy Koch, Trudy Zerbs, Art Lawrence, Charlie Holmgren, Alpne French, Mayo, Andres, Ponce.

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