editorial—where are we?

We have arrived at new beginnings. Before Bard becomes once again familiar, and perhaps a little stale, it might be wise to attempt some examination of the "progressive" system, as we know it here. It is not a static system; we do not believe in meaningless tradition. Bard depends for its existence on the constant contributions of its members.

Here the individual has weight. The seminars depend, for their direction, upon the interest of the participants. The structure of Bard itself is flexible enough to allow it to be altered, perhaps fundamentally. Intrinsic in such a system is a certain fragility. At Bard we have discarded the lecture system for the seminar and the conference; "Dean's Rule," in favor of community government; a system of social chaperonage for one of individual responsibility; and the "credit" system of extracurricular activities in favor of one that depends upon your own concern for the school. Obviously, if we do not have a community whose members are willing to govern themselves; if there is not active participation in seminars; if people are not willing to accept responsibility both as individuals and as members of the community; then this system will collapse. We will be forced to depend upon these ordinary props of more traditional schools: the lecture system, Dean's Rule, chaperonage and a rigid tradition. In short Bard will no longer be a Progressive school but merely another ivy-covered repository for learned but tired professors and incurious students.

It would not be alive at all.

The Editors

dr. hirsch back from europe

Dr. Felix E. Hirsch has returned to the Bard Community after six months of travelling and lecturing in Western Europe. Upon interviewing Dr. Hirsch in his office in the Hoffman Memorial Library, it was learned that Bardians may look forward to hearing Dr. Hirsch's observations and impressions of Europe during the series of lectures on "Disciplines of Democracy," to be given in October.

Dr. Hirsch was invited by the United States Military Government and the British Military Government of Western Germany to deliver a series of lectures at the Universities of Heidelberg, Munich, and Goettingen, as well as in eighteen United States Information Centers between Bremen, Berlin and Munich.

The purpose of Dr. Hirsch's lectures in Germany was to present a picture of American life in an understandable and appealing way.

His varied lecture topics included the "Personality of Gustav Stresemann" at Heidelberg; "Historgraph and Historical Training in the United States" at Munich; and in Goettingen, "German Foreign Policy between Two Wars." Additional to this diverse collection included "American German Cultural Relations, Past and Future," "Differences between American and European Approaches to Education," with special emphasis pertaining to the ways American youth embark upon a career.

When asked about audience reactions to his lectures, Dr. Hirsch mentioned that much to his surprise there was a great deal of discussion resulting after his talks, without attacks upon his statements. Dr. Hirsch feels that at the present time, the democratic education of the American Government in Germany appears to hold more weight on paper rather than in execution. He observed that where there are jobs and employment there is food, but in Berlin especially, the people are far from growing, either economically or psychologically. Dr. Hirsch feels that any economic progress in Germany is due entirely to two things: the recent current reforms and the Marshall Plan. He stated that it would be impossible for one to succeed without the other. Dr. Hirsch shares the feeling that the German People believe in the work of the American Government, but do not necessarily respect the American People as a whole. He found the youth to be open-minded and helpful of coming to the States at some time. He went on to say that General Lucius Clay had earned the highest respect of the people during his period as Military Commander in Western Germany.

(Continued on Page 2)

thumbnail sketches of new faculty

Mr. David Baelson is a new Instructor of English in our Literature Department. He has studied at the University of Illinois, the University of Chicago, and Columbia University. Some of Mr. Baelson's articles and stories have appeared in The Nation, Politics, Tomorrow, The New Republic, and the N. Y. Times Book Review.

Mrs. Dorothy Darlee Bourne has been appointed Visiting Assistant Professor of Sociology. A graduate of Smith College and the New York School for Social Work, Mrs. Bourne has also studied at Auburn Theological Seminary, Union Theological Seminary, and at Massachusetts Agricultural College. During her career she has been active in social work with many prominent organizations.

Mr. Garvan's successor is also a Yale man although Mr. Fred Cruise received his B.A. from the College of Wooster. Mr. Cruise's career has been diversified. At various times he has held positions as a reporter, Dean and Instructor in English and Journalism, Instructor in Pre-Flight Training, and at present, Instructor in History.

Dr. David Farnace has been appointed Instructor in Romance Languages. Miss Farnace studied in Italy during her childhood. More recently Dr. Farnace has received her B.A. from Barnard College, and an M.A. and Ph.D. from Columbia.

Our new Chaplain who is also serving as Assistant Professor of Religion, is the Rev. Raymond E. Faede, a graduate of N. Y. U. and the Virginia Theological Seminary. The Chaplain has also served as a missionary in Brazil and as Rector of several churches in the U. S.

The Garret population of the Science Department has increased by one. Dr. Louise Garrett, the wife of Dr. Paul Garrett, Professor of Physics has been appointed in coming to Bard. Mrs. Garrett has studied at the University of Chicago and Cornell. She the Dalton School in New York.

Mr. William Humphreys is the first recipient of the newly established Bard
Llewelyn
At breakfast he did not speak a word—everyone may understand how very bad that was. To some extent his silence was contorted into an expression of anger, but most of his mental and social need of sympathy was, to be sure, very real indeed—he is quite unloved.

He would sit at table among which I lingered, but he lingered. He would not be alone; nobody, however, inquired. His face, with its glow of disgust, was different, then, to that of the guest. The experience was now real, not just a part of his call for help. From that period, his path was clear.

One group to him was quite common, quite near, I mean. He, it frankly realized in one moment, although for some time it had been quite obvious. It appeared that an innate tolerance had prevented him from a full realization.

Perhaps, he felt, he should become better acquainted with these people—take the initiative himself. He does live with them. Perhaps their “problems” would interest him; he is very well on his own. It wouldn’t be new, but a variation. He hurriedly left the table, and the room.

Outside a young man, one of the breakfast groups, walked towards him. A familiar, imperious face, and he decided to talk to the young man. He determined to say good morning, and cleared his throat.

“Good morning. What a beautiful day.”

“Hello.”

“Very pleasant, this time of year.”

“Sure.”

“Notice this new fellow at breakfast.”

“Yeah.”

“His tie is kind of intriguing.”

“Yeah.”

It was a matter of interesting, unusual, forceful characteristics. If he believes in something, it goes after it.

“I talked to him yesterday.”

“A little on the elegant side. That’s what I thought.”

“Is it, not?”

“Are you interested in something very technical, scientific. An intense person; very important. It would take a lot to change his mind.”

“I have an appointment—see you later.”

“Yes.”

He felt better now, but also a bit afraid—not of anything in particular, simply a general sense of being anxious. He has a lot to do, he thought. The question, even a very brief one.

“Are you interested as he talked to. He can’t stand his teeth and he looks unclean, as if he were one of the in-groups of the Dada-Moore type. Kind of made, he feel unconcerned about the future of his future lies, he presumed.

“New fellow is an exhibitionist; the tie is ridiculous. He certainly isn’t an exhibitionist himself, he didn’t offend. If one is conservative it’s never bad taste.”

He bought a newspaper and sat down, alone. He felt different now—alone and lonely. He was so worried about something, he didn’t know how much, and he was worth nothing to the world. If those people at the breakfast table understood how much they were the people they were to him, then he would have no leisure to enjoy them.

R. Cook

A resumé of President’s speech
Submitted by the President’s Office

Before we answer the question, “What is Social From Here?” we must know where we want to go, what kind of physical, social, and spiritual world we want.

President Fuller believes that a world in which our science is applied to improve the physical life of all men, rather than to destroy it; in which the social institutions based on the attitudes that have been created to make men more free—economically, politically, and spiritually—are strengthened; in which spiritual values have been developed to sustain and strengthen us in the struggle for our new world.

To control the physical factors of a rapidly increasing population and rapidly decreasing areas for growing food, we must understand our natural resources. At Bard our role in this battle must be two-fold: One, we must develop a new generation of cultivators who will dedicate themselves, by applied science to saving man from the threat of dwindling resources in a rising population. Two, and we must teach all students enough of science and the scientific method to enable them to understand problems and potentialities of science. Only an intelligently informed citizenry, bolstered by scientists devoted to improvement rather than destruction, can achieve a better physical world for us.

The social world we want, the President declares, is based on democratic processes and fired by the democratic faith.

To achieve this we must create social systems which will overbalance the disintegrative centrifugal forces at work today—of nations arming for a war, of groups of different color competing against each other, of religious bodies striving for political recognition, of economic groups jockeying for position, and of intense specialization which aids and silences these disintegrative forces.

Since we cannot change the others and their special interests, we must provide ways and means of working together to achieve common goals of benefit to all.

A good start has already been made in this direction, through the United Nations, the exchange of students and faculty among the various Plans, and other developments since the war.

Bard can only achieve the social goals we all want by teaching young men and women how to acquire the knowledge, the skill, and the will to tackle the gigantic problems of today. Bard students must learn to know man’s relationship to nature and man’s relationship to man, should acquire skill in accumulating knowledge, in thinking about knowledge, in communication, in adjusting to change and in human relations, and must find the will to set high standards of knowledge and the courage to try to attain them.

In order to warrant democracy, we must understand what is meant by “liberalism.” Bard has tried to provide a social environment in which democracy can thrive. Mrs. Roosevelt, in her recent definition of democracy as “the freedom of all to learn for themselves and active in cooperation with others for the benefit of all,” very pointedly and clearly defines the problem. For a better understanding of democracy, a series of forums has been arranged by the Student Council will be given by Bard men and women who have contributed to the progress of democracy—founders of fields of knowledge and who can explain their democracy in the broader general terms will be “Discourses of Democracy.”

Bard, T. Smith, Paul, and G. of Philosophy, Poetry, and Politics at Syracuse University, will address the question: “What is Democracy—Self-forgiveness?” on September 28. Professor Lawrence K. Frank, of the Caroline Zurcher Institute of Human Development, will interpret some of the disciplines of democracy as identified by the most recent studies of cultural anthropology, on October 5.

Dr. William H. Hirsch, Professor of Philosophy at Columbia University and noted contributor to the progress of democratic education, will speak on “Education for Disciplines of Democracy,” and Bard’s Dr. Felix E. Hirsch will conclude the series on October 12 with a lecture on “European Interpretations of Disciplines of Democracy.”

The spiritual goals we need and want can only be attained by a life of faith, passion and forgiveness, by recognizing the worth of every person, by making what is good more than the self and by acquiring courage to face disappointment, frustration, or defeat. The plans and programs described in this speech must be the goal of the study through the great philosophers and religions of the world and by living according to the highest ethical, intellectual, and spiritual values they, they know. Dr. Fuller asked that we take as our guide to living, “Do unto others as you would have them do unto you.”

Bard always believes in certain objectives to prepare young men and women for their place in the world.

A resumé of these objectives and the ways in which the College sets about achieving them is now under consideration by the eight student-faculty committees. Dr. Fuller concludes his speech with a reminder of these objectives.

Bard believes, the President said, that every person has valuable potentialities. It is the College’s job to help the student discover what his potentialities are and how he can develop them. It is the College’s duty to provide the education of the whole person, since intellectual, social, physical, economic and spiritual growth are inseparable.

It is true that the College has tried to apply the systems to the particular student, but at the same time has maintained standards of general achievement to make the Bard degree worthy of the highest interest.

Bard’s second belief is that the value of a person is realized through helping other people. The teacher through the student, the doctor through the patient, the artist through the observer, the producer through the consumer. A person can evaluate by determining his own actions only by knowing how they affect others.

A third belief is that the disintegrative effect of specialization in learning must be overcome by successive growth and understanding. Bard teachers work constantly for relationships to tie particular units of learning to one another.

The student is expected to try to use his studies in the context of his whole experience.

Finally, Bard believes wholeheartedly in the value of experimentation.

The unity theme pervading all life at Bard is that of working together. The mind, body and spirit work together to produce the highest achievement. The influences of the classroom, dormitory, swimming pool, dining room, and library work together in the educational process. Teachers of different subject matter work together to replace specialization by broader understanding. As a whole, Bard now has a faculty in seminars and conferences. In this connection, Dr. Eleanor Roosevelt, at the inauguration of a series of Science Colloquiums this year, and of collective conferences in the Literature Division. General and vocational education must work together to produce the most objective; for living the most effective life. Only working together will students, faculty, faculty, with administrative officers, and staff achieve a government that is better. The Bard community will work together for mutual understanding, good teaching and true fellowship.

The President ended by reaffirming his faith in the College. “Bard has a great human tradition,” he said, “in the minds and spirits of the men and women who are the College.” And then, together, we shall make our ninetieth year a memorable one in our history.”

harlequin

Applause is the wooden clatter of humiliation, your laughter before you play with me, and the tears of envy—no, never mind that givers hands and feet ungraciously before your touch, your imagined figure filled with — only distin

Within a shell
I’ve shut away a space
Where words come from skull through torso
to one taut wire
binds the place no heart can cover,
false heart no mind can touch in it.

Each lonely note,
and only one, answering the one before,
alone, alone, and there is no room
but in itself sounds no dust.

My blush is your enameled pleasure,
and the thousand colored diamonds
of each precious moment of your atten-

You set the rhythm; I told you so.

Notes

(Continued from Page 1)

Teaching Fellowship in Creative Writing

Mrs. Eleanor Roosevelt has been appointed Visiting Associate Professor of Music; Dr. Koutouz has studied in Russia and China, and his talents have been honored by prominent orchestra and honours have won her.

Ivan Lazar is the newest mem-
ber of the Philosophy department. At

Mr. Lazar is working on his Ph.D. after having completed pre-
liminary studies at C. C. N. Y. and the University of Rochester.

The visiting Assistant Professor of Philosophy comes to us from the Uni-

Mr. Lazar has had his B.A. and M.A., and his undergraduate studies taught both English and Philosophy.

Mr. Paul Nordoff has been appointed Assistant Professor of Music in the pre-
paration for his career Mr. Nordoff studied at the Philadelphia Conservatory of Music and the New York College.

Mr. Nordoff has had his B.A., M.A. and M.M. while Mr. Leuning taught both English and Philosophy.

Mr. Louis Schuerk, whose paintings are presented in the permanent col-
lections of the Metropolitan Museum of Art, the Museum of Modern Art, the Whitney Museum, the Philadelphia Museum, the Chicago Museum, and the University Club Museum has been appointed Assistant Professor of Art. Mr. Schuerk has studied in the U. S., France and Spain.

Mr. Charles Schuster of the Chemistry Department is Mr. Schuster who has been appointed Assistant Professor of Chemistry. Mr. Schuster has studied at Waynesburg College and the Uni-

Mr. Schuster is now in his second year and Mr. Schuster taught at the Uni-

Dr. Joel Shor has been appointed to the Position of Student Counselor. Mr. Shor has studied in the New School for Social Research barg and Yale. Mr. Shor has taught at Yale and is an active member of the staff of Sarah Lawrence College and a Visiting Lectur-

at N.Y.U.
interview with mr. levin

Ed. note: This is the first of a series of interviews with the new faculty.

As a number of economic students have discovered by now, Mr. Harvey J. Levin is the new addition to the economics department. Mr. Levin’s academic background is impressive. The soft spoken gentleman who inhabits Dr. Sturman’s office wears a Phi Beta Kappa key and was an Oxford Scholar. Information about his impressions of Bard flowed forth freely.

When asked what he thought was the best feature of the Trial Major Conference and The Major Conference, Mr. Levin was quick to reply that in his opinion the needs of the individual can be more clearly determined under such a relationship. Mr. Levin feels that with a knowledge of the student’s needs a great deal of constructive work can be accomplished. He believes that it may be a good idea to hold joint conferences every so often. This plan would insure the small intimate study group but would also give the student a chance to evaluate the work of his fellows and have the experience of working in a small unit with others.

For those who want to know what Mr. Levin wishes to instill in his students I quote, “interest, critical ability, and the capacity to separate the chaff from the wheat.”

Mr. Levin also commented on the fact that Bard’s size prevents an Economics Instructor from getting lost in his own department. Since faculty from all divisions must work together, Mr. Levin feels that it is possible to keep abreast of new developments in all fields. It is indeed a pleasure to welcome a man to Bard whose views seem to fit in so admirably with our educational system.

Bob MacAllister

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- MENU -

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