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Dr. Shor, psychological counselor for Bard College, was recently interviewed on the current question of Dean Cashman's freshman orientation program. We were especially concerned with two aspects: first, that students feel we, concern the campus at large. These (1) the psychological value of the Campus Plan in general, as it has been written, and (2) the necessity for subjecting women to a different, and more restricted program than men.

In brief, Dr. Shor believes that the development of an orientation program for freshmen beyond the present setup is, from Dr. Shor's experience, necessary. The counselor does not believe that his experience to date would allow him to comment on the Campus Plan in general, but he feels that a change towards Dr. Shor's explanation of his position on the orientation program.

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Dr. Shor describes herself as "freshman shocked." Dr. Shor believes that "freshman shock" is necessary for some students to realize that their freedom is not equal to that of the older students.

As young people reach for social freedom, it is a general tendency for them to put forward a slogan of social equality, at least, in terms of their being in the same freedom for women. However, in the long run social freedom will always imply a different freedom for the different sexes, largely because of the differences in sexual feelings. Men do not want the same thing, emotionally or biologically, as women, and women do not want the same thing as men.

This is not to say that women must be restricted in a reactionary sense: a return to an old-fashioned lock-up system, etc., but it does mean that their orientation program must differ from the orientation program for men. Further, Dr. Shor believes that, in general, young women today are more confused than men, and consequently are more susceptible to "freshman shock," and are more receptive to new kind of fulfillment in living, but this new fulfillment has the potentiality of achieving for women even greater freedom than the man's. Young women (and their parents), however, are not fully prepared by their tradition to know and accept the new fulfillment.

The special conversation meeting of the College held at 11:40 on the 3rd floor, Dr. Cashman called on three questions of Freshman Orientation to the conversation. The meeting was unable to agree on any subsequent action pending this meeting. If a resolution of the hour and a half session, a quorum no longer present, the question was referred to the Faculty for further consideration and possible action may be taken.

Dean Cashman spoke at some length in order to clarify the needs and the purposes of the conversational program. An explanation of the reasons for the administrative announcement of the program was also made by the Dean. As a part of the declaration, a Faculty resolution, made on Wednesday the 1st, was submitted evincing the Faculty's general agreement on the program, and their interest in the problem of the program, and their interest in the problem of the program.

During the remainder of the meeting, the floor was open to questions and possible action. The one question put by Professor Alcott, author of the original motion, expressed a desire that the official report have been published, that some affirmative action be taken.

The discussion on the floor, open, in general, the opinion that the time had arrived for the announcement of the program, and that the program might be considered as a mere report.

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One of the most pressing problems of our time, "is the Hydrogen-bomb man's undoing," came under formal discussion at a joint meeting of the Natural Science, Stephens Society, and Social Science Clubs. The meeting took place at a time when scientific, moral, and social were reviewed by speakers from these three fields.

President Fuller, former professor of chemistry and member of the Manhattan Project, opened the panel discussion with a well-qualified one of the opinion that the Hydrogen-bomb reaction bomb. A description of subatomic particles and the principles of the fusion type reaction (characteristic of the original A-bombs) culminated moral considerations in the production question type H-bomb. The relation of equivalence of mass and energy as in the famous Einstein equation E=mc^2 one of the most understandable and rigorous explanations of the H-bomb that has ever been heard delivered to a lay audience. The for defense of the weapons was pounced upon in the statistical language of the physical conditions of an H-bomb.

The findings of Nuclear Radiation Biology, which deals with the effects of nuclear energy on the human organism, were presented by Bill Lewitt. Dr. Neaf, first in his field under Dr. H. S. Martindale, is looking at the effects of radiation on men in this science. The profound and shocking reactions of the body to air-borne negative, and positive, and pathological developments yet unknown, were the result of the first part of his discussion. Countercalibrating applications such as the use of tracers in medicine, agriculture, metallurgy, and engineering were recognized as possibly the most optimistic and that the most important consequences of the release of atomic energy are directions not as yet predictable.

The Reverend Furse spoke of the application of the weapon. He read a statement from the Council of Churches calling upon the nations of the world to bring their dead to life and begin positive steps to insure the peace of the world.

The problem of the bomb in relation to Christianity was presented by Ruth Gillard, Assistant Professor of Sociology at The Catholic University, UNESCO. Miss Gillard expressed the belief that we will have international cooperation only when we find out more about human relations and the practices of individual religious groups. When this knowledge is gained, Miss Gillard continued, we shall be able to control or sublimate in our community the tendencies until that time we must necessarily arrive at a life with strength and work within the organization of international control.

Billie Caminer gave a brief historical review of the United States position since the start of the atomic era. She said that the world blames the U. S. for developing the atomic weapon and their resulting insecurities. The world, she said, is full of suspicion that may be dispelled through education. She added, "the only way to educate our people is through the education of our children."

In the audience discussion that followed, Dr. Wolf expressed the belief that the United States is the only one able to express itself through self-realization, realization of the guilt that everyone has to bear, and the only one able to express the voice of the people which has been so long a general and varying of the barriers to peace.

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Jane
COMMUNITY GOVERNMENT A fare

There has been a controversy on the Community Government Board (CGB) for the Feb. Newsletter. I do not intend to discuss the policy put forth in that publication. Rather, I wish to express the reason why it is possible the effect that policy has on the Community Government at Bard.

First, I should like to make clear that though disagreement may exist on the new Community Government policy, or on the method of its announcement to the Community, we are faced with certain facts. The State of New York has granted a Charter to the Trustees of Bard College in order to establish an educational institution. They in turn have delegated authority to the President of the College and the Administrative Staff to organize and run the school. Thus, on the campus final authority in all matters rests in the hands of the President and the Administration. Because of these facts, Council and Convocation never have been able to do more than advise on administrative policy. This is recognized and accepted.

Convocation, Administration has seen fit in the past, for educational reasons, to delegate authority for legislation and implementation in the field of SOCIAL CONTROL of the campus, to the Community large. From the Bard College—1950-51, p. 67—Community Govt.

Bard College has adopted a form of community government which calls upon the student to participate in the formulation and administration of the standards and regulations UNDER WHICH THEY LIVE. Students, faculty, administrative staff and other residents of the campus form the legislative body, the Convocation of Bard College. An elected Community Council, made up of representatives of all these groups, is EMPowered to GUIDE AND CONTROL, ALL SOCIAL ACTIVITIES and to take action tending to promote the general welfare.

This is a clear delegation of authority and has always been subject to Admin-
istration interpretation. The following statement in the Newsletter of Feb. 1950 constitutes in my mind, a clear revocation. In an article by Dean Casady under the banner, of "New Program at Bard," the following permanent statement appears:

Convocation activities will be re-
served for Fredericun.—and—
Between specific hours all fresh-
men women will be required to be within the walls of their dorm-

oriums.

I must remind readers that no ex-
ception is being taken to this program.

Rather, I wish to show the contradic-
tion which exists.

The difference between the Cata-
logue of 1950-51 and the Feb. '50 Newsletter cannot be denied. One grants full control of SOCIAL con-
ditions to the Community Government. The other, under the signature of an administrative officer clearly restricts the actions of the Government. In another place, one quotation of the com-

munity (the administration) has exer-
cised its rights to regulate another aspect of the community. I now am forced to question the truth of the catalogue statement on Com-

munity Government's position as the group which controls SOCIAL condi-

tions. I maintain that one part of the community has set down a policy which Makes Community Government helpless in a large part of its stated ob-

jectives.

Under this ruling the community could not propose the two following hypothetical statements for legislation.

All freshmen shall live in rooms with sophomores and juniors in order to facilitate their integration into the community.

Or there shall be no hours spec-
ified for students to return to dorms at any time, since the Bard System is designed to develop maturity, and such regimentation would tend to retard an adult outlook.

The above could, before this term, have been considered by the community. They certainly come within the sphere of the SOCIAL life of the community. At this time neither could be considered as legislation. They are in opposition to an announcement of the Board. Stop now and ask yourself: What is community government? What does it mean? What can it do? I maintain that we know our sphere as set out in the catalogue. In the face of the new policy I doubt that Com-

munity Government can do anything longer. I wonder what our reason-

ing regulations mean in the new light, and what the status is of open house?

I believe now that we have what is called "freedom of speech." This is the definition of "Community Government" which would be based on a comprehen-
sive summary of the fields in which we can effectively legislate. When such a plan is presented I would be strong-

ly in favor of a critical examination of its contents in order to determine the propirtion of the name of the govern-

ment, and any changes which might be made to bring the law into proper-ty delegated authority.

Wally Kaufman

Music at Bard Hall

George Finkel, cellist and Lionel Nowak, tenor, will appear at the Bard College Music Department, FEBRUARY 28 at 8:30 P. M. with the fol-

lowing program:

Chopin—Barcarolle in G of Bach Sonatas for cello—Debussy Sonats for piano (1947) — Gail Kubik, piano—Frederick Allan, bass—Bach Sonatas for cello and piano— Nowak

The recital given by Mr. Finkel and Mr. Nowak on Tuesday night was a great treat for Bard. They are talented young men and their voices promise their talent by performing works of uncommon and universal interest.

There could hardly be any instrument more difficult to play than the cello. It is an instrument with a soul; it requires infinite care, understanding, and Mr. Finkel made his cello voice its soul. It always had a richness and depth of tone; it always sang as only a cello can sing.

Mr. Finkel played the Bach Chorale well but without unusual profundity, but the Debussy Sonatas was indeed more sensitive interpretation in a work of unusual structure and exceptional value, and Mr. Finkel did not blunder into the pitfall found in most of Debussy's music. Specifically, he did not over-sentimentalize the work and allowed

it to express itself with clarity and without superficiality.

The performance of the Suite for cello by Bach was a forceful one. It demonstrated academic interpretation and technical abilities to a degree in terms of which it is to be hoped effective.

Shor—continued

What to do with the freedom society has allowed them for the achieving of their new "fulfillment." Dr. Shor believes that the answer to the problem of the freewoman is to be found not in regression to an old fashioned situation, from which they would strongly rebel, but rather in some plan which could be worked out in progress, and "arrived at from the common experience of the members of the community." "This plan must," says Dr. Shor, "be set up with the understanding that the program may be revised and that the freewomen will be allowed to have some part in its re-

vision.

Finally, we must expect some real-

tion against a plan which in any sense involves a dividing nature. Dr. Shor, however, tells us that the rebellion against the family or the father (here the administration) is in the way of healthy human nature, and it is through experiences with this rebellion that progress is eventually made.

Roger Cook

Neuman Proposes Mag.

It is both sad and strange that Bard College does not have a magazine of its own. It is especially unexpected because our campus is a place, which, Sad, because this is a school devoted to creative work in all fields, and because such work is in a rich abundance here, it is generally undisciplined and unchuckered. Strange, because this school is founded on co-operative learning, a school that is interested in recognizing individual achievement of all kinds. Strange, also, because the idea has been continually suggested, yet no action has been taken. So it is that a practical step is taken—especially at this time. We are in a good season and change, and are in search of those ele-

ments in Bard education that will give us more substance.

Time, then, to bring together the new issue a little illustrated and understand creative work in all fields, to publish for our own students and, at the same time, the stories, literary criticisms, sociolo-

gical and historical researches, to recognize merit where it exists and share knowledge when it is vital. A major problem here and (in our country) is the isolation of intellectuals from each other and especially of artists from one another. A magazine, both in the special workout of its creation and as a product, is a medium of exchange, a challenge to isolation. But these are only general reasons for such a magazine. Specifically, it will do a number of things.

For one if the magazine were only for the Bard community at first, in time it might be sent to many other schools and universities to attract those outstanding students. Bard definitely needs. Also, it would serve as a per-

nament record of the intellectual and creative efforts of every student.

These are but a few reasons for such a magazine. Specifically, it would give

professional respectability and power to our students. It would also enlarge the field of material for the different departments, as well as give us a inde-

pendent work. It might well include designs of the outstanding sculpture-

ures and paintings of each student, and print original musical scores. Of a publishing group, March with the aim of establis-

nicking a Bard Magazine Group as an or-

The BARD COLLEGE STORE

To Speed Service—

Please bring dishes back to counter

AUCOOK'S

Groceries

Fruits

Vegetables

Meats

DELIVERY SERVICE

Red Hook, N. Y.