

Bard College  
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# BARDIAN

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# The Bardian

Official student publication of Bard College,  
Financed by student funds

Andale-on-Hudson, N. Y.

March 13, 1951

## Editorial . . . . .

Over one year of being editor of the BARDIAN tempered by a fair experience with professional editors has taught me that, above all, an editor must be highly selective and must not be softened by the inactivities of his staff who feel that they are absolutely no reason why they could not have used their talents. When I first began editing the BARDIAN I had to revive it from a near non-existence brought about by lack of interest in its continuation. A very few seemed to care to contribute their time to the BARDIAN's perpetuation. It was part of this that the editors were determined to get almost any con-

tribution of general disinterest, but our desire as editors to fill the columns drew us down a path of duty. At first we wondered if we were such lonely travelers but after a semester or so, we began to find the very serious error that had been made. At the opening of the semester I had made a foolish mistake and gotten the paper off to a tactically ineffective start. I turned to the freshman class, on the BARDIAN, as though I were for charitable offerings. My staff had been unresponsive and it was clear that they did not know why. I addressed the freshmen with the same salesman whose product was not selling to the students in this case the upper class. I should have done what I should have done was to copy of the paper, introduce it as the school publication

that accepts non-staff written material of high quality, and let it go at that. The best salesman, I have since learned, is the one that has the customers asking him if they can buy what he has.

Another important lesson was that people with something of quality will not want it published by a sheet that accepts trash. I know now that you cannot expect a budding Fitzgerald to want his work published beside a bit of trash that belongs in True Romances. I found that mediocrity breeds trash and quality attracts craftsmanship.

I knew from the start that the BARDIAN like its audio counterpart WABC was made to order as an ideal medium for experimentation in creative and non-fiction writing. It offers an opportunity for writers to put their work before a highly critical, individualistic audience. Although some of the criticism seems unjustified there continues to be more value in it than in praise which, by its nature, is negative from the standpoint of suggestions for improvement. Criticism, just or unjust, however, is usually productive of ideas. The worst thing that can happen is to publish an edition of the paper that draws no comment, good or bad. Then you know you've produced a dud.

As a parting word of advice to Marty Johnson let me remind him that unless he doesn't particularly care about doing anything but the BARDIAN he will have to learn how to delegate the editorial chores. It may be exciting to stay up all night putting out a paper but it's more like hitting yourself with a hammer for the dubious pleasure of being able to enjoy the peace when it's over.

Robert Solotaire

## Draft and You to Date

James H. Case, Jr. advised that six students enlisted in the military under the erroneous belief that completing an academic year would pre-empt entering the services.

It is in regard to the ever-changing power regulations may not have moved six of our fellow students to make quick decisions but practically all male students at other institutions of higher learning his uncertainty often gives stifled fear and unfounded about impending legislative trative regulations.

It is not surprising, for even the most person has no certain way of getting the scarce official and statements and the numerous "stories" being circulated by the well but slow-grinding democracy will eventually learn and well-defined manner, but at the present time processing and assimilating of views, in order to ascertain sentiment and the country's

### Current Draft Policy

Under the following provisional effect in respect to male college students: Each year, beginning at the age of 18, every

student must register at the local draft board, and after his 19th birthday he is liable to receive a notice of classification. When and how he will be classified will be decided by the local draft board.

2. If a student has been classified 1-A, he may receive orders to report for induction, if he passes his physical examination. However, the Selective Service Act of 1948 states that "any person who, while satisfactorily pursuing a full-time course of instruction at a college, university, or similar institution of learning, is ordered to report for induction . . . Shall, upon the facts being presented to the local board, have his induction . . . postponed (A) until the end of such academic year or (B) until he ceases satisfactorily to pursue such course of instruction, whichever is the earlier."

The latest ruling of the National Selective Service Director allows college students to apply enlistment from April 1 through June 30.

4. These provisions affect only students in the 19-25 age group. As this is written, however, it is virtually certain that Congress will extend draft eligibility to 18 year olds. Presidential approval has been promised.

5. Veterans, married students and students with other dependents are automatically exempted. There are, however, strong indications that married

(Continued on Page Three)

## Precker Reports on Bard Project

### First Results of Poll Taken Last Spring Lists Qualities Thought Most Important by Students

After many vicissitudes of fate, the first results of the Bard Project (to be distinguished from the Bard Survey), have finally arrived, after having been pushed back many times on the production schedule of one of the largest statistical laboratories in the country.

For those who may not have been here last spring, or who may have forgotten, the Bard Project was a unique college venture, undertaken at the request of E.P.C., and under the direction of Ruth Gillard, Irving Lazar, and Joseph Precker, involving the cooperation and participation of the total college student body and faculty.

There were several kinds of important questions that E.P.C. and the student-faculty committee on Academic Standards were trying to answer. The major questions were:

1. What criteria are most important in evaluating students at Bard, in and out of the classroom? What qualities should Bard attempt to develop in students during their four years here? What qualities should be sought in students applying for admission at Bard?

2. What are some of the characteristics of the Bard community in terms of socio-economic background, academic aspirations, and academic expectations?

3. What are some of the major spontaneous groupings on the Bard campus, not in relation to individuals, but in relation to such things as major field, year in college, dormitory, and other "institutional" factors?

In order to find some provisional answers to these questions, the community answered extensive questionnaires, in which they were assured of anonymity, and which asked questions related to the background of students and faculty, and asked for a listing and description of the characteristics the respondents would like to see as important at Bard. After this material was gathered, each one of the characteristics named by each respondent was placed on a separate card, and the three directors of the study put them in categories that seemed to emerge. Then a master list of the major categories was drawn up, each category was then reduced to a name and a description, and mimeographed on separate slips of paper, and all 39 of them placed in an envelope in alphabetical order. Then the entire community was called upon to place these characteristics in rank-order, in terms of their relative importance to the individual.

This constituted the major job of gathering the data, and this step was highly successful, since only three people out of 275 did not participate in this stage. However, the vast amount of clerical and statistical work on the pro-

ject was delayed for a variety of reasons, even though many students, as paid workers as well as volunteers assisted in the tremendous clerical job necessary to prepare the data for statistical treatment by hand and by IBM machines.

In this first presentation of some of the results, only the top ten characteristics that the community selected as of major importance will be presented. Additional data will appear in subsequent issues of the Bardian, and the total results will be made available to the proper committees and other interested people as soon as the job is completed.

### TEN TOP CHARACTERISTICS SELECTED BY BARD STUDENTS AS THE QUALITIES THEY THINK SHOULD BE MOST IMPORTANT AT BARD COLLEGE

The top ten characteristics listed below should not be interpreted as being the characteristics which all students must have upon entering Bard, but rather the characteristics that students would like to see developed during the individual's four years at Bard.

1. **EAGERNESS FOR LEARNING:** desire for knowledge; scholarly dedication; motivation to learn; intellectual curiosity.

2. **INTEGRITY:** moral and intellectual honesty; ability to face consequences; honorable; sincere; able to stand up for one's beliefs.

3. **USE OF KNOWLEDGE:** the ability to apply knowledge; to use what one has learned.

4. **MATURITY:** adult behavior and attitudes; sense of proportion; intellectual and emotional maturity.

5. **SELF-RELIANCE:** ability to work independently; independence in thought and behavior; ability to make decisions alone; self-direction; ability to direct one's own studies.

6. **INTEREST IN MAJOR FIELD** (no further explanation necessary!)

7. **INTELLIGENCE:** educability; ability to do college work well; intellectual ability.

8. **PROGRESS:** individual improvement; ability to grow intellectually and emotionally; improvement over initial performance.

9. **EMOTIONAL STABILITY:** mental health; well-adjusted; intelligent sex and drinking habits.

10. **OPENMINDEDNESS:** willingness to hear and consider other points of view.

Any college that achieves these results has no reason to be ashamed of itself (an editorial, not reportorial, statement!).

Joseph Precker

## Field Period Jobs Rated Successful By Majority of Bardians: Constructive Suggestions Offered

After talking with a small number of persons about their field period experiences I was inclined to feel that a great deal was to be desired in the handling of the job experience side of the Bard curriculum. In order not to be misled by only a few cases I developed a questionnaire which I distributed among about half of those who held field period jobs. The results proved in favor of the field period although a few constructive suggestions were made. The results and additional remarks follow:

1. Through whom did you get your Field Period job? (19) parents, (15) friends, (5) college, (38) yourself.

2. Did you know what kind of work

you wanted before you began looking for a job? (61) yes, (9) no.

3. Were you adequately prepared to go job-hunting? (55) yes, (12) no.

4. If you answered "No" to No. 3, check one or both of the following: (8) You did not know where to go or who to see about a job, (3) You did not know how to present yourself to a prospective employer.

5. Did you have difficulty getting a satisfactory job? (16) yes, (54) no.

6. If you answered "Yes" to No. 5 check one or more of the following reasons: (4) Inadequate experience in work applied for, (13) Your services available for too short a time, (9) January-February a bad time of year for finding employment.

(Continued on Page Three)



## BARD SURVEY BROUGHT UP-TO-DATE

At the Convocation meeting Tuesday night Kit Kauders reported on some of the Bard Survey's activities. The technical aspects of our survey dealing with Community Government were omitted since they will be discussed at a future Convocation.

The surveyors were elected last term by the community to study Community, and Student Government, at other colleges. Ultimately, the group will present the community with the draft of a new constitution, which will be the result of the information it will gather. They are also writing the section of the Bard Book dealing with Community Government, while another group, with Miss Brandeis, is writing about Bard's other facets. The class, which meets Friday mornings, from 9 to 11, in the Psych lab, is open to all interested members of the community.

Between expeditions, Bard was the surveyor's home; the girls lived in North Hoffman and the men in the dwelling units. As domestics, the girls managed to cook dinners quite well, and the men showed us their appreciation by preparing, in gala style, a most delicious meal for us. The faculty and administration were all very cordial and offered many enjoyable evenings at their homes.

Experiences at the colleges visited were varied and, without exception, interesting. In spite of the fact that the surveyors could not stay very long at most of the schools, they managed to get quite an accurate picture of each college by talking to members of the administration, of various committees and sub-committees (and even sub-sub-committees), and to the "general public." It might have seemed, to the casual observer, that they were constantly going to meetings of one kind or another—they were, but nevertheless found it a fascinating though tiring experience. Of course, since Sarah Lawrence and Mr. Holyoke are women's colleges, the men undoubtedly appreciated the "surroundings" more than did the other members of our expeditionary force. However, the girls compensated for this at Antioch and Marlboro.

They were all impressed with the academic similarity of Bard and Sarah Lawrence, and with the "gracious living" of Mt. Holyoke, where Tradition is the rule of thumb. Their longest, and perhaps most enjoyable stay was at Antioch which was found to be very much like Bard. They say how well their co-op system works, and were impressed with their Honor System, which operates as well in the academic field as it does in the workings of their co-op bookstore. One other aspect of the Antioch community of interest was the exceptionally large proportion of married students, and the extent of their activity in Community Government. The last stop during the Field Period was at Marlboro, where it was 11 below zero. Since it is only four years old, Marlboro has its own special problems, and quite a few of them. It is still in the process of being built (mainly out of old farm-houses and barns) and is quite rough. Goddard and Bennington both have their Field Periods now, so they will be visited sometime during this term. They were impressed everywhere with the friendliness and cordiality with which they were received, and the large amount of interest people had in Bard.

Apart from the information obtained about Community Government, the surveyors learned a great deal: the importance of the physical plan of a college; the similarity found in Bard, Sarah Lawrence and Antioch students. Any account would remain incomplete without mention of Miss Gillard, without whom the surveyors never would have learned as much as they did, or enjoyed it as much.

Naomi Bellinson

## Letters to the Editor

February 8, 1951

The New York State SDA Foreign Policy Committee believes that the United States must follow the following directives if we are to stem and brake the Communist tidal wave and to preserve and expand the freedoms born in the cradle of Western civilization.

1. No action should be rationalized in terms of special interest groups or in terms of narrow, short-sighted national interest. Our fate is tied up with the fate of the free world, and every major decision should be made keeping this axiom in mind. Therefore, our allies should be consulted, and a common policy for all free nations should be aspired.

2. Though appeasement benefiting Russia should be barred, there is wide room for diplomatic intercourse. There is need for a clear distinction between diplomacy and appeasement. Diplomacy is the art of enhancing a nation's position at the cost of its opponent. It deals with such intangibles as public opinion, the relative strategic value of an action gauged by its moral effect, the predisposition and intentions of the opponent. Diplomatic compromises need not be appeasement. Appeasement is bad diplomacy or absence of diplomacy that enhances the over-all position of the opponent.

3. No expenses, no efforts should be shunned to build up our own and our allies' military, economic, and moral strength. Such programs as Point 4 are of great importance, for the ideological war will be won by those who can feed empty stomachs and guarantee the dignity of individuals and nations without forcing them into the role of satellites.

4. Though, in view of the present world situation, we should not outrightly refuse assistance from governments that do not conform to democratic principles, we should be very careful in choosing our allies and weigh the military advantage to be gained in light of possible moral and strategic liabilities we may incur.

5. Though during this time of national emergency most of the federal budget must be set aside for military purposes, we believe that social improvements such as FEPC, federal health insurance and aid to education are essential to bolster the nation's morale and to guarantee the success of our defense effort.

6. Though security in certain sensitive government positions is vital, the loyalty program, and our internal security program in general, should be protected from abuses. Full civil liberties should be maintained within our borders, for they are the foundation of our democratic strength. Any hysteria in form of "McCarthyism" or in any other manifestation should be combatted incessantly, for a divided America, torn by dissension and uprooted by rumors and false accusations, cannot maintain its leadership in the free world.

All persons having been found to follow these directives by word and deed deserve our unqualified support. In particular, we wish to encourage such Democrats and Republicans as Senators Humphrey, Kefauver, Lehman, Morse, Tobey and Margaret Chase Smith, and New York's Congressmen Franklin D. Roosevelt, Jr., Emanuel Celler and Jacob Javits, who are fighting in America's finest liberal tradition for a positive domestic and foreign policy.

December, 1950

To the Editor of the Bardian

It seems to be anathema to students to let a mere teacher look at articles they contribute to the Bardian because it imperils their constitutional right to misspell and to use poor grammar. Not being a language teacher, I would like to indulge in the language teacher's unpardonable error, i. e. to repeat linguistic errors while correcting them, instead of being a patient lamb by simply correcting them.

In offering the following fable, I am

orienting my thoughts along the lines of grammatical criteria which are established in the texts. My criterion for spelling is to consider every datum which is given in the dictionary as valid, and to consider dubious those data which are apprehended in coffee shop lingo.

Once upon a time there was a happy plantator. Every morning he went out on his plantation to plantate beets. His neighbor was always rantating at him for orientating his furrows east-west. He maintained that the best orientatation was north-south. To placatate him he statated that next time he would orientate half his furrows the other way to see whether the concentratating of sugar in his produce and the ratating of his crop in the market would improve. He then mixated his singular plurals with his pluratated singulars by the statement that his criteria is as good as anybody else's since the criterion used by others are subjective anyway. While on this singular topic he went on to say that the gradating of rabbits according to length of ears was another one of those issues in which the data is lacking. The datum which are correct prove that the matating of singular with plural animals produces the very best kind of grammatical bull.

Stefan Hirsch

## INTERCOLLEGIATE PRESS ROUND-UP

"Quality points" are now being awarded to University of Miami's (Coral Gables, Fla.) for their extra-curricular reading. The books are given one third, two thirds, or full credit, the judgements being based on length, complexity, and "importance" of the selection. The reader is required to give a verbal report on the book to a faculty member. The plan is designed to increase the outside reading and general knowledge of the students.

\* \* \*

Although the Bard Survey Group will include Bennington College in its report, a statement in the Press Bulletin deserves some mention. The Bulletin states that the ultimate power behind their Executive Committee, which corresponds to our Council, is "the weight of public opinion within the college." This brings up the interesting question of whether public opinion and public action are one and the same. How about a letter to the Bardian on this, surveyors?

\* \* \*

"A college group, given sufficient authority to fulfill its purpose, will usually demonstrate responsibility far above and beyond what we expected of them." The Assistant Director of Student Personnel at Macalester College, St. Paul, Minn., believes that the implications of this fact should cause college administrators to think in terms of group dynamics and human relations, a theory that is being tested through the Bard Project as reported by Mr. Precker on page one of this issue.

Bob Solotaire

## THE BARDIAN TURNS TEACHER

An informal seminar in journalism will be sponsored by The Bardian for those interested in learning newspaper techniques. Mr. Felix Hirsch has agreed to help in the planning and lecturing.

It will be designed for students interested in pursuing extra curricular work independently or with the Bardian and the year book. Practical experience, obtained by writing for The Bardian, will supplement the theoretical knowledge obtained in class.

Details of time and place will be announced as soon as a substantial program can be outlined.

## Bardian

### Staff

*He who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions.*  
—Abraham Lincoln

Editor-in-chief . . .

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News Editor . . .

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Ray Rudnik

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Gail Watts

Business Manager . . .

Walt Lahey

Business Staff . . .

Winthrop Rockwell

Peter Watkins

Cue Sullivan

Circulation . . .

Yale Nemerson



## POEM

O God! let loose your hold on men  
And generously take back your ten  
Stone-chisled promptings. Where you  
thirst

To be adored, erase the first  
That they may be reclaimed anew  
From minds of meat, and not from you.

I call your conscience, (recalling script,  
My image flatters you—'tis apt  
You have one) hear a "woe" and stop  
In doubt. You lounging mass atop  
Some gothic gilded altar! loose  
Your creatures ere they reproduce!

A being comet-strong who shapes  
Whole planets from collision chips  
Must needs feel pity for this ilk  
Who can't explain their mothers' milk.  
These foundlings toned deaf to a star—  
Must they be bothered why you are?

Must loyal men beg your assault,  
And pray their eyes to burn with salt  
When first-slapped screams produced the  
same  
Effect? Must hungry men so game  
With you when rough-hewn pleasures  
give  
Perplexing deaths while yet they live?

When truth and essence, space and time,  
Life and death and reason, rhyme,  
Art and nature are in doubt  
And problematic man's a shout  
From shallow graves, and far from  
Grace,  
For Man's sake, God, leave him in  
peace!

Peter Stone



## PRINTERS

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FIELD PERIOD POLL

(Continued from Page One)

7. Did you get the kind of job you and your advisor wanted you to get? (48) yes, (15) no.

8. Do you feel that your Field Period job was a success? (64) yes, (7) no.

If "yes" check one or more of the following: (44) I made contacts that will prove valuable in the future, (28) It was successful financially, (56) I learned a great deal that will prove valuable in my school-work and later in a career.

If "No" check one or more of the following: (0) I had too little time to accustom myself to the work, (7) The work was over-simplified, (2) The work was out of my field, (0) The job was too big for me to handle.

9. Were you (35) Paid or did you work as a (34) Volunteer?

Of the twenty people who gave additional remarks, the majority stressed that the Field Period should be longer and that January and February were bad times for job-hunting. Comments such as "I could have had the job I wanted if the Field Period had been longer" were common. I have included some of the other quotes that I felt to be of general interest:

"I believe that the Field Period should be scheduled for the six weeks before or the six weeks after *summer* vacation so that those who wish could work through the summer, as most companies have good positions open but are reluctant to hire someone for only six weeks."

"The whole concept of the Field Period seems to be opposed to the idea of Liberal Arts Education. The purpose of the Field Period supposedly is to train students for a vocation when leaving college. It fails to do this in as much as six weeks is too short a time to learn new skills especially when the job is of a technical nature. My suggestion—that the Field Period be made optional."

"I do not think it is a good idea to have students secure their own jobs (generally). It takes too much of their

time and trouble. Why not try Antioch's system?"

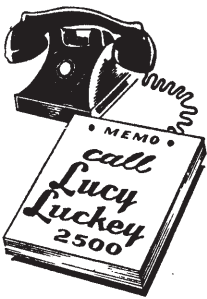
"I was *lucky* in having had job-hunting experience, special skills for certain jobs; but without contacts, the hindrance of the short period of time in which to work would have made the task far more difficult."

"There should be more of an effort made by the 'appropriate' office to locate *paying* jobs for those who need the financial aid."

"Did not work in my chosen field but the job opened my eyes to a new field."

Robert Solotaire

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Autumn Garden Tix  
To Aid Scholarship

If you're a theatregoer who is at all conscious of tryout reviews and advance praise, take a good look at the Hageman Bulletin Board. If you have no prejudices against Philadelphians and everybody reads the Inquirer (or is it the Bulletin?) then quickly tap Marlete Seldin or Whitney Bolton or Paul Saligman on the shoulder and tell them to save you a choice seat for Lillian Hellman's "The Autumn Garden."

You'll be doing yourself two favors. You'll see a good play by one of America's foremost playwrights and you'll be helping gool ol' Bard College. We're a charitable group of scholars up here on the Hudson and when a chance comes along to help ourselves, we're going to get behind it.

A bus will leave Bard on Thursday evening, March 22, 1951 to take Bardians to New York for "The Autumn Garden." The tickets are either \$6.40 or \$5.20 or \$7.00 or if you're really in the chips see Marlene, Paul or Whitney.

DRAFT--Cont'd

(Continued from Page One)

male students with no further dependents will be added to the pool of draft eligibles in the near future.

The effect of this policy on Bard

What does all this mean to Bard? According to an unofficial count, about 65 male students attending Bard this semester will be liable for induction at the end of next June. Taking into account the small number of affected seniors, at least 50 of these students would be expected to return next fall under ordinary circumstances.

Fortunately, it is very unlikely that Bard will have to face the loss of 50 students because of the present national emergency. Though no official statements have been made it is widely rumored and believed that *all* students in good academic standing will be allowed to complete their college education before being inducted. Such a policy has not only the support of the American Council on Education and the New York State Department of Education but also of large segments of the press and numerous government officials. The chances for the passage of an unmodified UMT bill by Congress are dim. The necessity for the building up of our academic manpower is more acutely realized than ever before.

No "government-sponsored" educational program in sight

Asked whether the possibility of a government-sponsored educational program at Bard has been explored, President Case said that he had talked to various representatives of the Armed Forces in Washington. At that time no such programs were contemplated in the event of war. President Case gave to understand that this decision may be changed, but as yet there is no definite information available.

Charlie Naef

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the best of  
spirits  
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## LETTERS-Cont'd

Bard College  
Annandale-on-Hudson, N. Y.  
March 4, 1951

Mr. Al Ettinger  
Students for Democratic Action  
Washington 6, D. C.

Dear Mr. Ettinger:

I am now resigning as Chairman of the Bard College Chapter of SDA, and ceasing all my activities in the same Chapter, for the following reasons:

1) I no longer believe that the existence at Bard of *any* official, permanently organized political group is beneficial in any way to the Bard Community. Ours is a small, thoroughly democratic campus with a generally progressive outlook. The Bard SDA has no organized opposition to keep it on its toes; no campus issues to take action upon. And the discussions and meetings and activities which SDA Chapters sponsor at other colleges with great success are carried on here at Bard under other auspices, while our location makes it impossible for the Bard membership to contribute significantly to the activities of the New York SDA Region.

2) In recent weeks my outlook on foreign policy has been shifting to the extent that at present I am inclined to agree more closely with Prime Minister Nehru's point of view on certain important Asiatic issues, than with the point of view of most SDA members; consequently I cannot uphold the opinion of SDA on these vitally important issues.

The Bard SDA will probably elect a new Chairman soon if it can manage to get a quorum of nine members together at one time and place. The leadership will likely remain largely the same as before. But I doubt that the Chapter will find much to do in the way of worthwhile constructive activity, because it seems to me that *fundamentally there is no need for it at Bard* . . .

Sincerely,  
Maurice N. Richter, Jr.

## THE BARDIAN SOUL

(when accurately sung, this uses a form of the tune of *Body and Soul*)

I'm sorry that I came here,  
I see at last, things aren't the same here,  
I'm dying to leave this . . .  
I was a normal Bardian Soul.

I'm sick of beer that's barreled,  
And getting tired of Mike and Harold.  
I'm ready to throw up  
The food they served this Bardian Soul.

Sick of aesthetics, in search of emetics  
I'll leave without a tear.  
I think I was sober once in October  
I can't recall the year.

Into the depths I blundered  
And come out minus eighteen hundred,  
It wasn't worth it  
To this por Bardian Soul.

They say I'm heterosexual  
And not a pseudo-intellectual,  
I haven't a friend here  
I'm such a lone Bardian Soul.

There are so few obstructions  
To our young ailettantes' productions,  
But their best creations  
Are left behind in body and soul.

I was so much broker from one night  
of poker

It still is a shock.  
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I'm not even tilting, *I knock*.

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Are at those damned alumni dinners  
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We'll find our lost Bardian Soul.



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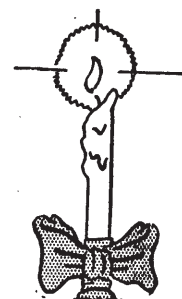
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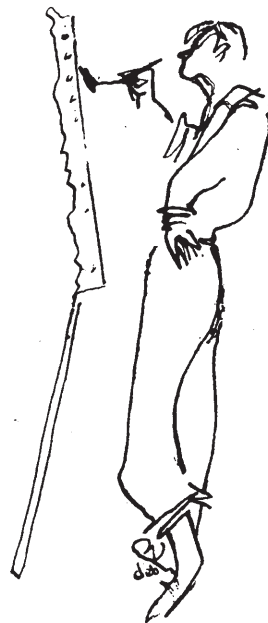
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