

Bard College  
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# OBSERVER

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# Bard OBSERVER

The Official Publication of the Bard College Community

VOL. 4, No. 8

ANNANDALE-ON-HUDSON, N. Y.

APRIL 10, 1962

## EPC Probes Student Teaching Experiments

At an open meeting last Tuesday, Educational Policies Committee discussed an experimental student-teaching program and found favorable reactions among both faculty and upper college students who would participate.

The committee also discussed plans for a used book exchange, which gained Community Council approval last week, and recommendations for the proposed new floor in the library.

Two possibilities for the use of student teaching assistants were discussed. The committee felt that students well-prepared in a certain field, for example, a senior doing a project relevant to a course, could take over class for one lecture. Another possibility is that qualified students could lead supplementary discussion groups weekly or bi-weekly in a lower college course.

In either case, the aim of the program would be to give upper college students who intend to teach a valuable opportunity for classroom experience.

## No Freshman Dorm in Fall

Bard's only freshman dormitory, which was instituted at the beginning of the current academic year, will cease to exist as such next fall. All women students will be given the opportunity to live there if they so desire.

Dean Hodgkinson reported in a recent interview with a member of the Observer staff that a freshman dorm is not an ideal condition at a school such as Bard.

One of the main objections to the freshman dorm from the beginning was that it drew distinctions along the lines of class standing, something that hadn't previously been the order at Bard.

The Schuyler House in Rhinebeck, which was given to Bard last spring, will be ready for use as a women's dormitory in September. Necessary repairs are currently being made and will continue throughout the following months. All women, except new students, may live at Schuyler House. Dean Hodgkinson strongly believes that new students should live on campus so that they will become accustomed to the college environment more quickly and easily.

There is room for approximately 35 women at Schuyler House. The rooms are, according to Dean Hodgkinson, spacious and attractive and there will be about eight or ten singles available. A bus will provide frequent transportation to and from campus each day. There will probably be a faculty couple in residence at the home, although no final decision has been made as to who the couple will be.

An extra sculpture studio will probably be in operation this week, according to Mr. Fite. The studio will be directed by Bruce Cahn, Manus Pinkwater and / or John Taylor. A similar possibility exists in painting, where William Tinker would have charge of the program.

EPC indicated that it will evaluate the program in the art department when it has been underway for a while, as it intends to do with all the other student-teaching experiments.

In the mathematics department, a proposal is being considered for an advanced student to take over some of the freshman classes. As arranged by Mr. Tremblay last year, 102x (trigonometry, one credit) course has a student mathematics major, Ralph Levine, as instructor. Steve Maltzman will take over the second half of the semester.

At EPC's suggestion, a used-book exchange was approved in council last week. It will begin operation as soon as Mr. Asip, the college's business manager, chooses a student to direct it.

Intended primarily as a service to students, the exchange will also try to be self-supporting. It will accept books on consignment and sell them at a price named by the seller, plus a 10 per cent commission.

Recommendations for use of the new floor in the library, compiled from the recent EPC questionnaire sent to students, include preferences for new books, lavatories, reference room, individual study room, science library and a large study room. These suggestions will be submitted to President Kline for his consideration in planning the library improvements.

**EPC meetings are held at 10 P.M. Tuesdays in Aspinwall and are open to the whole community, unless a closed meeting is announced.**

## President Tells Future Plans For College At Monday Night Meeting

Yesterday Dr. Kline spoke to Community Council about the image of Bard and the college's public relations policies. The primary emphasis, he said, was upon introducing Bard to those who do not know it.

The issue arose two weeks ago in Council when the letter of the Committee for Episcopal Scholarships appeared in the last *Observer*. Council members raised the questions of whether this committee was affiliated with the college and what and how much literature it was distributing.

A committee was organized to look into the matter; its members were Ralph Levine, Jack Blum, and Dean Hodgkinson. They inquired about the Scholarships Committee, examined the college's various publicity materials, and reported back to Council at the next meeting.

The Committee, they said, was independent of the college, although it was using Bard's printing and mailing facilities. These facilities are available for any autonomous group working to help the col-

lege.

Blum, Levine and the Dean produced pamphlets from the Public Relations Office pertaining to Bard's relationship with the Episcopal Church. These resulted in many questions about the direction of Bard's public relations program. To clear up these questions, Dr. Kline was invited to yesterday's Council meeting.

He first spoke at length of the history and traditions of the college. He pointed out that the relationship with the Church originated with the charter and has been in force ever since. Thus, he said, the religious affiliation must be a fundamental element in the image of Bard.

Dr. Kline also described the educational policies of President Bell and Dean Tewksbury. Their academic innovations were the forerunners of the present Bard tradition of personal commitment to learning. This, also, should be a part of the image of Bard, he added.

Dr. Kline then passed around some leaflets on various aspects of the college's curriculum. He said these were being distrib-

uted in at least as great a quantity as **Bard College and the Church**. The latter are sent to church schools, interested clergy, and Episcopal laymen, while the curricular material is used for high school guidance counselors and students.

The church-related literature is directed mainly toward the Northeast, where the Episcopal Church is mainly concentrated. The academic pamphlets—e. g. **Creative Work at Bard College, Literature and Languages at Bard, The Division of Art, Music, Drama, and Dance, and The Sciences at Bard**—go to 2,600 high schools across the nation, mostly in urban or suburban areas east of the Mississippi.

The Admissions Office concentrates upon those schools which have produced successful Bard students. The catalog and the student handbook are still the primary informative introductions to the college.

Dr. Kline then spoke briefly of Bard's admissions policy. He said that simply enough, the best applicants would be admitted. He has given Mr. Herdman absolutely no directives of any kind about favoring any class of students. He said that he would like to see a greater number of Episcopal students at Bard, but that to admit unqualified applicants because of their religious affiliation would be both ridiculous and harmful to the college.

## Faculty in the News

Eugene Goodhart, a member of the literature division faculty, will leave Bard at the end of the term. Beginning next fall, he will be associated with the English department at the University of Chicago.

Two members of the Bard faculty have had books published recently, including Dean Harold L. Hodgkinson and Frank Riessman, who is currently on a leave of absence.

## Committee Chairman Answers Church Scholarships Attack

As chairman of the Committee for Episcopal Church Scholarships at Bard College, I feel that I must make some response to the editorial in the Bard Observer of March 26th.

First, I would like to quote from the brochure "The Case for Bard" published Feb. 1, 1958 during President Case's administration: "The Bard Scholarship program, which both raises the academic level of the student body and offers educational opportunity to students who, without financial help could not afford to attend college, is essential to the ideals of this college." During the previous year the John Price Jones Company, Inc., in a general survey of the college reported to the Board of Trustees that serious efforts should be made to procure scholarship help from every possible source.

With these thoughts in mind, several alumni clergy of the college felt they could work toward procuring such assistance from clergy (even those who might not be alumni), from local churches, and from Church Foundations. Considering the historic roots of the colleges, it seemed natural to seek such funds within

the Episcopal Church.

Finally, such a committee was organized and for the academic year 1961-1962 was able to give assistance to three members of the present student body. It is the hope that the increased efforts of this committee will be able to help even more students.

It should be quite clear that this committee exists outside of the college administration. It is not a committee of the Board of Trustees; the President of the college is not a member; and the awarding of the scholarships is made directly by the committee, providing the students selected meet the academic and other qualifications established by the admissions committee of the college. Out of courtesy, our committee has included the present chaplain who is also an alumnus of Bard.

I must take issue with your editorial statement that such an effort makes the "administration guilty of discriminatory practices by advocating preferential treatment for members of a particular religious institution."

(Continued on Page 2)

## Office Tells Plans For Reading Pd.

A reading period will be held near the end of the term, according to the office of the registrar, which has tentatively selected the week of May 28 to June 1.

The reading period, which was designed by the faculty to make it possible for students to finish term papers and as a possibility for expediting moderation procedures, is an option on the part of each individual faculty member.

Since the faculty as a whole voted to try the reading period, it is likely that most classes won't meet during that week. Present indications are that science labs, common course and art studios will meet during the reading period. Several other professors have told their students that they will not cancel classes during the reading period.



## EDITORIAL

The editorial board of The Observer regrets an error in the publication of the last issue of the paper. Because of an accidental line deletion in Observer's Spectator, the following sentence appeared with regard to decreasing faculty attendance at Adolf's: We believe the rumor that Mr. Kline discourages such practices. This was neither the intention of Spectator nor the editors of the Observer, who did not then and do not now believe that such is the case. The editor apologizes for any embarrassment this error may have caused.

## Gospel Singers



Pictured above are five of the Gospel Singers who entertained Bardians at a recent entertainment committee fest.

## Canon Jones

(Continued from Page 1)

Obviously monies given by clergy, churches and foundations of the Episcopal Church through the efforts of an "outside committee" can properly be given to any student the committee selects providing the student is admissible to the college. If a committee made up of members of the Church of Jesus Christ of Latter Day Saints (Mormons) wishes to raise money to send a student who resides in Utah to Bard, it has a right to do so. Likewise, a committee of believers in Hinduism may do the same. Perhaps some group concerned with certain aspects of science might like to provide scholarship help for young people who meet specific standards determined by the group. Surely such a plan, if put into practice, should not brand the college's administration's policy as being "discriminatory."

Faculty, trustees, administration members and students themselves have long hoped for as wide a geographical distribution of members of the study body as possible. Since the Episcopal Church reaches into every corner of this country, it provides an existing channel for interesting young people from every State in the Union in Bard. This Episcopal Scholarship Committee is cognizant that this is one more reason why its efforts may be beneficial to Bard.

CLINTON R. JONES, '38

## Observer

THE BARD OBSERVER, the official publication of the Bard College Community, is issued every two weeks during the Fall and Spring Semesters.

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## Observer's Spectator

(Editor's Note: 'Spectator' is a person or persons whose anonymity will be preserved for the freer exercise of their criticism of campus life. 'Spectator's' opinions are not necessarily those of the Editor or the staff of the 'Observer.' However the Editor, does assume all responsibility for the contents of the column.)

We were sitting at Mike's the other night when we heard someone say something which we thought was a joke in very poor taste, and we were about to ask him to shut his macabre face, when someone not given to bad taste voiced agreement. We were startled, and asked a passing faculty member if what we heard was true. And it was. Mr. Goodheart is leaving Bard.

We do not intend to pry into the personal life of any faculty member (or any student or Administrator, for that matter), but this news started us thinking. Quite aside from the fact that Mr. Goodheart is both popular and respected and will be missed, it seems to us a pattern is emerging. First Mr. Simon left, then Mr. Finkel, now Mr. Goodheart.

It is widely rumored that Mr. Weiss, when he comes back from his sabbatical in the fall, will stay only a short time. We have heard in the last week four faculty members say, quite openly among student friends, that they will stay only until they can find another appropriate place (three from Social Studies, one from Lit.). And all of these are among the most stimulating and exciting of our teachers.

As we all know, this college has had an amazing number of absolutely first-class teachers for years. Professors were willing to come to Bard and put up with poor salaries and inadequate housing because there were other compensations: small seminars, private tutorials, and a kind of student they enjoyed teaching.

Teachers have to be stimulated too, you know, if they're going to give students their best, and Bard teachers found their classes stimulating and exciting, because of the interest and response from them. Well, the Administration has flooded us with students without increasing the ratio of teachers, so we're watching the death of the intimate seminar at Bard: teachers have so many advisees dumped on them that they can't do more than token advising.

And the kind of student they get in classes is changing. No, we're not going to complain again about the social habits of newer students or their attire. We're more concerned now that there is a visible increase of second-rate students who are plainly anti-intellectual. Who do not really interest their teachers, and who are not particularly interested by their teachers.

Maybe it's only a matter of time until all our teachers leave, to be replaced by respectable dull types who will be happier with the Administration and with the Kline-Herdman kind of student. We have always prided ourselves on not being part of the hysterical anti-Administration movement on campus.

Up until now we have been relatively unmoved by such things as the segregation of Freshmen women, the new Social Regulations, we are not frightened by the supposedly wicked and hungry Episcopal Church, but now we're beginning to wonder. Is it all a conscious plot on the part of the Administration and Trustees?

They know they can't really change Bard as long as people like our faculty are here, so are they trying to make the change by the back door, by creating such a student atmosphere, by putting such loads on the faculty, that one by one they'll resign to go elsewhere? Is it a conscious plot? Or is it just simple gross stupidity? Whichever, the effect could be the same.

We have not been privileged yet to meet Mr. Herdman personally, but we hope it is not improper to ask him a few questions. Has he, we wonder, ever talked with the faculty about what he's trying to do in his admissions policy. Or, better, has he ever asked the faculty to talk to him about what kind of students they'd like him to hunt for?

We know that Mr. Gummere understood the Bard spirit (he's gone too, of course) and was a part of the intellectual life of the college. We have not seen Mr. Herdman yet at a single intellectual activity at Bard . . . at any of the talks on art, psychology, literature, dance, Kaleidoscope, foreign films, or even at social events (if he was there and we missed him, we apologize). He has never (yes, yes, we know he's busy, so are we) sat down for a bull session with some of the upper college students in the coffee-shop or at Mike's.

We made a private little poll last week. We asked twelve faculty members, representing every division, whether Mr. Herdman had gotten to know any of them. They all replied "No." For all practical purposes Mr. Herdman could have his office in New York City and handle Bard like an advertising account.

This is not an attack on Mr. Herdman, not at all; it is a question addressed to Administration: maybe Administration is not doing right by Mr. Herdman, maybe they're asking him to do something which is impossible, that is, to get students for Bard without understanding fully the spirit and intellectual preferences of the teaching faculty.

## Ergo Ego

By David Frederickson

The dance concert the other evening was, as I remember, thoroughly enjoyable, but by no means memorable. The technique of the dancers was good, in some cases faultless; but never did there seem to be a conception of the contour of a whole dance, and never did a dance indicate any potential beyond itself. Each seemed to choose for itself a limited realm, explore it—in some cases half-heartedly—and discard the idea before reaching any real fruition.

Empty words perhaps; and possibly also the grumblings of a first-nighter, who, seeing the concert at a later date, would have been more impressed. But I doubt the concert as a whole could ever have escaped its overall tone of banality.

Choreographically, probably the most successful piece was Miss Apsey's *No Nato*. Within its terribly limited conception (no pun intended) it succeeded brilliantly in portraying the inherent potential of an unborn infant. For a dancer to lie on her back and, using simply her arms and legs, to hold an audience's attention is in itself a feat. Pathos humor — probably as much intentional as unintentional —, tension: all were there, and the audience enjoyed all of it, but understandably wanted more in the way of development.

The idea of development came in another of her dances, *L'Eleve*. Miss Kennedy's dancing of the teacher was assured and well-formed, and Miss Apsey's student was touching in her desire to imitate and to learn. But the dance? Again, where did it go? It was a small study, beautiful vignette, but no more.

Two group dances — Miss Giffen's *Tocantta* and Miss Kennedy's *Theme and Variations*—suffered both from an extension of the same ill: they appeared as studies, but not as dances. They seemed disjointed, segmented; the focus in choreographing seemed to have been too close or too academic to give a clear impression of an overall development. The dancing in these two by Misses Axelrod, Grasfield, and Hirsch, as well as the three choreographers — was both accurate and well-understood, but not entirely impressive.

Miss Giffen's *Surabaya Johnny* did indeed have a larger sense of dramatic contour; but this attainment precipitated a failure in movement. I don't know whether the movements were cliché or just looked it, but they did not match the overwrought drama of the song's lyrics. One idiomatic movement especially—the swinging of an arm or leg back and forth—did not appear at all integrated with the rest of the movement.

David Moulton's interesting and rather irreverent *Distractions* provided the basis for one of the best pieces. The music was jocular and sprightly—I kept thinking of a ghost story told by Grandmas Moses—and even dramatic; the movement were exploratory and sprightly, but never seemed to realize the full dramatic potential of the music.

Of the pieces new in this presentation—which excludes *Grandfather Clock* and *Concerto for Three Women*, both deservedly repeated from last fall — there seemed to be a common ailment; unrealized potential. This does not in any way mitigate the admiration and even awe I felt for the girls as dancers and potential choreographers; it simply explains the overall disappointment with the material presented.



# Letters to the Editor

## Student Disagrees With Letter From Riessman

Dear Dr. Riessman:

In reference to your letter to the editor in the March 26, 1962 *Observer*, I feel that it is possible to look at the situation at Bard in a much more positive light. Granted that Bardians spend much time worrying about social regulations and ultimately sex. Granted that the "peace movement" is a noble and necessary cause and must be explored deeply by each student. Granted the greatest "cure" for the "frustrated" student is to give him a superordinate goal. By all means let him sublimate—provided the foundations in the personality are there to hold the frills. That is to say: encourage the student to think beyond himself—making sure the self has matured to a sufficient degree so that this stretching, this extension of the self is beneficial and not deforming.

I submit to you that Bardians, by focusing on problems near at hand are considering the problems basic to world peace. That is, they are, in their own minds as well as in their primary groups, considering such things as 1—the place of the individual in the community, 2—the place of morality in the life of the individual and in the life of the community, 3—the action necessary to control those who go against the decisions of those in positions of leadership, 4—the need for such controls in the community, 5—the conflict of personal "rights" vs social "obligations." These questions must be faced by each individual sometime during his life. I feel Bardians are considering them in terms which have the most for the individual.

I think you will agree with me that the terms used in connection with world and national politics are notoriously ambiguous. I have in mind certain "isms" which my friends and I attempted to define last night while "down the road" attending a nightly seminar on world and national politics which forms spontaneously there most evenings. Among the terms which passed thru our convention while passing around the proverbial bush were: Communism, Socialism, Fascism, Racism, Idealism, Capitalism, . . . ism, . . . ism, etc. Each of the "isms" which

deal with a generalized society

are fantastically interesting and motivating. Men have dedicated their lives trying to define them. Men like S. I. Hayakawa have warned us of the futility of their efforts to define them.

On the other hand, taking the suggestion of S. I. Hayakawa, by sticking to terms close at hand the probability of ambiguity being the central issue of the discussion is greatly reduced. That is, the probability of reaching an understanding of the basic problems of freedom mentioned above (1 thru 5, and there are more!) is greater when they are discussed intelligently at the level of the Bard College community as opposed to the World or National community. Certainly one need not spell out 1—the pressure of an individual's friends on his sense of what is right and wrong, 2—threats to the individual's personal privacy made by demands of the society, 3—the need to know the decisions of heads of state, if not to heed them, to cope with them and avoid the penalties for not following them. Unfortunately many students waste their college life reacting to these issues rather than considering them intelligently. This is an individual problem, I feel, which will concern few Bardians if given the chance to see the full picture on both sides of the issue.

Thus in suggesting that the Bardian begin focusing on the "peace movement" you have in effect threatened to rob him of the possibility of solving the very questions basic to the problem of world peace. You have done this by suggesting that he shift his focus from problems near at hand (and more often clear) to those far away (and more often ambiguous). I am not suggesting that we forget the world. I suggest that we keep it in proper perspective. Certainly if we knew our selves better there would be a greater peace. Yes, there are those who can not see the forest for the trees. A charge given to all men demands something along the order of: take the timber from your own eye before attempting to take the slivers from the eyes of others. This is tough to live up to, at times almost impossible.

Sincerely,  
Andrew McPherson

## Project Disagrees

This is written in reference to the letter by Frank Riessman to the Bard Observer of last March 26. There is a group on campus which is actively engaged in promoting the peace movement: Project, the campus political action group. We have made disarmament, hence the entire peace movement, one of our primary goals. Project has sent members to the SANE-ADA (Feb. 12) protest at Albany on fall-out "shelters"; members were at the Turn Toward Peace demonstration at Washington Feb. 16-8; and last March, Project chartered a bus to join the Students for a Democratic Society, Americans for Democratic Action, Young Democrats and Young People's Socialist League picket against one of the major war mongering "youth" groups: amusingly known as "Young Americans for Freedom." Not only did Project bring some thirty pickets and/or demonstrators, but through publicizing the demonstrators, succeeded in encouraging other students to go to New York by private car. Bard was the only college which was represented from outside the metropolitan area in this demonstration for democracy and the peace movement.

However, we must substantially agree with Mr. Riessman when he chides the faculty for remaining silent on these issues. With few exceptions, the faculty and administration has remained aloof from the peace movement. We are pleased, though, to acknowledge the new Dean's support and interest in the political scene.

Project is a liberal, independent student political action group which is open to all members of the community to participate and "unite with the broad intellectual community of the United States, and perhaps the world."

Sincerely yours,  
Richard Lorr, Chairman  
Paul Mueller, Secretary



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## Student Vs. Observer

To the Editor:

Since The Observer is one of the basic means of shaping Bard's public image, it should strive to describe the most significant and praiseworthy events in which this community is involved. There is no justification for it to attempt to embarrass the school it represents.

The March 26 edition of the Bard Observer was a hodgepodge of misinformation, confusion and useless padding, highlighted by several columns of rotten stupidity which no editor could print with pride. I am ashamed that I, a member of the Bard Community, have allowed The Observer to decay as it has. Therefore, I am obliged to comment on it, hoping that it will improve.

The editorial column was in the worst tradition of scandal mongering, obfuscated, uninformed hollering. There is no reason for any intelligent member of this community to be surprised by the committee of "high-ranking members of the Episcopal Church."

The phrase, used in this column, "veil of secrecy," is an

insult to the profession and person of the editor.

The Long-Range Planning Committee received no editorial attention. The article consisted entirely of a letter written by someone other than a staff member of the paper. I suggest that the editor reconsider his method of choosing material for comment.

The report on the Folk Sing was so flooded with excess verbiage, typographical absurdities and journalistic blunders that its humor was, to a great degree, overwhelmed. The editor is responsible for correcting such defects **before** printing.

There is also good reason to comment on the gross stupidity of the story about the duck. The editor said (in another context) "We don't need more students, we need better ones." A similar comment should be made about this obvious bit of padding. The Observer doesn't need more pages, it needs better ones. The fact that there are idiots in Butler, Pa., who might like stories like this does not mean

(Continued on Page 6)

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# A Yankee Is Listening

By Dick Meyer

This article is written in the hope that it may provoke counter-arguments or further offerings to support what follows, concerning the most controversial land in the western hemisphere. Cuba is an island whose recent social and political alterations have aroused the interest of people throughout the world. My basic contention is that Cuba has been both misunderstood and mistreated by the United States, not only since January 1, 1959, but also for the sixty years preceding the Castro revolution. I shall discuss various aspects of the Cuban upheaval for the purpose of relating my opinions which are based on readings and talks with people who have visited the "Pearl of the Antilles" ninety miles from home.

Among the aspects of the revolution which aroused distress in American souls were the purges, anti-American speeches, beards, expropriation of American-owned companies, refugees, the large-numbered militia, no free elections, and last but not least, America's favorite scapegoat, Communism. What has been briefly mentioned, but hardly as well emphasized as the above elements by a press corps that should know better, are the spectacular achievements of housing, hospital, and school construction, highway construction, elimination of unemployment and illiteracy, diversification of crops, swamp drainage, legal abolition of racial segregation, and perhaps a little more.

The purges were number one on our list of complaints about the barbudos. As a matter of fact, the purges were made in order to prevent the Cuban mobs from tearing the Batistiano butchers to shreds, as occurred in 1933 when another brotherly-lover, Gerardo Machado, was deposed. The Cubans supported Castro's trials because they didn't take too kindly to Fidel's predecessor. After all, Batista had killed, often by torture, some 20,000 dissenters in his six-year reign. Furthermore, he had done so with the aid of American military missions ammunition, and planes. Where was our on-the-spot press coverage when Batista was in his heyday? We may not approve of the lack of Anglo-Saxonism in Castro's legal proceedings, but Cuba has a tortuous Spanish, not British, background; and while we decry the summary methods used, torture was not applied. Other revolutions have known many dead, in greater numbers than in Cuba.

The number of Cuban refugees, which may top 100,000, leads us to believe that all has failed in Castro's New Order. It is indeed a lamentable fact that people are forced to flee to another land for protection and a continuation of the affluent life. Yet what revolution has not had its share of refugees, including our own non-revolutionary coup d'etat which forced 80,000 Tories to depart?

Fidel's six-hour speeches, later reduced to two hours, were well-written and taken seriously by the Cubans. The anti-Americanism was based on fact. The fact was that American businesses had a tendency to take from and not give to Cuba, as any pragmatic business should do. The sugar monoculture forced hundreds of thousands of Cubans to work four months of the year, and vacation the other eight. Lucky vacationers: little money, less food, and no jobs! This leads to the expropriation of our beloved plants and land. Fidel needed the plants for increased productivity and the land to make his co-operative and other farms operate efficiently.

A government is not obligated to protect foreign investments, so Fidel did what he had to do. As for compensation, he offered very low payment, yet previously the company owners themselves had placed low values on their holdings in order to avoid tax payments under pre-Castro regimes.

Free elections are a hallmark of the American political scene, which includes Mississippi, Louisiana, South Carolina, Georgia, Alabama, etc. Such elections would have been a wasted and maybe perilous halt to the revolutionary momentum, and is it not possible that Fidel's revolution was the will of the people! What free elections existed in Cuba before Castro? And what about our allies such as Haiti, Paraguay, Guatemala, Nicaragua, Argentina, and Peru? But I forgot that they're anti-Red and pro-American business and military.

The Cuban militia numbers about 300,000. This causes Americans to shake in their boots. How shocking! Why, if your land had been bombed by planes from Florida, lost huge revenue via an economic blockade, invaded by counter-revolutionaries, and ousted from a pseudo brotherhood of nations, wouldn't you exercise the manly art of self-defense? Castro has a large army (so do we), but it won't go too far, being that Cuba is an island. I haven't heard of a Cuban navy. Fidel could use his air force to attack other lands, but that's not likely.

Finally, the greatest of American "antis," Communism. Fidel was not a Communist when he took power, nor was he aided by any Red country. In fact he was anti-Red, until our policies forced him to become pro-Red and then a Red. Why didn't he suppress the Cuban Red party? Simply because they had supported him, albeit opportunistically, during the last three months of 1958. Why make more enemies than necessary when consolidating one's control? Today, Fidel is allied with the Cuban Communists in the leadership of Cuba. He receives economic and military aid from Communist lands, as well as from anti-Communist lands. He makes Cuba's policies; the U. S. S. R. and other Red countries do not. Also, he is not trying to spread communism to other Latin countries. He propagandizes other countries about his achievements, which I do not consider to be a sin. He cannot initiate a revolution, but only inspire one. If the seeds of social change are present, then revolution may occur, within the framework of the discontented country. Castro's rise to power only proves the point. We, too, propagandize our Latin brothers (actually sons) about the virtues of democracy and freedom. These are rather abstract terms which Latins find hard to reconcile with America's business and military practices, as well as our alliances with such "men of the people" as Somoza, Stoessner, Ydigoras, Duvalier, and until recently, Frondizi.

I shall close with this parting shot: let us re-establish diplomatic and economic relations with Cuba so that we may practice our preaching about a country's right to self-determination and so that I and other curious folks may visit this dynamic island. We may object to "incompatible Marxism-Leninism" in our hemisphere, but we have only ourselves to blame for the dilemma. In addition, Fidelismo-Comunismo, despite some of its unpleasantness, has brought much benefit to Cuba and enjoys the support of most Cubans. Hasta luego!

## Exceptional Child Class Takes Trips

Field trips now form an integral part of the course structure of one of Dr. Nathaniel Wagner's psychology classes: the exceptional child. Wagner believes that firsthand observation is essential to a class dealing with childhood deviations.

The trips are related to the four areas of study in the course: emotionally disturbed children, mentally retarded children, average children and gifted children. After each trip, the students submit critical reports.

The class's first trip was to Ralph Smith's School in Hyde Park. The school, a public institution, was described as modern and unusual by one member of Wagner's class. In addition to hearing a talk by the principal, the students were permitted to attend classes of their choice.

Second trip was to Wassaic State Training School at Wassaic. The 4,000-patient institution includes children and adults with brain damages.

For children considered "trainable" there is a school. While at Wassaic, the Bardiens conferred with the head psychiatric social worker and observed all the classes in the educational system.

One more trip is planned this semester. Members of Wagner's class will visit Berkshire Farms, New Canaan, Conn.; a private treatment home for emotionally disturbed children. The school is one of few residential treatment centers in the country that employs psychodrama as a therapeutic tool for adolescents.

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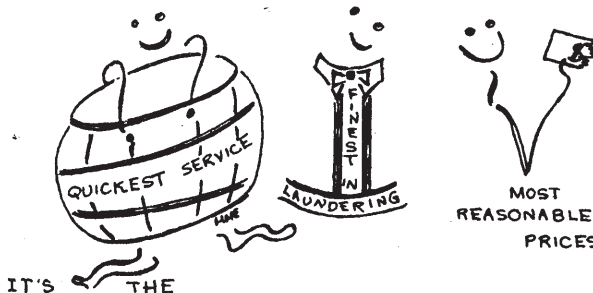
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# Delights and Sorrows

By John Richard Parrack

Friday, 1 April, was the opening night of a Dance Concert presented by the Bard College Dance Department. The central attraction, as listed in the program, was Michael Giffen's Senior Project, Part Two. With all due respect to Miss Giffen's work, however, the evening could not have been counted a success without the three dances choreographed by Margery Apsey.

The opening number was Tocantta by Henry Cowell, choreographed by Michael Giffen, and executed by Miss Giffen, Miss Apsey, Penny Axelrod, and Ellen Kennedy. It was a difficult work with which to begin. A noticeable lack of continuity, between parts and among the members of the ensemble, prevailed. The dancers' preoccupation with problems of balance precluded the possibility of their relating to one another. Miss Axelrod's solo was the high spot.

The second work was a repeat performance of A Grandfather Clock by Maurice Ravel, choreographed and executed by Miss Apsey. It was presented first in the fall concert. The piece formed a much needed comic relief and set the audience at liberty to enjoy the dolorous Surabaya Johnny of Bertoldt Brecht and Kurt Weil.

This piece, which was choreographed and danced by Michael Giffen to the voice of

Lotta Lenya, made a far better impression than the first Giffen number. With the exception of certain pendulum-like leg movements, out of place in their almost comical nature, the dance was good. The interpretation of the last verse was especially so.

Theme and Variations by Lukas Foss was the final number before the first intermission. Choreographed by Ellen Kennedy and executed by Miss Giffen, Linda Grasfield, and Cynthia Hirsh, it formed a fitting ending for the first part of the concert—it suffered somewhat in choreography and execution, but was on the whole not bad.

To begin the second third came No Nato by Edgar Varzeze, choreography and dance by Miss Apsey, costume by Ana Itelman. The only word for this selection is magnificent. Picturing that which is unborn, it was a virtuoso rendering of joyous potentiality.

Miss Itelman designed set, costumes, and choreography for the second work of this section, Concerto for Three Women by Igor Etravinsky, performed by Misses Apsey, Giffen, and Kennedy. The professional quality of the choreography showed why Miss Itelman is Professor of Dance; the dancers were good.

L'eleve by Benjamin Britten opened the last part of the concert. The choreography was by Miss Apsey, execution

by Miss Apsey and Miss Kennedy. The former was a good student, the latter a good teacher. The whole number was well conceived and performed.

The concluding dance formed a beautiful ending to a fine concert. The music for the dance was written and conducted by Bard's own Dave Moulton. It was also the crowning achievement of Miss Giffen's Senior Project. Incorporating the dancing talents of Misses Giffen, Axelrod, and Kennedy, the work was exemplary of Miss Giffen's work. The music and dancing were well integrated, and there was a full and intricate use of props. The tone was fitting to the title—Distraction—for Miss Giffen had chosen to render that which particularly speaks

of perplexity or disillusionment.

Because of this selection of subject matter perhaps the concert would not have succeeded without the efforts of Miss Apsey. In her work Miss Apsey chooses to deal more with that which pertains to a joyous, even comic, vitality. For this reason her work balanced the other presentations and contributed to the overall success.

It might also be noted that the lighting for this concert was some of the finest seen in the Bard Theatre in a long time. It is hoped that Stuart Whyte can continue on this level of performance. Other than the excellence of the lighting and dance, however, it is worthy of comment that, in accordance with an old Bard

custom, the curtain opened a half hour late. The performance was worth waiting for, but one wonders if the wait was a necessity.

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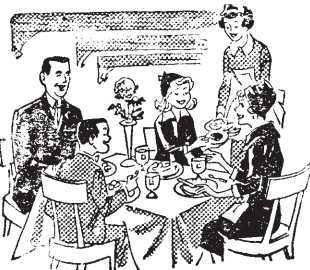
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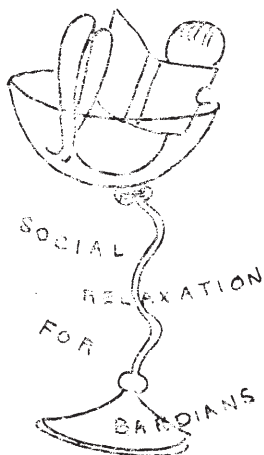
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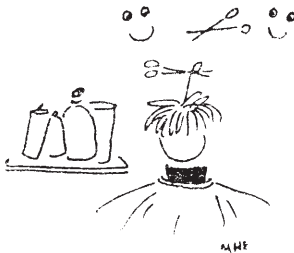
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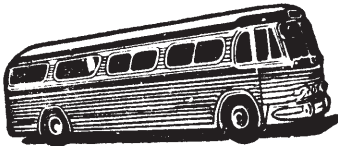
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## Socialist to Speak Here

Norman Thomas, many-time candidate for the presidency of the United States, has accepted an invitation from Project to speak at Bard in May.

Thomas began his career as a pastor of an East Harlem church. In 1917 he became active in the socialist party, and from 1928 until 1944 he

was candidate for the presidency of the United States on the socialist ticket. In 1932 Mr. Thomas received nearly 900,000 votes.

Thomas has lectured extensively before educational and civic groups in all parts of the country. Among his publications are Human Exploitation, A Socialist's Faith, and The Test of Freedom.

At the present time Thomas is the executive head of Turn Towards Peace. He is also serving the National Committee for a Sane Nuclear Policy as one of the Executive Directors on the Advisory Board.

## Drama Dept. Names Spring Play Choice

The Bard Drama department has chosen for its spring production, Arthur Miller's A View From The Bridge. Five performances will be given, May 12-16.

Charles Kakatsakis will direct the production and Mary McDougald will serve as stage manager. Sets and lighting will be by Stuart Whyte. Bauer's and Rosen's roles will be in partial fulfillment of their Senior Projects.

## Student Versus

(Continued from Page 3)

that there are similar idiots here. (I hope there are not.)

In the following article on the WUS drive, the following paragraph appears: The World University Service has helped universities to pick up shattered fragments in times of crisis and out of these experiences of mutual assistance now responds to the revolution or rising expectation among the new nations of the world. Where is the editorial staff?

The same comment must be directed to the dean's remarks—The editor forgot to read and edit them.

However the outstandingly low quality of the March 26 issue was highlighted by almost a full page of pure bull . . . . This obvious attempt at sensationalism and controversy resulted in a whimpering sort of unnecessary and uninspired conflict.

I feel that you have better stories to publish, and that you can find ways of presenting them in a more professional manner. However, it seems that you are either too busy or too uninterested to apply yourself to the task you have accepted.

—Fred Feldman

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