

# OBSERVER

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# Bard OBSERVER

The Official Publication of the Bard College Community

VOL. 3, No. 10

ANNANDALE-ON-HUDSON, N. Y.

June 5, 1961

## EDITORIAL

This week the members of the Bard community will vote in a referendum to decide whether to adopt one of two revised constitutions or to retain the present one. The basic difference between the proposed constitutions is that one provides for a community government and the other for a student government. Under a community organization, faculty and administration, as well as students, are represented on council; a student organization would deny them representation.

Basic to the Bard system and concept is the existence of a community, united both academically and socially. To propose that two segments of the community be denied representation in its governing body is to attack the existence of a Bard community.

It is claimed that a student government would promote unity within the student body and therefore more political influence for the students upon the administrative policy of the college. It is also claimed that it is the presence of the faculty and administration which hampers the functioning of the present community council.

To expect unity to remain within a large group, especially a group of Bard students, is unrealistic. The formation of factions within the student body and council will be inevitable. A student council will not give more influence to the student body; it will become a lobby for student opinion rather than the governing body in community affairs. Why should the administration respect a body to which it does not belong more than one to which it does? The quality of the deliberations of council would be impaired by the absence of the mature opinions of the faculty and administration representatives.

A look at the accomplishments of this year's community Council is one of the best arguments for the continuation of community government. This council succeeded in revitalizing community life at Bard. It reconstituted most of its sub-committees which had become inoperative or atrophied over the past few years. It successfully settled many of the problems that existed on

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## Eight Appointed To Fall Faculty

Miss Irma Brandeis, former Bard instructor, will rejoin the faculty as Professor of Literature starting with the fall, 1961, semester. Other appointments announced by the office of the president are: Mr. Marvin Gelfand, asst. prof. of Economics; Mrs. May Gelfand, asst. prof.

of sociology; Mr. Henry Kritzer, assoc. prof. of Biology; Miss Rosalie Tucker, organist and choirmistress; Mr. J. Vogelbaum, asst. prof. of English; Mr. Sherman Conrad, assoc. prof. of Art; and Mr. Bert Koslin, asst. prof. of Psychology.

Mr. Gelfand and Mr. Koslin are presently on the faculty of Farley Dickinson University; Mrs. Gelfand is on the faculty of Columbia; and Mr. Vogelbaum teaches on the University of Minnesota. Miss Tucker is now at Vassar; Mr. Conrad is a former Bard professor, having been on the faculty from 1945-1950.

Miss Brandeis taught at Bard until the spring of 1960 and is also on the faculty of the New School. She is a well known Dante authority and author of the recently published "The Ladder of Vision", a study of the Divine Comedy.

## Fourteen Faculty Will Not Return Next Semester

Fourteen faculty members have announced that they will not be teaching at Bard next semester. Included in this group are eight who are taking either a year's leave of absence or a semester's sabbatical, and six who are resigning.

Those taking a year's leave are Mr. Joseph Ablow, Mr. George Dalton, Mr. Richard Gummere, Mr. Frank Riessman, and Mr. Theodore Weiss. Mr. Clair Leonard, Mr. Gerard Degre, and Mr. Fred Crane will be on sabbatical for the fall term. Mr. Ablow is taking a leave to complete his studies for a PhD at Harvard. Mr. Dalton will spend the year doing a field survey and working on a develop-

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## Vote On Constitution To Be This Week

Council has finished its work on the proposed constitutions and this week they will be submitted in referendum to the community.

Referendums will be held on two separate days. On the first day, the community will be asked whether they want to scrap the old Community Government Constitution and adopt the new Community Government Constitution. The instructions to voters will ask everyone to vote without considering whether or not they favor student government.

On the second day, the question will be: Should the new Student Government Constitution be adopted? In other words, in the second referendum, voters are to decide whether to scrap Community Government (under either the old or new constitution, depending on the results of the first referendum), and to adopt student government. In any event a Yes vote on the first question will allow the old constitution to be replaced by a new one, either community government or student government.

question will allow the old ment. Council members have urged everyone to vote in the affirmative on this question.

Thus if you are in favor of Student government, you should vote yes in the second referendum, while voting yes in the first referendum. If you are in favor of Community government, you should vote no in the second referendum, while voting yes in the first referendum.

The new Community government constitution employs a staggered method of Council elections, with half the members elected in the fall, and half in the spring, all serving for one year terms.

Vacancies will be only temporarily filled by Council, with the Assembly electing permanent replacements. In another innovation, only faculty members will vote for faculty members on Council. Both faculty and students will vote for student members. Also, Council will be able to levy dues only on students. (Formerly, they theoretically had the right to levy dues on the faculty, but the use of this power brought storms of protest.) The new constitution also contains major innovations in the Educational Policies Committee, the House Presidents' Committee, the Admissions Committee, the Orientation Committee, the Entertainment Committee, and the Calendar Committee.

The Student Government Constitution retains most of these innovations, while removing the faculty and administration from the Assembly, and thus from representation on council.

## Faculty Examines New Academic Plan

by Iris Johnson

Plans for a new academic program for Bard, which would go into effect in Sept. 1962, have been completed and await the discussion and approval of the Faculty before they can be accepted.

Today the 'Report of the Academic Planning Committee' was submitted to the Faculty for "discussion and to convey information." On Wednesday, June 14 the Faculty will vote for or against its acceptance.

A majority vote will carry it although it could be changed to a 2/3 vote should the faculty so decide at the

June 5 meeting.

The proposed program is organized along the following lines. There would be a "Basic Six Point Course" running through the Freshman and Sophomore years and covering Common Course and Backgrounds of Western Civilization in the Fall Semester of the Freshman year; a writing course and Western Civilization, in the Spring Semester. The courses "could draw material for each other."

During the Sophomore year students would take a Natural Science Course and English 200 organized along lines of the Divisional Seminar, in the Fall semester and Natural Science and Art in the Spring. Three courses during each semester would be electives.

Backgrounds of Western Civilization would be a lecture class comprised of an estimated 170 students. The length of time the class will be held or the number of times a week has not been decided.

Common Course and the Writing Course would consist of an estimated 170 students in 8 sections of 21 people each; English 200, of an estimated 115 students in 4 sections of 29 each; Art 200, one section of 115.

The program has two major advantages: (1) "better education at Bard; (2) it would "put the seminar system on a firm footing."

The faculty has become concerned over the deficiencies in the students' education, it is reported. Many students graduate with no knowledge in Science or a Language other than English. The new system would eliminate this. The lecture system it is believed, would present some material more effectively than is being done in the seminar. The students can combine "facts" with "evaluative procedures."

The seminar system has caused Bard "to vacillate among three equally undesirable situations": (1) financial crisis caused by their smallness, (2) to large seminars as the student body increases, (3) too expensive tuition rates caused by excellent "all seminar" programs.

The new plan would put Bard on a basis in which 75% of the student's four years are seminars. It would reduce the average class size from approximately 15.4 in 1960-1961 to approximately 11.8.

Incidental benefits of the plans would include advanced reading lists in the required courses, and the courses being able to draw upon each others material.

The need for a new academic program came about after the Academic Planning Committee considered Bard's goals

## Dr. Sottery Views The Changing Bard

by Edith Rothaus

The question "What is Bard?" and "Where is it going?" are trying to be answered by a faculty Committee on Academic Policy. In a discussion with Dr. Sottery he expressed some of his thoughts on this subject.

Dr. Tewksbury once said "Bard could never stand still" and as the faculty member who has been at Bard since it was St. Stephens, Dr. Sottery has witnessed and been a part of all the changes the school has gone through.

"I am interested in what Bard is becoming more than what it is now as a static thing" was the main theme of Dr. Sottery's thoughts. The means to control this is also the thing most important to the college: the type of education it offers.

Bard education at the present is deficient in many things and the great difficulty lies in determining which of the present practices have worth. Is education here structured enough in the sense that one envisions the courses that one is taking or plans to take in view of a definite end? If a student is guided only by an adviser to his goal, is it then desirable that all advisers agree on the same goal for all and have the same concept of Bard the school? How can the small seminar be maintained with a rising number of students?

Dr. Sottery is of the opinion that the addition of a few, select required courses to the curriculum could lead to a basis of understanding universal to the college. In a course similar to the common course or the divisional seminars in social studies and literature, a common background of factual knowledge will be estab-

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## EDITORIAL

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campus including the social regulations question, the reinstitution of E.P.C., and is now ready to present a new draft of the old, out-dated constitution to the community for ratification.

For these reasons we feel that *community government* is the best form of government for the Bard community and call upon the voters in this weeks referendum to *give the new community government constitution the 2/3 margin it requires for adoption.*

## Constitutional Committee

We would like to extend our praise and thanks to Ralph Levine and the Constitutional Committee which worked so hard, long, and well in the formation of the constitutions that will be voted upon by the community this week. Few of us realize the time and effort that must go into an undertaking of this nature. It is vital that more students and faculty members be willing to spend the time and energy needed if community life and government are to continue to flourish vigorously at Bard.

## Letter To The Editor

### Seminar At Bard

I should like to record my agreement with Dr. Leary's elegant and persuasive article on the Seminar at Bard, and add one point: not only the Seminar, but all the special techniques employed at Bard are graduate school techniques, and to be successful require the graduate student response.

In addition to the weekly Seminar and frequent papers instead of tests, the Moderation and the Senior Project are the Bardian equivalents of the Preliminary Oral Examination and the Dissertation, at the Ph.D. level.

To be successful they require what most graduate students bring to their studies: a total commitment, a sustained immersion in their work, a willingness and ability to read, to write, and to talk inside and outside the Seminar room.

Without these, the graduate school techniques are worse than the orthodox undergraduate system of lectures, textbooks, and frequent exams.

With mediocre or lazy students, the Seminar degenerates into a collective baby-sitting session in which the bland lead the tame; the Moderation into a painful exposure of semi-literacy; and the Senior Project into a month's effort of "disguised plagiarism."

—Dr. George Dalton

## Observer

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## Ergo Ego

by David Frederickson

John M. Synge's "The Tinker's Wedding" was a brief, vigorous, and genuinely enjoyable play. Irish comedy is almost inevitably moreactable than Irish Tragedy; the difference was apparent. The actors, when they weren't carried away by unfortunate impetuosity of action, clearly knew what they were doing and were glad to show it off; the result was a vital freshness that has been sorely missed on our stage of late.

Kemper Peacock's direction showed considerably greater polish here than in "No Exit"; the problems — almost completely different — were better solved. In this production the use of the stage was full, expressive and varied, and the pacing never lacked momentum. A few spots of slower and less farcical action were, however, clearly called for.

But with a cast exuberant to the point of rambunctiousness it must be hard to draw in the reins. Sarita Patterson clowning all over the sage in an affectionate, wholesome conception of the drunken mother. Her problem, as everyone's, was that the tumultuous pace and the dialect — for-

tunately not too heavy — often obscured the words of the lines and made the actions less meaningful than they should have been.

The heroic tinker, played by Robert Bauer, was a mercurial clown caught in the clutches of the eternal predatory female. His petulant-little-boy hamming appeared as a well-conceived interpretation of the role. His would-be wife, Margery Apsey, was the sort of enjoyable shrew one wouldn't that much mind being caught by; only occasionally did her gesturing get to the point of flailing. And Alfredo Porras was fine as the priest; the points where he let himself go to free satirical comedy were always fun.

Darryl Clegg's set was the most mature he has produced; the theoretical conception was enough modified by practical considerations to result in a workable and pleasing stage.

Even the unsolved problems of this production — too great speed, a tendency toward mannerism, and unmodified faith in Bergson's mechanical theory of the comic, and the dialect — did not spoil an enjoyable evening in the theatre.

## In Defense Of Student Government

by Richard Greener

Soon we shall all be asked to choose between student government and community government. The new Constitutions are almost completely alike except for this basic difference. There are no specific articles in either Constitution which are radically different from one another. The question is wholly concerned with the form of government. If we examine the facts closely enough, we will realize that student government is the better of the two. The principles upon which student government is based are valid ones while the principles upon which community government rests are myths.

Community government is based upon the idea of a "Bard Community" which does not exist. As Dr. Koblitiz stated in this newspaper last semester, the interests of students, faculty and administration are different and to claim that they are equal members of a community is false. There are very distinct differences between these three groups and they shall continue to exist so long as there is a College. Community government cannot work as it now exists and it cannot work in a changed form if the basic principle remains. If it is called "community government", why do the students have eight Council members while the faculty have two and the administration only one? Why must a student be chairman? Why must the "community" be broken down into the "assembly"?

Let us be honest. We all know that the students have to live by the regulations passed in Community Council, but that the faculty and administration do not. There are separate faculty and administration committees. There are not other student governmental agencies. However, this is not to imply that faculty and administration

should also have to abide by the regulations and standards set forth by Community Council. They should not have to and they don't. Faculty and administration should not have to stand by regulations passed by a body on which they are not given equal representation. Yet, students must like by what passes Council — a Community Council that deals with issues having to do only with students — a Community Council on which there are three votes belonging to people not directly effected by the issues.

The concept of the "Bard Community" is a lovely one, but it is only a myth and should not be mistaken for reality. The myth is already exposed with the creation of a Freshman Dorm and it should be exposed. Let us not labor under false assumptions. Let us not incorporate our myths, however nice they may be, into our governmental structure. It has not worked in the past and it will not work in the future.

The Student Government Constitution recognizes that the "Bard Community" is a myth. The Student Council would deal with matters concerning students and not attempt to infringe upon the rights of the faculty and administration. There would be only students voting for the budget. There would be only students voting on issues that involved only students. This does not mean that Student Government would be anti-faculty or anti-administration. The purpose of Student Government is to give students a common meeting ground, a forum for the airing of student opinion — not community opinion which does not exist. A change from Community Government to Student Government at this time is not a sign of revolution; it is not a radical move away from order. A change to Student Government is a recognition of political realities.

## Letters To The Editor

### 'The Bard Ideal'

The theme of my article is what a "correspondent" to *The Bard Observer* calls "the miasma of exsufflication." The miasma of exsufflication, as far as I can make it out, means the noxious atmosphere that emanates from an inflated emptiness. Though the correspondent chose to express himself in a barbarous version of the style of Wyndham Lewis, I went to the trouble of deciphering his prose — an occupational habit — because I suspected that the symptoms of a disease were present both in the substance and the style of "the letter." Mr. Kagle — I name him because it is easier to refer to him by name — chose as his text the letter of President Kline in which he speaks of "a new excitement at Bard" at the prospect of rebuilding the college. Mr. Kagle obviously does not share the excitement and he has a right to his feeling, but the letter that he writes disqualifies that feeling from serious consideration. I respond to it only because I believe that the letter is symptomatic of the peculiar corruption of those students who steadfastly adhere to what they call "the Bard Ideal." What is the Bard Ideal in the minds of these students? I imagine the freedom to be rude and ignorant. Apart from Mr. Kagle's pretentious vocabulary, his prose exhibits no knowledge of the spirit or the idiom of the English language. Mr. Kagle's remarks about President Kline's style has indeed its unintentional irony, the irony that derives from self-ignorance. There are other ignorances in the letter that lead to an obnoxious rudeness. Mr. Kagle, without the slightest knowledge of the purposes of the Academic Planning Committee, accuses it of sychophancy to the Board of Trustees. Does Mr. Kagle know that one of the purposes of the committee was to protect the seminar system from the increasing size of the student population, a system incidentally which has been dishonored not by the faculty or the Administration, but, as Mr. Leary has demonstrated, by the unconscionable sloppiness and laziness of Bard students? And how can a student of literature refer to "epistles that show a healthy contempt for content and a mature reverence for form?" What, in the most generous interpretation of this phrase, could Mr. Kagle conceivably have meant?

I might add that the rudeness and ignorance of Mr. Kagle were equalled by *The Bard Observer* itself in its failure to observe the elementary journalistic decency of publishing Mr. Kagle's letter in the following issue. The simultaneous publication of the two letters — Mr. Kagle's was prominently featured in what is normally the editorial column — can be compared to a situation in which a guest speaker is suddenly interrupted by a friend of the host and permitted by the host to carry the day. Fortunately the ignorance as well as the rudeness discredited the interruption.

But enough of Mr. Kagle. What concerns me — and other members of the faculty — is the free-wheeling aggressiveness that often conceals itself behind "the Bard Ideal." I have yet to see an account of the Bard Ideal in the letters that are periodically posted on the bulletin board that shows the necessary respect for the conditions of civilized exchange in an intellectual community — first, that a person know what he is talking about and second, that he have a sufficient command of the means of expression to state what he knows clearly and gracefully.

Intellect and imagination both are concerned with the creation of order and significance; they were never meant to be an excuse for the kind of "freedom" which is the expression of malice or weakness or witless frivolity. I would suggest that the word "creative" become taboo on the Bard campus until the time when some of those who particularly pride themselves on their "creative" capacities learn something about the rigor and discipline that go into the making of "creative imagination." The vigilance which some Bard students exercise in relation to the Administration of the College or the teaching of classes would merit the consideration which it clearly does not merit now, if it were preceded by housecleaning among the students themselves — that is, if some of those who call themselves students began to learn the meaning of being a student.

—EUGENE GOODHEART

## Commencement Plans Announced

The office of the president has announced plans for the annual baccalaureate and commencement programs, which will take place June 18 and June 24, respectively.

Principal speaker at the commencement will be the Hon. Abraham Ribicoff, Secretary of Health, Education and Welfare. Mr. Ribicoff has not yet announced the topic of his address.

Four honorary degrees will be awarded, one posthumously, during the commencement. In keeping with tradition, names of those who are to receive these degrees will not be announced ahead of time.

The John and Samuel Bard Award in Science and Medi-

cine will be presented this year in honor of the memory of the late Prof. Vasil Obreshkove.

The Arthur F. Martin, Jr., Scholarship, given in memory of the late Arthur F. Martin, Jr., a graduate of Bard College, class of 1956, by his former classmates, friends and teachers, is awarded to a qualified and deserving student in the Division of Natural Sciences, preferably one planning to enter medical school.

The Wilton Moore Lockwood Prizes will be awarded again this year. One of these prizes is awarded to a senior student who in the judgement of the president has contributed the most to the intellectual life of the college. The other is awarded to a senior who in the judgement of the president has contributed most to the general welfare of the college.

Bachelor's degrees will be awarded to 48 members of the class of 1961.

### BACCALAUREATE

Musical compositions by three Bard students Tom Benjamin, Dave Moulton and Dick Perry will be featured at the annual baccalaureate service.

The address at the service will be delivered by the Rt. Rev. J. Stuart Wetmore, junior suffragan of the Episcopal Diocese of New York. The Lesson will be read by the Rev. Reamer Kline, president of the college. The Rev. Frederick Q. Shafer, college chaplain, will direct the service.

## Fourteen Faculty

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ment plan for Liberia. Mr. Gummere will be at the Graduate Institute at Columbia University Teacher's College and will do work towards his PhD. Mr. Riessman has taken a research fellowship at Columbia University Psychiatric Department.

Mrs. Margaret Artinian, Mr. Ralph Ellison, Mr. Ira Reiss, Mr. Michael Shaw, Mr. Carlos Suirnach, and Mr. Elgenio Villicana have resigned. Mr. Ellison will join the faculty of the University of Chicago. Mr. Reiss will teach at the University of Iowa where part of his duties will be the development of a graduate program in the sociology of family.

Mr. Emil Hauser has retired from the Bard faculty. He will, however, be a Whitney Visiting Professor of Music here for 1961-62.

Mrs. Dorothy Bourne and Mr. Charles Tremblay plan to take a sabbatical leave in the spring semester.

## Faculty Examines

(Continued from Page 1)

for "this time of history," and the "immediate and long-ranged steps to achieve those goals."

The Committee agreed that there was greater need for (1) knowledge of other cultures, (2) a sense of historical chronology, (3) knowledge of Science, (4) proficiency in either mathematics or a foreign language, (5) vocation-finding.

The proposed program may be a step toward meeting these needs.

Seven members of Faculty and two from the Administration were instrumental in drawing up the new plans. They were Mr. Bleucher, Driver, Shafer, Sottery, Tremblay, Wanning, Weiss, Dr. Kline, and Dean Dorothy Bourne.

Students who have reservation about the plans can make their voice felt through EPC although the final say will lie with the Faculty.

The proposed plan will not affect any student now enrolled or entering in the fall.

## Dr. Sottery

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lished leading to the final goal of the student.

These courses would be of the lecture type and would have assigned readings and examinations. By having one large class of eighty or one hundred students taught by one professor, instead of six professors teaching the same unrequired course (English 101, for example) there would be more teachers available to hold more smaller seminars than at the present.

Examinations, although distasteful, are important and especially to those going to graduate school and one in each course would give the student an opportunity to learn how to take a uniform test.

These are just some of the questions and answers which are being considered both by the committee and by independent thinkers. Before the end of the semester a report will be presented to both the faculty and the student body for consideration and comment. It is hopeful that students and their representative EPC will give as much thought to these problems as Dr. Sottery and the committee have done.

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## Large, Diversified Class To Enter Next Term

Although all the data has not yet been completely compiled, next semester's Freshman class will be comparable to that of 1961. This was the opinion of Mrs. Curtmarie Crane, Assistant Director of Admissions.

"Like last year's Freshman class, the new students look like eager, capable people many of whom already excel in their fields.

### Talented Students

"Two who come immediately to mind are an extremely talented pianist who has played with the Cleveland Symphony Orchestra, and a prize winning sculptor. Many other students have won prizes in and out of high school for poetry and short stories."

### Diversification

There are a few more stu-

dents from the South coming to Bard, Mrs. Crane said. They have been accepted from states such as Virginia, Florida, Tennessee, Maryland and Washington, D.C. Two boys are coming from as far west as Colorado and Wolfpoint, Mont. There are two applications from Greece.

### More Interest

More students are becoming interested in Bard through the "College Handbook," a publication which lists the names of college followed by a 1 or 2 page write-up about it, she continued, or through alumni associations which are being reactivated in many areas.

This year Bard had 400 applications for the Freshman class and so far 189 have been accepted, she said.

## Library Fines

Miss Marion Vosburgh, Librarian, announced today that a new arrangement for the collection of back fines will be used starting this semester. Formerly, registration was held up for a returning student until he had settled with both the library and the financial office. Under the new plan, all unpaid library bills for back fines and book replacements will be sent on July 1 to the financial office, which will take over the responsibility for collecting them.

"The disadvantage of this plan," Miss Vosburgh was quick to point out, "is that the financial office will put the money collected after the first of July into its general fund. So, very simply, if a student pays before that date, we will

be able to purchase new books with the money; if he's slow about it, we don't see it."

"Perhaps if the students know that late fines won't do the library any good—and they seem to have a genuine concern for the library—they will be quicker about paying fines," she added. "Or maybe they'll be more careful about returning books on time and not losing them, which would be even better."

The library budget for the 1961-62 year is better than this year's. "In comparison to this year's austerity budget of \$1000 for purchasing new books, maps, and records, we have \$4300 budgeted for next year." To this, she said, must be added nearly four thousand dollars this year from other sources, such as gifts, fines, and earnings from Esoteria.

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# Softball Team Finishes Successful Season

The Bard softball team completed its most successful season this year, ending up with a 3 and 0 record against college teams, and a 1 and 3 record against town teams. The team defeated Orange County Community College, Albany Business College, Marist College, and the town team of Rhinebeck. They lost to Rhinebeck, Red Hook, and Pine Plains.

In one of the victories, Bard set a team record, getting sixteen hits to demolish Marist, 22-8 (see boxscore). Highlights of the game were: a first inning three-run homerun over the center field fence by Arnold Mellk, the longest homerun ever hit at the field; a three-run triple by Bob Marrow in the second; and a three-run double by Bobby Epstein in the third. Bard scored three times in the first, five times in the second, six times in the third, twice in the fourth, and six times in the fifth. Pitcher Mark Bernstein gave up only a single before being removed in the fifth inning. Bob Marrow got

four hits, Marrow and Captain Ralph Levine drove in four runs, while Levine scored five times, with Marrow and Mellk scoring four times each. It certainly was a day to fatten up batting averages.

The team expects to do very well next year in the newly formed softball league. There is only one senior, Alan Skvirsky, on the team.

Plans are being made to have an upper college - lower college softball game to complete the season.

Box Score					
Player	ab	r	h	rb	i
Skvirsky, c, cf	4	3	2	1	
Levine, 3b	3	5	2	4	
Goth, ss	4	2	1	0	
*Lipsius, rf	0	0	0	0	
Marrow, lb, c	4	4	4	4	
Mellk, 2b	3	4	1	3	
Sarasohn, rf	3	0	0	0	
*Millenbach, rf, 2b	1	0	1	1	
Knight, cf, 1b	5	1	2	1	
Epstein, lf	4	1	2	3	
*Smith, lf	1	0	0	0	
Bernstein, p	2	2	1	0	
*Greener, p	1	0	0	0	
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## Seniors Plan Graduate Study

by Steve Snyder

Forty-eight students will graduate from Bard on June 24. Approximately sixty percent will be going on to graduate school.

In a sample group, Tom Benjamin will attend Harvard Graduate School in Music. Asher Edelman is going to work on Wall Street. Bob Ehrlich and Ricky Friedman are going to Rochester Medical School. Marilyn Fish will study literature at Bryn Mawr. Gary Goldberg will study at Brooklyn Law School. . . . Judy Green is going to Albert Einstein Medical School. Gershon Greenberg will be at Columbia. Michael Heinrich will be touring Europe. Charles Klein will attend NYU Law School. Alan Skvirsky will be studying law. Deanne Rothstein will attend the Bank St. School of Education. Diane Miller will go to the Brooklyn Museum Art School.

## Furniture Received

A completely new set of dining commons furniture has begun to arrive on campus. The furnishings include tables and chairs to seat 192 people in gracious luxury. So far only the chairs have arrived and are being stored in the fire house pending the delivery of the tables whose whereabouts are at this time a mystery.

## Softball League To Be Formed

by Charles Patrick

Bard will enter into a newly organized softball league next spring. This will constitute an innovation in college athletics. It has been customary, in the past, for schools, and colleges to participate in baseball on an intercollegiate level, although because of the weather and expense, it has been felt by many athletic departments, that baseball is not an ideal spring sport.

In talking with Mr. Richard Bogdan, the athletic director of Albany Business College, it was decided that our two colleges participate in softball this spring. Our game was very successful and we decided to approach three or four other colleges in an effort to form an intercollegiate softball league for next spring. Schools contacted were Albany College of Pharmacy, Marist ation.

College, Albany Jr. College, and Dutchess Community College. All preliminary responses have been favorable.

We plan to hold a winter meeting at which time schedules and rules will be discussed. In keeping with a philosophy of a sane athletic program, we plan to allow the students every opportunity to grow in experience with a program of this type. Students will manage and coach, select players, serve as umpires and take part in forming the league.

Many worthwhile objectives can be attained by a program of this nature under competent supervision. We hope that the program will give boys an opportunity to develop traits of leadership by participating as leaders of their teams. Many boys will receive an insight in organizing, scheduling, and playing which should serve them in good stead when they take their places in their own communities after graduation.

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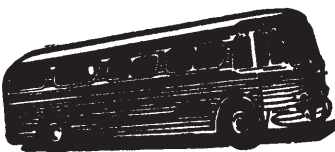
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