

OBSERVER

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Bard OBSERVER

The Official Publication of the Bard College Community

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ANNANDALE-ON-HUDSON, N. Y.

NOVEMBER 13, 1961

Many Schools Visited By Admissions Director

Mr. Robert Herdman has already made many trips in the course of his duties as Acting Director of Admissions. He has spoken with students and administrators at secondary schools in cities as far away as St. Louis and Chicago. Recently he attended a conference of college admissions officers and high school guidance counselors in St. Louis. Most of the schools visited have been private ones in Massachusetts, Rhode Island, Connecticut, and other New England states.

Mr. Herdman finds that most counselors who have heard of Bard recommend it primarily as a school for art, music, drama, and dance. He stressed to them that Bard is a liberal arts college, with full programs in other divisions, as well as in the fine arts and performing arts.

At some boys' preparatory schools he was told that Bard was undesirable for many of their students because of its limited athletic program. In response to this criticism, Mr. Herdman described the formal program of soccer and basketball and the opportunities for hiking and other outdoor sports in the area around the college.

One of the primary aims of Mr. Herdman's travel is to increase the geographical distribution of Bard's student population. When asked if he had noticed any special attraction to Bard as an originally Episcopal school, Mr. Herdman answered that it is too soon to determine such interest but

that up to now he has not found much of it.

Foreign Students

The Admissions office receives many inquiries from students in foreign countries, particularly those of underdeveloped areas. Most of the letters are similar in that they request considerable scholarship aid. There seems to be an assumption that since America is such a rich country that one of its colleges would certainly pay for a foreign student's education in the United States.

Mr. Herdman tries to recommend some other colleges with lower tuition fees, and he points out to the inquiring foreign student that Bard has limited financial resources and cannot assure him of as much aid as he would need. Although the environment of a small college might be more suitable, a foreign student might be able to get a job and a low-rent apartment, and earn his college expenses.

E. P. C. Swipes Books In Library Rules Test

Voters Will Select Eight In Primaries

Members of the Community will go to the polls tomorrow to nominate eight candidates for the upcoming Community Council election.

Fifty-five names will appear on the primary ballot, perhaps the longest in Bard history according to Ralph Levine, chairman of Council. Of the eight selected, four will be elected to serve on the Community governing body. Their terms in office will begin in February and expire in December, 1962.

This marks the first time
(Continued on Page 5)

100 Library Volumes Taken in Four Days

To demonstrate the vital need for inspection of books leaving the Bard library, eight members of the Educational Policies Committee carried off 100 books in the 44 hours that the main library was open over a four-day period. E.P.C. kept careful account of the number of books taken.

Titles include *The Natural History of a Delinquent Career*, *The Disappearing Daily*, *Crime and Punishment*, and "Library Pilfering and Book Mutilation" in an issue of the *Library Journal*. E.P.C. plans to return all the books to President Kline Tuesday morning and to urge again that the Committee's proposal for an inspection system be accepted.

One Suggestion Approved
Although rate of book loss this year is not known, Fred Feldman, Chairman of E.P.C.,

maintains that losses must be accounted for. The library staff's reluctance to mistrust students, is, in Mr. Feldman's opinion, unjustified, since theft and informal "borrowing" do occur.

At the recent meeting of the faculty Library Committee and the head librarian with E.P.C., one suggestion was accepted and put into effect: Students are now allowed to check out their own two-week books and are asked to show them at the desk. But the library staff neglected the accompanying suggestion that guide ropes and standards be placed to direct all traffic past the main desk so that every book can be checked.

The estimated rate of book disappearance, according to the last inventory (700 books missing over a two-year period), averages 10 books per week during the college sessions. E.P.C.'s rate was 25 books per day. At the present time, hundreds of lost and stolen books
(Continued on Page 5)

Bard Delegates See Nehru

By Jack Blum

"If the world is to avoid total disaster," Mr. Nehru said, "college students must break free of the ruts of old thinking, and develop a wide philosophy of life capable of coping with the complexity of modern technology."

The Indian Prime Minister's statement was part of his keynote address to an Assembly

of over 1500 college students, representing schools in 45 states. The two day assembly November 10 and 11 at New York's Commodore Hotel, was called at the special request of Mr. Nehru, and was arranged by the Collegiate Council for the United Nations.

While Mr. Nehru has said similar things in the past, Saturday's speech was the first one he aimed specifically at college students. Throughout his talk he stressed the need for knowledge of the ways of life in foreign lands, stressing people to people understanding as the only way to secure a peaceful world.

"Russians are very similar to Americans," he said. "Both are friendly, and both want to be liked. Yet for both, quality of thinking has not kept pace with the rapid strides in technology."

In a striking reversal of previous statements, the Indian Prime Minister said that he did not favor unilateral disarmament on the part of the United States. He said that he could not support such disarmament

because it would be politically unworkable, and that, disarmament would have to include adequate inspection and control.

For many of the students at the conference Mr. Nehru's remarks bore particular significance. Coming from the Midwest and the deep South, there were a large number who ad-
(Continued on Page 5)

Parent's Leadership Seen As Deficient

By Steve Snyder

On November 4 at the Columbia University Faculty Club there was a meeting of the New York area parents with Dr. Kline and three Bard students, Olivia Cole, Alexandra Van Ophuijsen and the writer. About 80 parents were present at the meeting.

Dr. Kline gave a resume of activities on campus and spoke about the current developments in the academic life. He outlined future plans for widening the scope of Bard's Modern Language department. He expressed a hope that Russian would be brought to the campus next fall and would eventually develop into an area for major concentration. The three students present spoke and answered questions on how the academic, social and entertainment areas of Bard life appeared and affected the students. Dr. Kline provided the parents with a clear picture of many of the problems now facing Bard. He spoke with an eye towards the future and enthusiasm for the present.

What concerned me about the meeting was the fact that due to the atmosphere created by the leadership of the parents group, many parents left the meeting with the feeling that Bard is a college extremely worthy of their support but that no channels exist through which they can exercise their desires to help. It is pathetic that we clearly have so many people willing to work; yet, as a result either of the lethargic attitude, or lack of imagination, or both, of the leadership, the potential contribution of these parents is left dormant. Now that people off campus have shown a willingness to work let us hope that the officers of the parents organization come forth with a dynamic and constructive program that will help Bard to advance within a framework consistent with its long standing ideals.

(Anyone having comments concerning the above article are urged to send them to the *Observer*.)

College Receives \$10,000 Grant

Dr. Reamer Kline announced the receipt of a gift of \$10,000 for the Bard College Scholarship Fund. This gift is made by Mrs. David R. Johns in the name of her husband, David R. Johns, a graduate of the class of 1915, and it is in line with the Johns family interest in the educational opportunity which a small college like Bard affords, and in assisting young people to gain a college education.

Business Office Answers Health Service Complaints

By Steve Ward

Since Bard College has an essentially non-complacent student body, it was almost inevitable that sooner or later there would be complaints registered against the infirmary. It appears that students have been complaining about the ostensible fact that medical service is not available twenty-four hours a day.

This, according to Mr. Asip, is a fallacy brought about by lack of information. The truth of the matter, he says, is that although she may not always be in the clinic, there is a nurse on call at all times for emergencies.

Another objection by students is the inconvenience of office hours. Mr. Asip, however, is perfectly willing to effect a change if student opinion warrants it.

One result so far of the student unrest is that the office is planning to issue a bulletin resolving the aforementioned points and also elaborate on the apparently misunderstood

details of the Student Health Insurance Plan.

Why doesn't Bard maintain a full time campus doctor? Mrs. Fenton, one of the four clinic nurses, asserts as a somewhat practical reason that of the college's inability to afford one. Not that this makes any difference though, since the college has little need for one, and probably no doctor would want to devote his practice entirely to the minor ailments that occasionally disturb Bardians.

The last dissatisfactory note comes from certain members of the faculty, who claim that they and their families ought to be included with those entitled to treatment in the Health Office.

Owing, however, to the particulars of the insurance liability policy maintained by the college, this privilege is not feasible. The Health Office is covered liability-wise for any unfortunate consequence resulting from the treatment of students; however, it is directly accountable for such consequences resulting from aid to others.

EDITORIAL

Support E. P. C.

We would like to congratulate the Educational Policies Committee on the work they are doing this year. They have conscientiously and thoughtfully attempted to look into many of the problems connected with academic life at Bard and make suggestions for their correction.

However, we are disturbed by the apathetic attitude shown by the student body towards this important Committee. Attendance at bi-monthly open meetings is virtually non-existent, and members of the community have brought only one or two matters to the Committee for discussion.

E.P.C. is a vital liaison between students and faculty on academic matters, and should be taken advantage of to the fullest. We hope that the enthusiasm which greeted the Committee's re-institution last semester will return and will increase.

Support Council

We wholeheartedly support the resolution passed by Council concerning its role as the governing body of the Bard Community. If the Council is to function efficiently as the nucleus of the community it must have the support of all members of the community and be recognized as the body to which community problems must be brought for discussion and action.

Support Tewksbury

Last semester Henry Edinburg suggested in a letter to the Observer that the New Dormitory be named Tewksbury Hall, and thus become the first building on campus to be named for a man connected with Bard as a progressive institution. We feel that this is still a fine idea and call upon Council and the Administration to take the steps necessary to put it into effect.

John Bard Lecture Held

The annual John Bard Lecture of the Science Division was presented last Friday evening, November 10, by Dr. Gerald Holton, professor of physics at Harvard University. Dr. Holton is author of an *Introduction to Concepts and Theories in Physical Science* and co-author of *Foundations of Modern Physical Science*. The topic of his address was "Science and Culture."

"It is wrong, I think, to leave optimism in science only up to the Communists," Dr. Holton said, in rejecting the notion that the current development of science and technology is dooming our culture. He believes that the development of science will lead to a better life: "Science has it in it to transform our culture for the better." The speaker emphasized that there is no contradiction between our pursuit of values and exploration of science.

Dr. Holton pointed out that due to the extremely rapid rate at which science is producing more and more knowledge, today "everyone is an outsider with respect to knowledge of the nature of the universe." He explained that never before have the intellectuals of the world been at a loss as they are today. Dr. Holton attributes this to science's rapid development and dissociation from natural language.

This eminent physicist expressed his belief that, from the rise of science, would come a destruction of inequality between nations, peoples, classes of people, and individuals. Dr. Holton summed up his lecture by stating that the final outcome depends upon our treatment of the facts that, one, our condition is rapidly being changed, and, two, our cultural sanity is being attacked.

Dr. Leary Views Bard

(The following article appeared in the Fall, 1961 issue of the literary magazine "Approach", introducing three Bard poets to the reading public.—Ed.)

THREE BARDIANS

By Paris Leary

If the language of poetry is, as all That Crowd keeps telling us, paradox, then Bard college is a natural nest for the fledgling poet. It is named after an obscure person who founded it under quite a different name. It maintains a handsome partly-Cram chapel (named, rather amusingly, 'The Chapel of the Holy Innocents') where its Anglican chaplain says mass regularly; it is traditionally popular with Jewish students. It supposes itself to be *avantgarde*, or at least 'progressive'; it is one of the few institutions in America where the attempt is made to follow the ancient pattern of European education. It is located in quite lovely country on the Hudson; most of its students come from Metropolitan New York. At Bard one can major in Literature and *lacunae* and graduate with only the slightest nodding acquaintance of Chaucer or Spenser. One can nip off to Medical School after completing a Senior Project called 'Non-verbal Elements In Synthetic Jazz.' One can study under such literary persons as Ralph Ellison, Mary McCarthy, Saul Bellow, or Theodore Weiss. If you're a poet-monger, most of the young ones teach here at one time or another: James Merrill, Anthony Hecht, Robert Kelly, Donald Finkel, et. al.

What precisely this High Church Yeshiva, this Upstate Greenwich Village, is, academic buffs have not yet been able to ascertain. It is easier to describe than to define: it is vigorous, heady, phrenetic, stimulating, and creative. It has long ago banished the vestigial remnants of State University nonsense, the absurd conception of the ideal student as well-balanced, a good advertisement abroad, with a healthy Outside Interest like handball or sulky-racing. It hopes that its students will be un-adjusted to society (to be unadjusted to a sick and rotten society is to be healthy). It rather encourages the student to develop under guidance and close association with his mentors those native abilities and interests which are his by Providential or genetical donation. It can produce good poets like Raphael Rudnik or Peter Hammer; such theatrical persons as Steve Viniver. Whatever it is exactly that Bard College does with the imaginative student, whatever its failures, whatever its successes, it represent, if not the 'white hope' of American education, at least a strong luminosity in the murk.

Here are three poets, all students at Bard. None is like another—Bard is, has, no *coterie* or 'school'. Many students at Bard write poetry; a surprising amount of it can be shown without embarrassment. These three seem to me to be ready for publication.

(There followed three poems by Ellen Kaplan, Jonathan Greene, and Rayna Meshorer. Copies of "Approach" may be ordered through the bookstore.)

Text of Council Resolution

The following is the text of a resolution passed by Community Council October 30, 1961:

Whereas, Community Council is the legally, publicly, and democratically elected body on campus which represents the community both to the student body and to the administration, and

Whereas, Both Administration and several student elements have attempted to negotiate important community problems (such as Social Regulations) without recourse to the body elected to deal with such problems, neither seeking Council's advice nor bringing Council into their deliberations, thereby infringing on the function, rights, and prerogatives of Community Council and subverting the normal processes of democratic action, and

Whereas, A duly selected committee consisting of four House Presidents officially appointed by Council to act in an advisory capacity on the Freshman Social Regulations Committee was passed over and then set aside by Administration without their officially informing Council or explaining such action, and

Whereas, A demonstration was held outside President Kline's house during which exchanges were made between students and the President which both parties should have

referred to the Community Council, thereby contributing to the breakdown of the constitutional and democratic processes by which campus affairs should be conducted, and

Whereas, The Community Council exercises such authority on campus not specifically and ostensibly belonging to faculty, trustees, or administration, be it therefore

Resolved, That Community Council officially deplores the attempt by both students and Administration to negotiate campus affairs without recourse to the body elected for the specific purpose of negotiating such affairs, and further requests the following from the Administration before the next meeting of Community Council (6 November):

1) written assurance addressed to the Chairman of the Community Council, to be entered into the minutes of the Council, that such departure from the norm envisaged by Constitution cease immediately; and that Administration, instead of forming student committees directly, will pledge itself to work through Council in the future.

2) a written statement to be given to all students informing them that in the future all campus problems which require public discussion will be dealt with in Council, that this statement be signed by Council and Administration.

FORUM

By David Frederickson

And why not?

Bard, we are told, and we sincerely believe, is a place of careful and controlled academic experimentation. If "the Bard system" is to remain continually exciting and meaningful, it must be continually metamorphosing.

If you've been following the actions and deliberations of E P C (and eternal hellfires toast your toes if you haven't), you will have noticed some discussion about student teaching. E P C has not yet formulated a recommendation on the subject; it first plans to have an open meeting to learn the community's ideas.

The two reasons for such a plan are simple: first, with the growing size of classes, student-led seminar groups could retain and revive considerable liveliness of discussion; secondly, many students who plan careers in teaching would find the experience invaluable.

There are several models on which such a plan could be based. A number of large universities in this country have large lecture classes divided into small groups led by graduate assistants. Obviously, the lack of graduate students here would have to be made up for by use of upper college "assistants."

For reasons ranging from state requirements to publicity, Bard could probably never have classes taught wholly by students; such seminars would have to be in addition to the regular two hour class. But if, as seems apparent, classes will continue to grow, such smaller, extra, classes might provide a helpful antidote to (possible) sterility. And if the proposed six-point program under consideration by the faculty is adopted, including in the curriculum one or two large lecture courses, such extra classes would become a virtual necessity.

One might well question who would teach these classes; but the problem is not great. By the time a student has reached the upper college, his knowledge and skills are pretty well known by the faculty of his division; and the faculty would presumably make the decision.

The student teacher would have to be a superior student, of course, and under the continual guidance of the class teacher. The student might be paid, or might be a volunteer. He might receive credit for it, or it might be part of a senior project or major conference. The classes might be weekly, or might be only a few at, say, the end of the semester. One student might lead a seminary the whole semester; or several might do it, in rotation.

The possibilities are numerous, and the advantages as many. One hopes that interested members of the community will discuss and even, perhaps, think about the possibilities of a student teacher program; then, if some of these ideas get to E P C, something may come of it all.

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

From The President . . .

A group of us were talking the other evening about what is really the inner significance of a college, that is, what it is that makes a college a distinctive institution, what is its real essence.

Obviously there are various marks of a college that have validity. A college can be known as a place of research, or as a socially healthful place for young people to spend the final four years before they are forced onto the stage of adult living. It can be a place to meet desirable husbands or wives, a place "to make contacts" with an influential group in society, a place to acquire social graces, or vocational skills with which to earn a living. We could all name colleges in which one or more of these features appear paramount.

But it seems to me that all of them miss the central significance of a college. I feel that no other criteria compare with this twofold one: that college be a place where illuminating teaching takes place and where significant learning occurs.

I think we can go further and say that everything that happens in a college can be evaluated in terms of whether or not it contributes to these ends. For example, do athletics give the relaxation and refreshment which contribute to learning,—or do they impede the learning process, or become an end in themselves? Or a college might have the finest library on local history in its region. But this would be comparatively irrelevant if it did not tie in with the institution's teaching and learning processes.

All of this applies particularly to the administrative organization of a college, and specifically to the president. These people can never achieve ultimate realization in the performance of their own duties

(even though they might do them very skillfully), — but only in the achievements of others. Specifically I suppose the most valid mark of a fine president would be that his college was one in which finer and finer teaching was done, and significant learning increasingly occurred.

It is therefore a chief function of a college administration to support and provide for teaching and learning, to seek to gather on the campus dedicated and effective teachers, and purposeful and able students, and to provide them with the resources and situations in which to teach and learn. It is a further responsibility of the administration to protect such a community from outside harassment or diversion from its goals. The expression of dissent, the espousal of unpopular views or causes, the spirit of free inquiry, the ways and convictions of minorities,—these are especially vulnerable to outside harassment. They are also part of the free air in which the truth may continually be sought and occasionally grasped, the flowering from which the seeds of profound learning often come.

In a way therefore it is the task of the administration frequently to disturb a college's complacency, (particularly when it rests predominantly on a too-easy self-satisfaction), and at the same time to protect it from outside pressures and prejudices. This includes sometimes protecting it from the consequences of its own follies and indiscretions.

Finally, if a college fails at teaching and learning, it fails utterly, and if it really succeeds at these, it hardly needs any other justification.

—REAMER KLINE

Psychology Club Purpose Aired

By Marjory Eckmann

To communicate with ones fellow students and professors should be one of the most rewarding experiences at Bard. The classroom is a place in which thought confronts thought and exchange of ideas takes place. To be aware of ones surroundings, to think, is not only a prerequisite for entering the classroom but is a prerequisite for everyday social intercourse.

The extracurricular activities here at Bard provide an opportunity for an exchange of ideas, and it is on this exchange of ideas that the program for Psychology Club has been focused for this year.

"Communication between faculty and students concerning major problems of interest for psychology majors is our theme" said Psychology Club's President, Nan Feldman. "We will be concerned this year with the questions of: drugs vs. psychotherapy, psychodrama as therapeutic technique, social psychology, and the validity of psychoanalysis."

With the help and cooperation of Mr. Oja and Mr. Koslin, Psychology Club has been able to plan many programs for this semester. Dr. Muzafer Sherif, co-author with Carolyn W. Sherif of *An Outline of Psychology* and Professor of Psychology at the University of Oklahoma, is one of the planned speakers for this semester. Mr. Frank Reissman, on sabbatical from Bard, will be here to speak on class differences.

The film program of the Psychology Club will continue. On December 5, "Approach to Object by Psychotic Children" will be shown, and "Clinical Aspects of Childhood Psychosis" will be presented on December 14. There will be a movie on child birth which will be supplemented by two series of slides, one of a natural birth, one of a cesarean section. Debates and symposiums have also been planned.

Annual Boar's Head Planned

The officers of the senior class announced today that plans are being made for the annual Boar's Head Dinner. This year's dinner will be held Thursday evening, December 7, in the gym and Dining Commons. Due to the increased size of the college, it will be necessary to serve supper both places.

The senior cocktail party, to be attended by seniors, their advisers, and a few invited guests, will precede the dinner in Faculty Dining room. That group will then be served in Dining Commons, and move to the gym for the traditional Boar's Head program. Senior class officers this year are Linda Garfinkle and David Frederickson, copresidents; and Pat Parker, treasurer.

Ergo Ego

HEDDA GABLER BRIDLES AGAIN

By David Frederickson

When the curtain first parted the other evening, the applause which greeted Stewart Whyte set for "Hedda Gable" was thoroughly deserved. It was a good set: graceful, useable, believable; a set the calibre of which has not been seen at Bard, as I recall, since the 1957 production of "The Alchemist", or the next year's "Godot."

One is tempted to say that the production never rose to an equal level. That would be unjust. It did, occasionally: there were moments between Hedda and Aunt Julia and between Hedda and Mrs. Elvsted, that were almost compelling. But too, too, often the actors on stage were evidently just that: actors each with a conception of his own part, intent upon acting it; and without the vaguest notion of how to relate to the other actors.

True, they moved about in intricately plotted stage patterns, and they used the space well, if gratuitously.

Paula Sholachman in the lead role was perhaps one of the least sinners in terms of gratuitous motion. She justified each action, and showed the audience very carefully how she justified it. But how she could be taken by her compeers as either beautiful, desirable, or noble remains a mystery: she was too patently evil in intent and deed.

Dr. Tesman as played by Leonard Rosen was even more mysterious: although the character as conceived worked, it could not be taken seriously. Somehow his pomposities ridiculed themselves more than the supposedly pompous character.

Leonard Leokum's Lovborg was dramatic when it had to be, and tended toward petulant impotence the rest of the time. Tesman wonders how the author of such a brilliant book could be such a profligate; I wonder how such a profligate could possibly write a book.

Two refreshing notes were struck in the minor roles: Caryl Ambrose's Aunt Julia was clear and sympathetic, even if the Norwegian lady somehow spoke with an Irish chael Lawrence succeeded, brogue. And newcomer Miwith less attempted penetration, in presenting a Judge Brock which seemed, in contrast, polished.

But none of the actors managed to move far enough out of himself to convince one that he cared a whit what happened to anyone else. The Judge's curtain line could hold, unfortunately, for most of the production: "People don't do that anymore!"

State C D Rep. Plans Visit Here

The associate director of Civil Defense in the State of New York will visit the Bard campus Friday. While here he will confer with members of the Civil Defense committee.

At its last meeting, the committee voted to seek the services of an outside source to conduct a study of the campus's civilian defense potential. If such an agency cannot be found, the committee will conduct its own survey.

The committee also asked President Kline to appoint a member of the college staff to serve as a liaison with the county Civil Defense organization.

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Opportunity to Live Abroad

By Eve Odiorne

On the Experiment in International Living an American student can spend a summer in Latin America, Europe, Asia, or Africa, live with a family in one country, and have the opportunity to learn the country's language and culture through personal experience. The Experiment sends groups of about ten students to thirty-one countries, including Argentina, France, the Netherlands, Japan, and Sweden. Each town or city receives only one Experiment group, and every student spends about a month with his own foreign family. During the second month each guest takes a member of his family (usually a brother or sister of about the same age) on an informal trip around the country, often bicycling or mountain-climbing for parts of the trip.

At the end of November or

in early December, a representative will come to Bard from the Experiment office in Putney, Vermont. All students interested in the program will be able to meet with him. The four Bard students who have already participated in the Experiment will also meet with him: Marjory Eckmann, Holland 1960; Nan Feldman, Sweden, 1961; Carol August and Eve Odiorne, Switzerland, 1960.

A reciprocal program of groups of foreign students spending the summer with families in the U.S.A. now almost equals the program of American students going abroad; both involve about 1000 young people every year. The Experiment also arranges home visits for Fulbright and other foreign students who plan to spend a full year in this country. Guy Ducornet, from France, who studied at Bard for a year on a Fulbright fellowship came with an experi-

ment group and spent a month with a family in New Hampshire before coming to Bard.

Scholarships and interest-free loans are available to help with the costs of the two-and-a-half month program, which range from about \$500 for Mexico to about \$1200 for Japan. Many towns and colleges sponsor an "Ambassador Program", through which various community organizations select and pay part or full expenses for an individual to join an Experiment group. The individual chosen is naturally requested to make a report and interpret his experiences to the sponsoring groups, when he returns.

In its 1962 announcement, the Experiment in International Living is defined as "a challenge, an opportunity, and an adventure," and as something definitely not for those seeking a travel tour of casual sight-seeing, but for those "who wish to promote international good will on a personal basis."

It can be objected that one summer does not allow enough time to understand another country and people very deeply. In fact, even a plan like the Experiment can provide only the introduction to a foreign way of life, only the opportunity for a rewarding experience. When the Experiment participant and his family are truly congenial, however, the friendship that they can form can be a lasting one; ever, the friendship that they and then the Experiment does, literally, open up a new world, that the student can explore as fully as he wishes.

Foreign Studies Comm. Formed; Liang Is Head

A Foreign Studies Committee, with Dr. Hsi-Huey Liang as chairman, has been formed to evaluate study programs presented by individual students who want to do some of their undergraduate work in a foreign university. Accredited plans like Sweet Briar, or ones not affiliated with a college, like the Scandinavian Seminar, may be proposed by a student, but he must request permission from the Foreign Studies Committee, if he wants to receive credits from Bard when he returns.

The junior year is the only possible time, since a student must have passed Moderation to be considered for study abroad. If this primary condition is (or will be) met, the Committee consults the student's advisor, the division, and other faculty whose opinion would be relevant, particularly language teachers. Permission depends also, upon previous academic record, and the way in which the year of study abroad relates to the student's whole college program.

One conflict of the junior year abroad with Bard's academic program is that the major conference could not be taken by a student on such a leave of absence. Without the preparation of this usual third-year tutorial, the student might find it difficult to begin work on his senior project.

Dr. Liang's feeling is that study abroad is a very desirable project and that a student should have all the qualifications to make the most of his experience. It is the aim of the Foreign Studies Committee, then, to consider individually each proposed program of study, and to give the best

possible advice to students on whether it would be beneficial to their own program to study in a foreign country.

Soviet Studies

Highlight 1962

Winter Program

The structure of this year's Winter College and Field Period programs has evolved from four years of experimenting. Bard first initiated the two credit off campus independent study program in 1958-59. This was carried out as a substitute for the regular job field period. Three years ago, 1959-60, Bard had its first Winter College. For the next two years students had a choice of four programs: winter college, off campus reading project (no credit), two credit independent study project, and job project.

Because the two credit study project was useless for acceleration, became confused with the non-credit reading project, and was expensive, this alternative has been eliminated.

This year most of the students who have chosen to remain at Bard for winter college will be studying the Communist World of today. Courses tentatively offered in this field are: Revolutionary Social Thought in Russia (Mr. DeGre), Soviet Economic Development (Mr. Gelfand), Soviet Literature (Mr. Goodheart), Soviet Politics (Mr. Fried), Psychology in the Soviet Union (Mr. Oja), and a two week introductory Historical Introduction to the Communist World (Mr. Liang). In addition, there will be an Expository Writing course (Mr. Rockman) and a Drama Workshop (Mr. Driver).

To help students job seeking for field period the Vocational Office, under the direction of Mrs. Sugatt, is open on Thursdays 2-4 p.m. and Fridays 9 a.m. - 12 noon.

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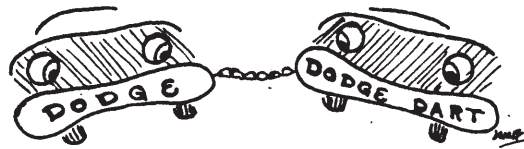
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100 Volumes Taken

(Continued from Page 1)
need to be replaced and cannot be, since money for these replacements must come from the \$4300 new book budget. Even when students repay the library for books that they have lost, the expense and the inconvenience to other users of the library far exceeds the original cost of the book.

Responsibility for Losses

Although other borrowers in the area and the summer camp residents are undoubtedly responsible for some book loss, it is reasonable to assume that members of the Bard community are primarily responsible, since they are here the largest part of the year. If the need for replacement were reduced, with the introduction of an efficient inspection system, the library budget could spend more on the many new books which are in constant demand.

Expense of Inspection

E.P.C.'s position is that the minimal expense of an inspection system (caused by slight increase of staff hours), would be substantially less than the high cost of book replacement. Also, the Committee considers that the temporary inconvenience of instituting the system would be entirely compensated for by its ultimate value to the community.

Gallery Desks

With the promise of some funds from Dr. Kline, Fred Feldman is constructing a folding desk to go in one of the alcoves of the library gallery. If the trial model is acceptable, folding desks will replace all the large wooden ones now in use, which prevent access to adjacent shelves. Plans to equip all the gallery alcoves with adequate light were also approved, and already some of the downstairs lighting fixtures have been given new bulbs.

Another major suggestion was to handle reserve books at a separate desk, under the stairway, to the right of the main door, in order to free the main desk librarian checking all books leaving the library. This proposal was not accepted because the cost of extra staff necessary would strain the already-overloaded library budget.

Field Period Credit

Discontinuation of credit for field period projects was discussed at E.P.C.'s last meeting, since several students had objected to it. A formal complaint against the no-credit policy was submitted to the administration after discussion of the following points. The credits are no longer to be given, it seems, because

they would permit a student to accelerate without specific approval of his division and moderation board.

E.P.C. pointed out that the credits gained would not be more than eight, and would therefore be able to accelerate a student's program only half a term, and then only if taken every field period. (This is not allowed, since the Field Period is meant for a variety of experience, and at least three different jobs or kinds of projects must be completed by a student.) The value of the academic experience was regarded by the Committee as good reason for the reinstatement of the independent study project for credit, as one alternative for the field period.

Other topics being considered by E.P.C. include a course questionnaire (soliciting students' requests for new courses), a used-book exchange, and a plan for supplementary seminars to be led by advanced students (on the approval of the professor teaching the course), to give new students more experience in seminar participation and more opportunity to discuss problems before examinations and term papers.

Voters Will

(Continued from Page 1)

that students will be elected in the fall for a full year term under the staggered election plan now in operation.

The plan, which was approved last term in the new Constitution, allows for the election of four members in the fall and four more in the spring. Each group assumes office the semester after being elected.

In the event that someone scheduled to graduate in June is elected this fall, a replacement will be chosen in the spring to complete his term.

(Continued from Page 1)

mitted that they knew too little about world affairs in general, and had never been in contact with people from foreign lands.

Other speakers included Ambassador Alhaji Muhammed Ngileruma of Nigeria, Ambassador Francisco Delgado of the Philippines, Counsellor Sean Ronan of Ireland, Mr. Wallace Irwin, Jr. of the U.S. mission to the U.N., and a representative of the Soviet Mission.

The student consensus was that Mr. Irwin made the poorest showing of all the speakers. Most were amazed at the adeptness of the Soviet representative who spent most of his time answering questions on problems such as Berlin, and the resumption of nuclear testing. The Soviet speaker fielded them all, and even gave the Soviet answer to the Hungarian rebellion.

One student from the Midwest, who had never been East of the Mississippi before last weekend commented, "I knew he was lying, but there didn't seem to be any way to pin him down. I never realized that they had answers to questions like the ones we posed."

U. S. Senator Joseph Clark (D-Pa.) delivered the closing address on "The United Nations, and Disarmament." He discussed U.S. proposals, and

Last spring when the plan was instituted, four students were elected to Council for one term. It is those vacancies that are now being filled.

Members whose tenure expires in December include Penny Axelrod, Steve Snyder, Dick Socher, Warren Strauss and faculty representative Paris Leary.

Faculty members will vote for a representative to fill the vacancy created by the expiration of Leary's term.

underlined recent statements

made by President Kennedy on the subject. He urged each of the students at the conference to return to his home campus and explain, that despite increased international tension, disarmament was closer than ever. He also asked them to create the necessary climate of public opinion to carry American proposal through Congress.

"Most people in the United States spend too much of their time thinking about war, and too little of it thinking about peace," Senator Clark said. "To be sure, new weapons must be developed until a disarmament agreement can be reached, but the goal of disarmament must not be lost in the push to develop new weapons."

In the odd minutes between meetings students from various colleges exchanged political views, and discussed the cli-

mate of opinion on their home campuses. Students frequently mentioned that right wing, John Birch type organizations found little support. Surprisingly, this comment came from schools all over the country, despite the loud noises heard about the "conservative revival."

Bard was represented by Ray Mellet, Richard Meyer, Richard Morrock, Jack Blum, Spencer Layman, and Jack Kennedy. Eve Odiorne joined the delegation for the Nehru speech.

The delegation faced many technical difficulties at registration, and at the meetings. Spokesmen for the CCUN said that they had planned the conference for about 400 students, and were completely unprepared to cope with the last minute flood of delegations from across the country, and this accounted for the difficulties.

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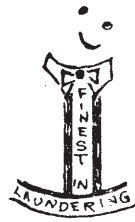
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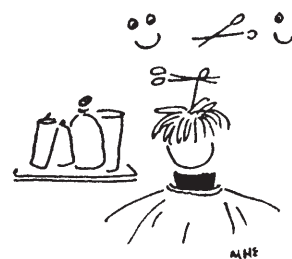
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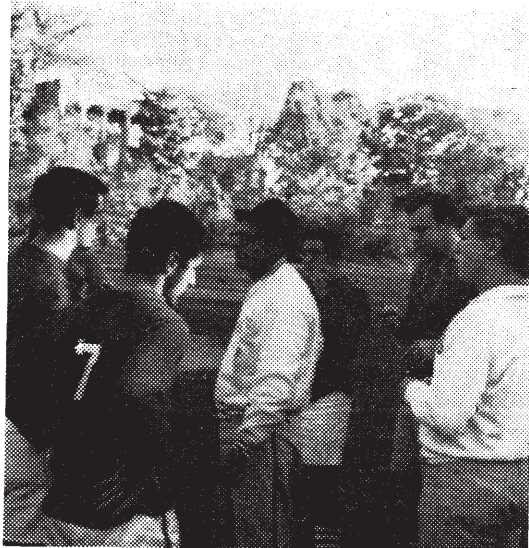
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Soccer Season's Over



—Photo by Tress



—Photo by Geisler

Soccer Squad Completes Victorious Season; Ties Oneonta in Last Game

Coach Patrick's undefeated soccer team kept its record intact by playing both Orange County and Rockland County to 1-1 ties. The team's near-perfect mark, achieved in Bard's first year of team competition, won a motion of congratulations from Council.

The season ended with Rockland driving unchecked for the goal, to be stopped only by the fearless horn blast of the timekeeper Ralph Levine. The second 3-minute overtime period thus ended without a score, as did the first.

Rockland had many chances to go ahead in the game, played at home on Saturday, November 4. But Bard's redoubtable array of fullbacks, Spencer Layman, Bob Marrow, Hatch Toffey, and Lane Sarason, broke up most of the Rockland plays, and goalie Charles Hollander thwarted the suburbanites' other attempts for a second goal.

The first half was scoreless, despite several vigorous efforts by an offense, led by center half Chris Willetts and right inside forward Peter Eschauzier, team captain.

Rockland broke the ice early in the third period with a goal from ten yards out. The Bar-

dians retaliated some minutes later when Eschauzier dribbled the ball past the fullbacks, feinted the goalie out of position, and passed to center forward Tad Rutter, who slashed the ball into the net. The fourth period passed

without a goal, so the regular order of four 22-minute periods was exhausted without a conclusive result. The coaches agreed upon two overtime periods; when these were over and the score still tied, the teams called it a day.



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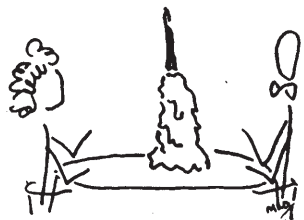
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Basketball Team Scrimages In Preparation for 1961-62 Season

The 1961 Bard Basketball team has begun practice for the coming season. Coach Patrick feels this could be one of the strongest teams Bard has ever had. The average height of the players this year is well above that of last year.

The team has had four practice games so far with Red Hook and Kingston players. Bard won two of the contests. Coach Patrick is working to strengthen the defensive play, which he sees as the present weakness.

The members of the team are: Ted Berry, Bop Epstein, Fred Feldman, Gary Garbis,

Bob Knight, Connie Mahoney, Stan Rechel, Sage Walcott, Eric Werthman, and Chris Willetts. Ray Hilton and Steve Foote are the managers, and Mr. Oja is the assistant manager. The schedule as of now is:

Date	College	At
Nov. 15	Albany Pharmacy	A
Nov. 20	Jr. College of Albany	H
Nov. 30	Albany Pharmacy	H
Dec. 1	Orange Community	A
Dec. 2	New Paltz J.V.	A
Dec. 5	Albany Business	H
Dec. 6	Marist	A
Dec. 9	Rockland Community	A
Feb. 28	Dutchess Community	A
Mar. 3	Albany Business	A
Mar. 9	Marist	H

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