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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 Cola, Alan Budria Van Ophusen and the writer. About 80 parents were present at the meeting.

Dr. Kline gave a resume of the college’s current problems and spoke about the current devaluation of the dollar. He outlined future plans for the Bard and the New York Modern Language Department. He expressed a worry about the number of Russian students present and spoke about the current pressures academic, social and entertainments that post-Bard life presents and appeared as the students. Dr. Kline provided the parents with a clear picture of the problems of the many problems of the Bard and the future with an eye towards the future and enthusiasm for the present.

Bard Delegates See Nehru

By Jock Ryan

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

Mr. Nehru, Press Minister’s statement was part of his keynote address at 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 Bard College College Committee.

Nehru’s remarks bore particular significance in the light of the remark made last week by the Indian Prime Minister. Mr. Nehru said that he could not see any reason to support such disarmament because it would be politically unworkable, and that, disarmament would include adequate inspection and control.

For many of the students at the meeting, Mr. Nehru’s remarks bore particular significance in the light of the remark made last week by the Indian Prime Minister. Mr. Nehru said that he could not see any reason to support such disarmament because it would be politically unworkable, and that, disarmament would include adequate inspection and control.

College Receives $10,000 Grant

By Beverley Kinney

Bard College has received a grant of $10,000 for the Bard College Scholarship Fund. This gift is made by Mrs. David B. Zinn in the name of her husband, David B. Zinn, who died in December of the class of 1915, and it is in line with the Johna family interest in the educational opportunity which a small college like Bard offers, and in assisting young people to gain a college education.
Support E. P. C.

We would like to congratulate the Educational Policies Committee on the work that they have done. 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 apathy which seems to surround both the body and the students who make up the community. In the absence of any immediate action, it seems that the apathy may become increasingly to be felt. We hope that this apathy which has been shown toward the work of the committee will lead to some action and that the student body will take advantage of the opportunity which the committee has provided for them.

Support Council

We wholeheartedly support the resolution passed by Council concerning its role as the governing body of the Bard Community. If the committee 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 Wendy Edling 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 this college in progress. We are glad to see this idea is still a fine idea and call upon the student body to take the necessary steps to put it into effect.

John Bard Lecture Lecture

The annual John Bard Lecture of the Science Club will be given on Monday evening, November 10, by Dr. Gerald Holton, professor of physics at Harvard University. Dr. Holton will build a bridge between concepts and theories in Physical Science and introduce the audience to the study of Physics. The topic of his address was “Science and Culture.”

“Science today is a wide and deep field; the analysis of human society is to be healthy.” Dr. Holton pointed out that due to the rapid development of science, there is a need to remain continually exciting and meaningful, it must be continually brought to the students. If you have noticed some discussion about student teaching, E. P. C. has not yet formulated a recommendation on the subject; it plans to have an open meeting to bring this up.

The two reasons for such a plan are simple: first, with the growing size of classes, student seminars 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 courses in this country have large lecture classes divided into small groups led by graduate assistants. Obviously, the lack of money has kept this from happening here. But if, as it seems apparent, classes will continue to grow, such smaller, extra classes might provide a helpful ameliorative (or possible) aid to the faculty. And if the proposed point system under discussion by the faculty is adopted, including in the curriculum one or two large lecture classes, such extra classes would become a virtual necessity.

One might well question who would teach these classes. This 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 in a superior upper college course, and under the continual guidance of the class teacher. The student might be paid, or might be given credit for it, or it might be part of a senior project or course. It might be only a few lectures at, say, the end of the semester. One student might be paid, or the teacher might receive a stipend; or several might do it, in rotation.

These 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 none of these ideas get to E. P. C. something may come of all.

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 this apathy which has been shown toward the work of the committee will lead to some action and that the student body will take the necessary steps to put it into effect.

Text of Council Resolution

The following is the text of a resolution passed by the Community Council October 6, 1961:

Whereas, Community Council has been informed that a democratically elected body of students on campus which represents the democratic will of the student body and to the administration;

And Whereas, the administration and several student elements have attempted to negotiate important community problems (such as Special Facilities, without recourse to the body elected to deal with such problems);

And Whereas, neither seeking Council’s advice or bringing Council into deliberations, therefore by infringing on the function, rights, power and prerogatives of the Community Council and subverting the normal processes of democratic action;

And Whereas, a duly selected committee consisting of four House President officially appointed by Council to recommend an advisor’s capacity on the student body and to the administration,

It is hereby resolved as follows:

1) A written assurance addressed to the Chairman of the Community Council, to the effect that the minutes of the Council meetings, the motions issued by the Council, the students and administrative Board, Councils of the minute be and will be made public;

2) A written statement to be given to all students informing them that in the future all campus problems which could have an interest of public discussion will be referred to the Council, and that any such problem be stated by the Council and Administration.

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...
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 its real essence is.

Obviously there are numerous 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 into the state 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 make the central signification of a college. I feel that no other criteria compare with this twofold one: that a 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 can be evaluated in terms of whether or not it contributes to learning. In short, to what degree it impairs the learning process, or becomes an end in itself. Or a college might have the finest library on local history in its area, and be comparatively irrelevant if it fails to perform the institution's teaching and learning functions.

All of this applies particularly to the administrative or governing body of a college, and specifically to the president. They can certainly 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, purposefully and able students, and to provide them with the resources and situation 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 ideas, the spread of "free inquiry," the wars and convictions of minorities, are especially valuable to outside harassment. These are also part of the free spirit in which the truth may continually be sought, and the spirit of free inquiry, the wars and convictions of minorities, will eventually be able to withstand, 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 "inner calm." This, particularly when it rests predominantly on a "hazy self-satisfaction," and at the same time to protect it as much as possible from Secrecy and prejudice. This includes sometimes protecting it from the consequences of its own follies and misjudgments.

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

—HEMER KLINE

Psychology Club Purpose Aired

By Marjory Erbnbaum

To communicate with others, that is, to establish contacts, is one of the most rewarding experiences at Bard. The classroom is a place in which one's 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.

"Contact is of interest faculty and students concerning major problems of interest for psychology majors in our theme," said Psychology Club's President, Nan Freedman. "We have concentrated this year with the questions of: orcs vs. psychotherapy, psychotherapy as therapeutic technique, social psychology, and the validity of psychoanalytic psychotherapy.

"With the help and cooperation of Mr. Oja and Mr. Ross, Psychology Club has been able to plan a program with the help of Dr. Manfred Soffer, in cooperation 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. Fr. Frank Reiseman, on sabbatical from Bard, will be here to speak on class differences.

The film program of the Psychology Club will continue on December 9, "Approach to Object by Psychogenic Children" will be shown, and "Clinical Aspects of Child Psychotherapy" 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 cesarian section. Debates and seminars will be attended.

Annual Boar's Head Planned

The officers of the senior class announced today that plans are 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. The dinner will then be served in Dining Commons, and a trip to the gym for the traditional Boar's Head dance. The class officers for this year are Linda Garfinkle and David Frederickson, co-president, and Pat Parker, treasurer.

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Have You Seen

The New Chevy II

Leonard Leekum's Levborg was dramatic when it had to be, and tended toward petulant impotence the rest of the time. Tenman wonders how the author of such a brilliant book could be such a profitless critic. I wonder how such a profiteer could possibly write a book.

Two refreshings notes were struck in the minor roles: Cary Ambron's Aunt Julia was clear and sympathetic, even if the Norwegian lady somehow spoke with an Irish lilt. Lawrence succeeded. Rosemary Smith was with less attempted penetration, a judicious Buck which seemed, in contrast, polished.

But none of the actors managed to move far enough out of himself to convince one that he cared what happened to anyone else. The Judge's curtain line could hold, unfortunately, for most of the production: "People don't do that anymore."
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: Mary E. Behan, 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 American students in the U.S.A. now almost equals the program of American students going abroad; both involve about 1500 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 to experience the Experiment in International Living as a challenge, an opportunity, and adventure, and as something definitely met for those seeking a travel tour of cultural seeing, but for those “who wish to promote international good will on a personal basis.”

It can be objected that one student does not allow enough time to understand another country and people very deeply. In fact, even a plan like the Experiment can provide 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, bow 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. Hai-I 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 Scandanavian 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 is relevant, particularly language teachers. Permission depends also upon previous academic record, and the way in which the student abroad relates to the student’s whole college program.

One conflict of the junior year abroad with Bard’s academic program is that the junior year abroad could not be taken by a student on such a leave of absence. Without the preparation of this usual third-year, 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 field period. Three years ago, 1958-60, 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’s students who have chosen to remain at Bard for winter college are studying with the Communist World of today. Courses tentatively offered in this field are: Revolutionary Social Thought in Russia (Mr. DeGraz), Soviet Economic Development (Mr. Gelland), Soviet Literature (Mr. Goodheart), Soviet Politics (Mr. Fried), Psychology in the Soviet Union (Mr. Oja), and a new course introductory Historical Introduction to the Communist World (Mr. Liang). In addition, there will be an Expository Writing course (Mr. Beckman) and a Drama Workshop (Mr. Driver). To help students job seeking for field period the Vocational Office, under the direction of Mrs. Sagg, is open on Thursdays 2-4 p.m. and Fridays 9 a.m.-1 1 a.m.
100 Volumes Taken

Continued from Page 1) need to be replaced and cannot be made by the library budget. Books borrowed for research purposes come from the National Library. When students return the library for books they have borrowed, the replacement cost of the book they are responsible for some book lost, it is reasonable to assume that members of the faculty and students are primarily responsible, since they are the largest part of the year. If the need for replacement were reduced, the library would be able to accommodate a larger number of students.

Responsibility for Losses
Although other borrowers in the area and the summer campus residents are undoubtedly responsible for some book lost, it is reasonable to assume that members of the faculty and students are primarily responsible, since they are the largest part of the year. If the need for replacement were reduced, the library would be able to accommodate a larger number of students.

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

Delivery of Books
With the promise of some funds from Dr. Wilford, Fieldman is constructing a field and supply desk, in one of the libraries of the library area. If the trial model is acceptable, the delivery desks will replace all the large wooden boxes in each reading room, and access to adjacent shelves. Plans to equip all the libraries with adequate lighting and heating were approved, and already some of the down stairs lighting fixtures have been replaced.

Another major suggestion was to handle course reserves at a separate desk. The chairman of the students was left in charge of the main desk and the students were told to refer for 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 action of the administration 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 specifical approval, of his division and promotion 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 positions must be completed by a student.) The value of the academic experience was regarded by the Committee as good reason for the relaxation of the independent project study for credit, as one alternative for the field period.

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

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Soccer Season's Over ....

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, was a motion of congratulations from Council.

The season ended with Rockland driving unchecked for the goal, to be stopped only by the fearless hero 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 indomitable array of fullbacks, Spencer Layman, Bob Marrow, Hatch Teffy, and Lane Sarsohn, broke up most of the Rockland plays, and goalie Charles Hollander thwarted the suburbanites' other attempts without a goal, as 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.

The Bar-in the third period with a goal chauzier, team captain.

Right inside forward center half Rockland plays, and goalie

... Photo by Tres

... Photo by Geisler

Bastketball 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 both of the contests. Coach Patrick is working to strengthen the defensive play, which he sees as the present est weakness.

The members of the team are: Ted Berry, Rup Epstein, Fred Feldman, Gary Garbis, Bob Knight, Connie Mahoney, Stan Rechel, Sage Walcott, Eric Weirman, and Chris Wil­letts. Ray Hilton and Steve Foste 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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