



# The Bardian

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## Expanded Orientation Program Is Instituted

It is very fitting that Bard's Orientation Committee honor the college's 100th entering class with as full-scale a program as was carried out this year. September, 1959 marks the first time that the Orientation Committee, working with the Dean's Office and the admissions Office, has attempted so extensive a program.

The Committee, under the leadership of David Robison, started working at the end of last term. During the summer, committee members contacted entering students via mail, Bell telephone system and even house visits. But their biggest job came during the Orientation days from September 5 until September 14.

### ORIENTATION A SUCCESS?

Several new students were asked for their opinions about the orientation program, and how they thought it can be improved next year, how it differed from other schools they might have attended, and, in general if it was a success. The majority felt that orientation was a success especially in regard to the timing of events. Enough activities were planned so that participants in the program did not get bored, but also had enough time to meet people and just talk.

Almost all agreed that the preliminary registration conferences were helpful. Some people suggested that the pre-registration program be extended so that one can discuss more thoroughly with his advisor what courses to choose.

Below are some views on the Orientation program expressed by a few of the new students.

**DON AVIROM, freshman, from Far Rockaway, New York.** "Orientation week impressed me as being satisfactory. The program seemed the result of much planning and it managed to introduce and loosen up the incoming students. Also the introduction to dorm life and general school policy was well taken care of. There were perhaps too many 'heart-to-heart' talks on the 'unique' advantages of this 'unique' school. All in all the orientation week was quite adequate; the committee should be well thought of."

**PHIL COFFINO, freshman, from Mt. Vernon, New York.** Orientation week should have been shorter and more intensive. There were too many intervals in which there was nothing to do. Also, the conferences should definitely be longer, and there could have been fewer lectures.

**BARRY HELLER, transfer, from University of Florida, Gainesville.** Orientation should be extended to at least ten days. A student fresh out of a public high school does not readily adjust to college in a short period of time. Those students who flunk out do so not because of academic reasons alone, but because they can't adapt themselves easily and quickly to the college social and academic life. It takes at least a semester to adjust fully, but this does not mean that I believe orientation should be a full semester. There should be fewer technical lectures and more on how to adjust to the rigorous environment of college. "The present orientation system at Bard is very satisfactory in the sense of making a person feel at home, but the

more important aspect of making a scholastic adjustment was not dealt with enough in the program."

**ANN HO, freshman, from Tarrytown, New York.** Orientation week was certainly a success. The extra day was needed and helpful, and the informal activities were very good. If maps of the campus had been sent to entering students sometime during the summer, much confusion could have been saved. Also, the period when new students broke into five groups for discussion was not very effective because not many questions were asked and it was extremely difficult to hear.

(Continued Page 3, Col. 3)

## Clubs Active

What to join? There isn't any problem at Bard concerning membership in clubs. Each club is open to all students. The meetings are announced by bold posters on the bulletin board. The following is a brief run-down of some of the various clubs on campus.

The Psychology Club aims to increase the interest of the student body in this subject. Students' papers are read and discussed at meetings. Lectures on interesting topics, are given by invited well-known authorities in the field. Plans are now being made for movies and a trip to the Mokino Institute, a center for the use of psychotherapy in drama.

The Social Studies Club sponsors lectures as well as an annual International Weekend. At this event, one chosen theme is discussed with visiting foreign students. This year, for the first time the club will attempt to organize students debates.

At Literature Club meetings, students are invited to read their own creative compositions. Criticisms are offered by the listeners. This year the Lit. Club is planning to devote a weekend to a specific field in literature. Last year their big event was the Poetry Weekend.

The Art Club is concerned mainly with bringing art majors together so that they may see each other's work and compare ideas about art. At club meetings, time is set aside for actual painting and drawing. Films are also going to be shown on topics of value and interest to artists.

Other clubs active in campus life, but not mentioned here are Science, Music, Drama and Dance clubs and entertainment committee.

## WINTER COLLEGE ENROLLMENT

From January 4 to February 10, 1960, Bard students may elect to attend the recently formed winter college.

### THEME OF COURSES

The courses offered by the winter college will be concerned with "dying traditions and new intentions," or the study of the changes which have taken place between the nineteenth and twentieth centuries and the extent of their influence on contemporary sociology, psychology, literature, history, and metaphysics. A few of the courses to be offered are The Emergence of Modern Europe, Changing Perspectives in Literary Expression, Structures of Cultural Metamorphosis, Modern Psychology, and the Breakdown of Nineteenth Century Rationalism and Radicalism.

### 8 CREDITS

A student enrolling in the winter college may elect to take only one course, carrying eight credits, which will meet for three two hour seminars a week. In addition, the winter college will offer a number of concerts, films, lectures and other activities.

### TUITION

For those students expecting to enroll, the inclusive fee will be approximately six-hundred dollars plus a small assessment for community dues. Further information concerning the winter college may be obtained at the Dean's Office. Anyone planning to attend the session is urged to act immediately.

## Six Study At Clinic

Six Bard psychology majors are participating in a research project on aggression at the Rip Van Winkle Foundation in Hudson. The six involved are Amy Green, Brenda Steinberg, Chickie Dachuck, Mitzi Neurenberg, Dick Gomel, and Elly Chatzky.

Every Monday this year, these students will spend four hours at the Foundation. The first of these hours will be devoted to a seminar discussion lead by Dr. Eron of the Foundation. The discussion will deal with the research projects being done and literature on aggression which the students will have prepared.

The second and third hours are devoted to lab. work. The project in which the Bard students are involved in is determining factors which influence aggression in the 3rd grade children of Columbia County. The six psychology majors will interview parents, children, and teachers via questionnaires.

The fourth hour consists of private sessions with advisors: each of the six students has been assigned an advisor who is a member of the research staff.

Information concerning all kinds of fellowships and job opportunities can be obtained from Carole Kapiloff or Dick Gomel at the Vocational Office in Kappa House.

## NEW FACULTY MEMBERS

In the Art, Music, Drama, and Dance Division, there are five new faculty members, including the head of the drama department, Mr. William Driver.

Assistant Professor William Driver holds a degree of Master of Arts in Classics and Philosophy from Merton College, Oxford University, where he was secretary of the Oxford University Dramatics Society. For several years he was both actor and director in England in repertory companies such as the Nottingham Playhouse, the Manchester Library Theatre, and the Old Vic. He was also active in television and motion pictures in England. Upon coming to the United States he held the position of Director of the Poets' Theatre, Cambridge, Massachusetts.

Mordecai Gorelik, described by President Case as one of the outstanding figures of the American theatre, has been appointed Visiting Lecturer in Drama and will offer a course in stage design under the title of "Scenic Imagination." This course has been given by Mr. Gorelik in New York to a group limited initially to professional stage designers and later enlarged to permit professional directors and producers to enroll. Mr. Gorelik was a student of the late Robert Edmund Jones and was designer for approximately fifty Broadway plays including "Men In White," "Golden Boy," "All My Sons," and "Hatful of Rain." He has also been production designer for many films for R.K.O., Republic Studios, 20th Century Fox, and English and French film companies. He has taught in this country and abroad, is the author of "New Theatres for Old" and of articles in leading encyclopedias. He has held research fellowships from the Guggenheim Foundation and the Rockefeller Foundation.

Also appointed to the Drama Department is Mr. Reese Sarda of Hyde Park, New York. Mr. Sarda is a young writer, actor, stage designer, and stage technician. He will be in charge of stagecraft at the College under the supervision of senior members of the department.

Mrs. Vida G. Deming, Assistant Professor of Drama, part-time, is the only former member of the Drama Department returning this year.

"The new drama faculty at Bard this year," Mr. Case said, "offers exciting possibilities in the development of college theatre as one of the liberal arts. It also opens up great possibilities for closer connections between the work of the College and the New York professional theatre. Plans for developing both these phases of our work are under active consideration and announcement of some of the plans is expected before the end of the current semester."

New appointments in music and in art history were also announced. Mr. Joseph Ablow has been named Assistant Professor of Art and will offer work in Art History. He is one of a small group of men to receive an undergraduate degree from Bennington College under a special program and took his master's degree in the Department of Fine Arts at Harvard University. He had five years of study at the Boston Museum School, taught at Bennington and Middlebury College and was awarded a Paige Traveling Fel-

lowship for two years. Most recently he held a Fulbright grant which enabled him to spend a year painting in France.

Mr. Ablow's appointment is as a partial replacement for Professor Stefan Hirsch who has been granted a Bard College Faculty Fellowship for the current year. Professor Hirsch and Miss Elsa Rogo, his wife, has just sailed for France where they will spend much of the coming year in painting and in completing a book on art on which they have been both working for some time. Professor Hirsch came to Bard in 1942 and is a senior member of the Division of Art, Music, Drama and Dance.

Mr. Allen Brings has been appointed Instructor in Music. Mr. Brings is both a professional pianist and a composer who has publicly performed and recorded some of his own work. He is a graduate of Queens College, received his master's degree at Columbia and obtained a Mosenenthal Fellowship. He recently completed a tour of duty with the U.S. Army in Germany.

Mr. Harold Herreman, who is teaching Physics this year, has come to Bard from Berkeley, California, where he has been engaged for the past two years in research on electrical discharges in gasses. Prior to this research project, he taught physics at Georgia Tech for twelve years. Mr. Herreman did his undergraduate work at Stanford University, and received other degrees at the University of California.

Because Mr. Herreman arrived at Bard in late summer, he had an opportunity to attend some of the Orientation Program for the new students. He was impressed, he said, with the program, and with the two lectures he attended. Having recently left California, a school noted for its friendliness, Mr. Herreman was pleased to find that the students and faculty at Bard were most amiable. Moreover, Mr. Herreman was astonished, he reports, to see students crowding into the library on the Sunday before classes started!

Mr. Michael Shaw is teaching first and second year German at Bard this year. He is also conducting a class in Introduction to Literature. For the past four years, he has taught French at Haverford College.

German-born Mr. Shaw describes his life as singularly undistinguished, yet at present, besides teaching at Bard and taking violin lessons in Philadelphia, he is working feverishly against (Continued Page 4, Col. 4)



# The Bardian

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The Bard College newspaper is a joint undertaking of the Bard Community.

## A Bard Newspaper

From the fall term of 1956 until the fall of 1958, there was no student newspaper at Bard College. *The Comment*, a mimeographed collection of news and commentary articles, was the last publication at Bard that resembled a newspaper, before last year.

In 1956, after the appearance of three issues *The Comment* was discontinued. Why? The answer is student apathy. Without the cooperation and interest of the students, a newspaper at Bard cannot exist. This issue of *The Bardian* represents the work and contributions of many Bard students - and this is the way things should be. In a college as small as ours, there is just no room for apathy.

There is one column in *The Bardian* which suffered last year, as it is suffering this year, from a lack of contributions. If you have something to say, what better way to say it than in the form of a letter to the Editors, which can be printed in *The Bardian*. Take a few minutes to write out your thoughts on any matter of general interest, and submit them to *The Bardian*.

We trust that the enthusiasm and eagerness, which are partly due to the influence of the new freshman class, will not give way to apathy. This issue of *The Bardian* is strong evidence of student cooperation and willingness to work for and to improve the Bard community.

### POLITICAL ROLE

by Avron Soyer

If most of life can perhaps be conceived as, to a great extent, a perpetual questioning (not so much concerned with the question "Who am I?" as with "Who am I becoming?" and "Who ought I become?") our time as students seems to be almost completely so. We are becoming sociologists or physicians and, in a way, men and women. We are becoming adequate to life. Later, ready or not, we will have to be adequate.

This quality of not so much belonging to as passing through, an institution, makes the political role of the student with his college ambiguous and his position rather weak. He is weak, strangely enough, through the same factor which makes college life potentially a pure and immensely valid experience. This is that he has not come to serve society but himself.

He, the student, does not have, as does the administration, the task of ordering the college community. Rather, his task is to secure his own highest possible growth and development, both as a thinker and as a man.

Thus, although he has not yet experienced all of the varied potentials of life, he is engaged, with a first fervor perhaps never again to be attained, in the experience of finding the potentials for growth within both himself and the world. He is also aware, from daily contact, of all that in his college environment which, in his opinion, either thwarts or permits the attainment of the maturity for which he strives. Thus he feels, perhaps more deeply than anyone else in the college those elements which either further or hinder his development. And this development, is, after all, the final purpose of the college.

My point is not that students should control the school. I only say that their duty and ability to speak on college policy seems to be well grounded in their position. It appears false to imply, as Mr. Gummere did last year in a letter written to Steve Weiss, David Robison, and myself, that students have no college political rights, only privileges. We have two responsibilities: the first of these is to attain the highest possible intellectual and personal maturity; the second, to speak out against anything which we feel hinders the fulfillment of this purpose either in ourselves or others.

We may not have political rights in the same

(continued column 4)

## The Founding Of St. Stephen's College

The last great achievement of the Bard family of Colonial America was the founding of St. Stephen's College in Annandale. John Bard, the founder, was the son of William Bard, founder of the New York Life Insurance Co. of New York and the grandson of the eminent scientist Dr. Samuel Bard, a founder of the American Medical Society, internationally known scientist and personal friend of George Washington.

In 1853, John and his wife Margaret bought Blithwood from Robert Donaldson. John had no fortune, but his wife, nee Johnson, daughter of a wealthy iron manufacturer, provided the money for his dreams. John Bard was at this time deeply involved in the religious revival which swept the country. Together with his interest in education and his deep sense of family responsibility to found something, John came around to the idea of starting a parish and a parish school. He built two parishes and parish schools, one in Annandale and the other in Tivoli, however, to his parish school in Annandale, he added a small "training college" for boys preparing for the clergy. Bard Hall served as the schoolroom and possibly the first chapel, while the house formerly occupied by Prof. Artinian was the parsonage.

In 1865 John Bard, a lover of the old English village and a man conscious of the needs of the sinking Episcopal Church in America, thought of enlarging his small "training college" into a full college for the training of men for the ministry. He wished to pattern this college after the old English village.

There currently exist two theories about exactly what prompted John Bard to expand his "training school" into a college for men. The first, and one supported by the greatest amount of documentary evidence, was developed by Mr. Gummere, our admissions officer and "acting" college historian. John Bard was conscious of the weakness of the Episcopal Church; he was also a strong advocate of the religious revival of the time. For generations, the Bard family had been a victim of a high mortality rate among their male children. John, and his father William were the only male survivors of large families. When John's son "Willie" finally arrived in 1856, (John already had two daughters) he was overwhelmed with joy. When Willie was one year old in 1857, John decided to build the Chapel of the Holy Innocents, in gratitude to God for the survival of his only son. In the cornerstone of the chapel lies a piece of of paper bearing this moving inscription "To be erected in Faith, and consecrated to the service of Almighty GOD, by loving parents, as a thank offering for the life of Willie Bard." Although the first chapel burned almost upon completion in 1858, John and Margaret Bard built a finer structure, the one we presently know, from the standing stone walls. The second chapel was begun in May 1859 and completed eight months later. Still believing that service to God would sustain the life of his son, John transformed his "training college" into a college. In April 1860, John Bard's "training college" was chartered by the state as St. Stephen's College. However, God chose not to permit

Willie to reach manhood. The son of John Bard died in February 1868, but by this time St. Stephen's was well underway. Mr. Gummere comments on the role of Willie in the founding of St. Stephen's: "In no irreverent spirit, I see this boy, not as one of the slaughtered innocents but as the chosen one, spared to fulfill a more slow-paced destiny. Because of Willie Bard, a



JOHN BARD, Esq.

(Hoffman Memorial Library)

church was built, a college was founded, and the great religious revival of the nineteenth century was strengthened." (Dut. Co. J. 40, 1955)

The second theory, although not supported by material fact, but rather by personal memory, comes from Mrs. Richard Aldrich of Barrytown, who was a young girl when John Bard was alive and active. Margaret Bard was greatly concerned about the future education of Willie. She did not want him to go to Columbia University in New York because she feared that Willie would be corrupted by the immoral city. It is contended that Mrs. Bard suggested that her husband expand his parish school into a college so their son could receive his formal education in Annandale. If one considers the fact that the Bards were extremely religious and moral and John so loved this son, this theory would not be so far-fetched. Also one might add John Bard's desire to found something; his interest in the Episcopal Church and the fact that in 1858 his small training college was already recognized as a diocesan college. At the present, it can only be said that additional work is necessary before this theory can be formally proven or disproven.

### The Perfect (A Parody)

by Robert Greger

While working on a roadway, one day, cracking cement, Joe Grisby was heckled by a fellow worker, "Ya call yourself a man?" sneered his annoyer. "Why I could do your job and mine in half the time it takes you, and with one hand tied behind my back, too!"

Joe did not reply but kept on working.

"I'm sorry to pick on you," growled the worker, brandishing his tool, "knowing what a dirty coward you are and not wanting to scare you, but we're here to get a job done!"

Joe remained silent and continued his activity.

"What are you trying to do, sabotage the work? I'll bet you're one of those subversives, a dirty 'pinky'," added the man.

Seemingly oblivious Joe paid no heed.

"Ya fairy, can't you answer or has the cat got your tongue?"

(Continued to Page 4, Col 4.)

## E.P.C. and Council News

Two weeks ago Community Council and the Educational Policy Committee met to decide whether these two student organizations should merge. Council and Committee members had realized, while the functions of each body are defined and theoretically separate, there are certain aspects of Bard life which, ultimately, demand co-operative action.

EPC is - as its title suggests - a committee set up to watch over the academic situation at Bard. In their capacity as 'vigilantes' dedicated to insuring high standards of instruction and student work at Bard, EPC members discuss and draw up recommendations on teaching procedures, courses and study programs offered here, lab and library facilities - in short, anything relevant to Bard's worth as an academic institution.

The Committee submits formal recommendations to the faculty; on rare and crucial occasions it may send a representative to the college President.

EPC's most important and traditional activity involves the evaluation of new teachers who have not yet received tenure. Late in the fall semester Committee members are dispatched - one to each classroom - to the seminars taught by new instructors. There, EPC's representative distributes the evaluation questionnaires (sufficient space for "further comment") which will aid in tabulating evidence. (All results are strictly confidential.)

Community Council, on the other hand, deals with the "life" (-conventionally defined) aspects of Bard life. "Council" has long been concerned with social privileges and regulations: with responsibility regarding these and with student influence on their establishment. Entertainment Committee, Safety and Orientation committees, (etc.) are subdivisions of Council, in that their members are officially chosen by Council, which "approves" - or selects from among - the aspirants who sign up on the sheets posted in Hegeman. These organizations are legally (according to the terms of the Bard Community Constitution) responsible to Council for their use of community funds, for their choice of activities. Council allocates money to the Fire Department, to the divisional clubs for their lecture, discussion, or work-shop programs, to Entertainment and film committees.

Anything, concerning this college, which is of interest to its students - so long as it is not of a strictly "academic" nature - is Council's legitimate and official concern.

Where, then, do the functions of these organizations overlap? EPC is officially preoccupied with the calibre of Bard students as "students"; Council, with Bard's community life. Since both are concerned with the kind of person Bard can attract, their spheres of interest have united in "admissions' policy" and, perhaps more important, in the desire to insure the type of atmosphere which will recommend itself to serious responsible students.

Common political aspiration as well as common interest was important in suggesting the question "Should Council and EPC join forces?" Several students have felt quite strongly that a single organization, with the whole weight of student interest and opinion to back it, would be able to exert more influence on the faculty and administrative policy-making committees at Bard.

On Monday, September 21, the merger was voted down. An Opposition maintained that joint meetings would be cumbersome - not to say impossible, that there are specific issues (such as entertainment, or teacher evaluations) for which the traditionally autonomous bodies do not share equal responsibility. Nonetheless a new resolution has been adopted: Council and EPC will both meet on Monday nights; should an issue of mutual concern arise in the discussions of either group, the respective chairman will draw up an agenda for a joint meeting on the following Monday. *by Mary Bishop*

(Avron Soyer, from Column 1)

sense as does a citizen. Yet, at the same time, I feel that it is right and for the benefit of any college that the suggestion of its students, as to policy be considered without condescension and without any negative a priori judgement.

American college undergraduates are dependents; the college acts "In loco parentis;" this means that the constitutional rights of U.S. citizens may often not apply to college undergraduates. The hair-raising dilemma of a college administration, therefore, is that its students are fully developed in brain, but in responsibility and experience are drastically undeveloped. What can we do about this?

# Students Lunch With Princess

This summer three students from Bard College received an invitation to attend "A Luncheon in Honor of Her Royal Highness Beatrix, Princess of the Netherlands," at the Governor Clinton Hotel in Kingston. They were informed that Senior College students had been invited from the surrounding area in order to meet the Princess, who is a Senior at the University of Leyden.

Having perhaps, only daydreamed of audiences with royalty in fairyland castles surrounded by the pomp and majesty of an old world, this slip of ordinary paper somewhat confounded them. However, all three, Amy Green, Avron Soyer and Antonia Ratensky, accepted the Hudson Valley Council's invitation with pleasure.

Upon returning to Bard, the students discovered to their amazement that they had been security-checked. The aura of importance which surrounded this occasion was enhanced even more by this tidbit of information.

On September 18th, decked in all the finery they thought suitable to the affair, they arrived at the hotel promptly at 11:30. A rather flimsy red carpet was rolled from the edge of the curbstone up through the lobby of the hotel. A young man in the hotel uniform rushed over to them and asked them please to avoid stepping on the carpet. Picking their way carefully into the hotel, they found the lobby packed with people, excitement and confusion. Nobody knew who anybody was, much less where anybody was to go. The three stood rather lost, realizing that the only concrete thing that had been told them was to avoid the carpet. Finally they spied a line queuing up at the far end of the room at the entrance to what appeared to be the dining room. So, they, too, lined up. A policeman checked their names, and they entered the inner sanctuary. At the center of the room was a large dining table at which were seated other college students from New Paltz, the U.S. Military Academy, and Vassar. Three empty place mats for three Bard students were in evidence. The Princess was seated among them. All introduced themselves to her, and the luncheon was, finally, underway.

The Princess seemed charmingly self composed. She was a pleasant round faced girl of about twenty-one who spoke

perfect English in a subdued, well-modulated voice. She was clothed in an attractive, if a bit too matronly, gray cotton dress. She wore a flattering felt hat with a floral design, and a matching belt.

The Princess spoke primarily to those immediately surrounding her. The topics of conversation she chose to discuss revealed a wide interest in international as well as national affairs. An extremely well-educated girl, she said that she thought a European education was superior to an American one. In detail, she described the rigorous training a European student undergoes before his University training. The students are always taught two languages, she said, which is considered unusual in this country. She mentioned that she also speaks both French and German, but not as fluently as she does English. She said that her first years of English were somewhat hampered by her grandmother's insistence upon conversing in it, even though she spoke it badly; evidently her Grandmother had refused to speak German after the war. At the University, she majors in both Law and Sociology, and she mentioned that her studies are difficult yet necessary to her. Her extra curricular activities there include art work on the school newspaper.

She briefly touched upon the housing problem in the Netherlands today. She said that the returning Indonesians create a similar housing situation to that the Puerto Ricans create in New York City. They are and believe themselves to be Dutch. The Dutch sympathize with them, particularly since they have left Indonesia and their families to come to Holland. Yet as a result of this influx in the population, many young couples cannot find a home until two or three years after their marriage.

All of this conversation took

place over a traditional American meal, similar to our Thanksgiving. The Princess said she had never tasted pumpkin pie before. She liked it.

Finally, the hour was over. The Princess went to Hyde Park where she was to meet Khrushchev, and the students all went back to their respective colleges.

## Maslansky Plans Films

The film club of Bard College, headed by Michael Maslansky, will be showing a motion picture each Saturday evening during the coming semester.

Michael has been in charge of the club for a year. He applied for the post after being surfeited by a steady diet of arty foreign movies, "I mean, like they showed one American film here in two years, man," Dr. Maslansky protested. Not hostile to foreign movies, but believing the American product to be underestimated, he selected such films as *Citizen Kane*, *The Magnificent Ambersons*, *On The Waterfront*, and *Viva Zapata* for showing last year, as well as the imports *Vitaloni*, *Ugetsu*, and *Alexander Nevsky*.

### LAST YEAR'S FAVORITES

Of last years selections, students liked best Marlon Brando's films, James Dean's *Rebel Without A Cause* and *Miracle In Milan*.

Michael believes that a good movie can accomplish much the same thing as a good novel. He declared that a good movie can contain important themes and ideas, as well as social and poetic texture. He added that films could be an important art-form in the 20th Century, but that this goal has not been nearly realized.

Michael, who previously worked as a committee of one, exceeded his budget last year by \$400, but this year he will be aided by a select group of six other students.

### THIS TERM'S FILMS

Students can expect to see this semester, *A Face In The Crowd*, *Confessions Of Felix Krull*, *Touch Of Evil*, *Smiles Of A Summer Night*, and *Decision Before Dawn*.

(Cont'd from Page 1, Col. 2)

DIANA TESCHMACHER, transfer, from Carnegie Tech. Orientation week was much better than I had expected. The lectures were very good ways to introduce new students to what Bard is. However, though it would be a difficult thing to achieve, instead of being left to their own devices, there should be better activities to get freshmen really acquainted.

LYNN VAN ESELTINE, transfer, from Northwestern. Orientation was extremely good, and the length was perfect. At Northwestern, Orientation was ten days long, and nothing was planned except rushing. Students who weren't rushed had nothing to do. Here everyone could participate and the informal activities almost unconsciously encouraged you to participate. There were enough activities so as to prevent loose ends, but there was also time to meet people, in your own dorm and on the campus. The lectures were especially good. Registration was miraculously easy and the conferences were extremely helpful and of a suitable length.

# Doodles

by Robert L. Greger

\* Originally created by Roger Price - Now under new management!

Roger Price, the brilliant but unappreciated genius of twentieth century humor, invented, or at least copyrighted, which in the eyes of your banker are the same thing, a method of abstracted humor and d'stricted audiences called "Doodles". Many people may wonder what a doodle is. This question has puzzled philosophers through countless minutes! No one has yet solved it; I suggest that it would be an excellent topic for anyone planning to apply for a Fulbright Scholarship. I'm sure that this proposed investigation would insure their acceptance and subsequent "European Vacation". I ask nothing in return from the person who uses my idea, but it would be nice if he sent me an occasional postcard from Paris.

The object is not to understand "Doodles" and their profound import, however, but to enjoy them. I have included one for demonstration, and there is a rumor going around, spread by me, that I accept outside "Doodles" and will print them in this column with their author's names. As for the inevitable question of remuneration, I give none. Send them in, if for no other reason than to annoy your friends. In "Doodling" only the reader "pays" - ruefully!

## PARTIAL VIEW

by Richie Kagel

Bard, as a small school, has always maintained that its diminutive enrollment encourages a great deal of familiarity among students and between students and faculty. This has always been considered an unquestionable good. In connection with this, the "small seminar" flourishes as the academic equivalent of the close social life. In too many ways this is true.

Talk of conformists, non-conformists, conformist-non-conformists, etc., is superflous. Bard is an isolated community. The student, upon arrival, is called upon to change his view of himself. He must now consider himself largely in relation to the campus. A large majority of the students (somehow this seems most markedly true of the incoming class) are accustomed to standing out. As mere speculation, this may be part of the reason many students become jaded; one's most prized eccentricities are liable to be ignored — everybody writes letters on toilet paper at least once in his life.

At times the atmosphere becomes "swampy". The required level of profundity becomes deeper, personal concerns become group affaires, One's circle of friends gets smaller and more uniform; above all the struggle to assert one's intelligence (best if through "creativity") goes on. In the intense atmosphere of the small school everything gets pushed together. The social and academic spheres blur into each other. This is our real protest. The seminar too often becomes an arena for the demonstration of intellectual superiority, hence social fitness. Social pressures carry into and disrupt classes. Marks attain a prominent position in the social world. In short, the "status seeker" we all despise is in our



Ivy-League Dunce Cap

In these perilous times of Cold War, cold pill, and animosity and advertising, the education of children takes on a paramount importance, even the education of our dumb ones. It may be hard for any patriotic red-blooded American to admit that America is capable of breeding stupid progeny but observe our Congressmen. I'm sure their arguments will convince you . . . of the importance of education, I mean. As the people's representatives have assured us we must deal with the material we possess, no matter how poor in quality. I think our statesmen are a perfect example of this principle . . . the use, that is, not the materials. To get to my point, however, and I'm not alluding to the cranial configurations necessary to the proper fit of a dunce cap, American educators must concentrate on teaching the moron, on education of the imbecile. Their new policy must be one of "enlightened stupidity". They must not ignore the idiot . . . we need politicians!

To conserve the feeble-minded resources of the country we must integrate the unintelligent and make stupidity fashionable. This "Doodle" is my humble attempt to contribute to this movement.

Knowing the mental level of my readers, I ask their support and co-operation in a *Crusade for Folly!* Our motto will be, "America First, Smart or Stupid!" Give me your help friends — send in those "Doodles".

midst, threatening to befuddle our seminars and confute our our catalog. BEWARE!!



ORIENTATION RECEPTION: Faculty, parents, new students and Orientation Committee talk on front lawn. Photo by Hurowitz.

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# Mr Gummere Notes Admissions Philosophy

The entering class at Bard this semester was the largest in the school's history. On the assumption that some insight into the mechanics of admissions might be of interest to the students, an interview was secured with Mr. Richard M. Gummere, Jr.

## FIVE CRITERION

The most important concern of Mr. Gummere, Director of Admissions and Mrs. Fred A. Crane, Assistant Director, is the double barreled question of whether a student can and will study. The academic supersedes all other considerations. Five criterion are traditionally used in judging candidates. In order of importance they are grades, school recommendation, teacher references and Bard interview, College Board exam, and the information given by the student on his application. These factors are reviewed by a voting board of five faculty members. Mr. Gummere or Mrs. Crane may make a recommendation but they do not have a final vote. Once on campus, a student is expected to work hard. It is because of this capacity that they were chosen.

## WHY DO STUDENTS CHOOSE BARD

Mr. Gummere ramified on the reasons why students come to Bard. Specking slowly and succinctly, "Buzz" Gummere said that Bard's attraction is in being a small co-ed, academically respected college near New York. He added that Bard also has the unrefutable reputation of being a good college from which to enter a graduate school. His final reason was given only after seriously considering its discretion. "Many students come," Mr. Gummere reflected, "because they simply were not able to get into an Ivy League or Holy Seven school. They would have gone like a shot but because of overcrowding and other reasons they couldn't make it. Only a minority, I'd say a sizable minority, come because of the Bard Plan."

## THE BARD PLAN

"The Bard Plan calls for a large faculty in proportion to the student body, who conduct

only seminars, with frequent counselling, the upper and lower college, the moderation, a senior project, tutorial work in the major, community government as a serious goal, the winter field period, and the arts equal in standing with other conventional academic disciplines."

Mr. Gummere was asked if he would ever reject a student on the basis of personality if he thought the school was being over-burdened by one type. He replied that personality never effects selection. "People think that we may push aside a student if he appears to be too individualistic but that isn't so." He added, "I think the only overburdening we might have is by suburban middle-class students. I'd like to see more rural, and more lower-class, and more high-class students too. In other words a wider socioeconomic sampling."

Mr. Gummere was asked why students leave Bard. "Most of the reasons I've gotten have had to do with small size, or what they consider the unduly individualistic philosophy, spirit and practice on the part of students."

Was there an emerging Bard type, the reporter wondered.

"No, I don't see an emerging type. I have been challenged on that but not refuted. The only thing I've seen emerging has been in the last year some movement toward a sustained community initiative. You see this in organization like the Orientation Committee. Before it was every man for himself. But this concept of community feeling has been a part of Bard for 25 years. It just now seems to be emerging and if it continues I think that may prove significant."

## A MYSTIFYING FIELD

Finally, Mr. Gummere confided

that the field of admissions is a confused, vague, and mystifying field. "The kids offer the most unrealistic reasons for choosing a college. The reasons that motivate the secondary schools in advising a college are also rather inscrutable." Mr. Gummere would like to study further the secondary school advising programs. He also reflected that interviewing, while still useful for other reasons, is coming to be discredited as a screening device in admissions. "My personal confidence over the last ten years has been progressively reduced in regard to being able to predict through interview." However, looking chipper and energetic, Mr. Gummere seemed to like interviewing as much as the students invariably enjoy being interviewed by him.

"It brings out how different everyone is," he smiled.

## ALUMNI NEWS

There will be an art exhibit at the Barbizon Plaza in New York City on November 23 to 30 sponsored by alumni, trustees and parents of Bard. Paintings contributed by over 70 artists, some of whom are Bard Alumni, will be exhibited and sold to build a new Art Studio. Some of the contributors are Milton Avery, Alexander Calder, Gladys Rockmore Davis, Gerrit Hondius, Nathaniel Kay, Lev'landau, Prestopino, the 3 Soyers (Issac, Moses and Raphael), William Zarach, and many others.

The following positions are held by former Bardians:

Dr. Richard M. Packard is now president of Laysalle Junior College in Newton, Mass. Mr. Packard's father was a professor of physics at Bard.

Sheila Shulman will be going to the University of Minnesota for her Master of Arts degree this Fall. She has been working for the America-Italy Society in NYC.

Sue Stephenson is Visiting Assistant Professor in Health and Physical Education at Louisiana State University.

Rhoda Levine ('53) is now at the St. Louis Opera Company. She has choreographed the off Broadway production of 'Fashion'.

Fred Hechinger, trustee of Bard, has been appointed Education Editor of the New York Times.

Tony Tuttle has been acting in T.V. films and has published a story called 'Night of the Birthday'.

Pete Weston ('55) is studying for his Ph.D. at Washington University in the field of Audiology. Pete, while at Bard, designed and built the whole electrical system for the theater and station WXBC.

Mary Blumenau Lyonose ('57), recently a mother, received her Master of Fine Arts this year.

## ENGAGEMENTS

Barbara Littman of Pittsburgh, to Tim Bournstein, a graduate of Bard and the University of Chicago. Tim received his Law Degree from Harvard and Oxford Universities. A Fall wedding is planned.

Sandra Miguel is engaged to Mr. Theo DeBriun.

Carole Freiburg ('59) is engaged to Marvin Leichtung.

## Rev. Shafer New Chaplain And Teacher



The Reverend Frederick Q. Shafer returns to Bard as chaplain of the College and professor of philosophy and religion after an absence of ten years.

Mr. Shafer attended Bard as a student and graduated in 1937. He then took his degree as Bachelor of Sacred Theology at General Seminary and engaged in additional graduate work at Columbia University. He was appointed Chaplain of the College and Rector of the Parish of Saint John the Evangelist in Barrytown, in 1944. In the following year he added the duties of Instructor of Religion at the College to the other posts and remained until June, 1949. During this period he received a promotion to Associate Professor.

(Cont'd from Page 2, Col. 3.) finished his tormentor.

With lightning-fast action of his quick, steel-trap mind, Joe stunned his opponent with an unbelievably swift blow from his sledge hammer.

Yes, there you have it, friends, THE PERFECT SQUASH!

(Cont'd from Page 1, Col. 5)

a deadline on his doctoral dissertation on contemporary German literature. He will receive his doctorate at Yale. He served in the American Army during World War II, and has spent much of his life in Europe.

Though teaching German, he is fascinated by France, the French people and the French

language. This past year, he spent another summer in France, returning to New York and Bard just a mere cat's whisker ahead of the start of fall classes!

Dr. Stephen W. Rousseas, Associate Professor of Economics, took his undergraduate work and his master's and doctor's degrees at Columbia University where he also served as instructor and lecturer. He has been a Fulbright Lecturer at the University of Salonika, Greece, Assistant Professor of Economics at the University of Michigan and visiting Lecturer at Yale University.

Two new appointments in the Sociology department have been made this semester. Professor Irving L. Horowitz is replacing Professor Gerard DeGre, who was granted a leave of absence to accept appointment as lecturer in Sociology in Santiago, Chile under the International Education Exchange Program of the Fulbright Act. Dr. Horowitz received a B.B.S. from the College of the City of New York, an M.A. from Columbia and completed all requirements for the Ph.D. from Brandeis University.

A member of the American Philosophical Association and the Royal Institute of Philosophy (England), he has been a teaching fellow at Brandeis, visiting professor at the University of Buenos Aires, and has won a number of professional awards and scholarships. He has contributed numerous scholarly papers to American, French, German, and Spanish journals and is the author of "The Idea of War and Peace in Contemporary Philosophy" and other books.

Dr. Ira L. Reiss, also an assistant Professor of Sociology, is a graduate *cum laude* from Syracuse University. Dr. Reiss received M.A. and Ph.D. degrees from the Pennsylvania State University and has done further graduate work at Columbia. He has been an instructor in Sociology at Bowdoin College and Assistant Professor in Sociology and Anthropology at the College of William and Mary. He is the author of "Pre-Marital Sexual Standards".

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