Bard Offers Headmasters Chance to View College Life and Discuss Problems

The Interpretation of History from the European and American approaches, as well as methodological and attitudinal traditions, was discussed last Tuesday evening at the second of a series of Social Science Colloquiums.

Maintaining that history can be discussed only in terms of schools of historical thought, Felix Hirsch, the first speaker of the colloquium, outlined the theories and methods of the leading German historians Leopold von Ranke, Heinrich von Treitschke, Jakob Burckhardt, Hermann von Pückler, Friedrich Meinecke and George M. Trevelyan.

Citing von Ranke as the originator of the seminar method of teaching, Dr. Hirsch said that von Ranke’s philosophy centered on the necessity, in historical writing, for a “strict narration of fact.”

Treitschke’s philosophy, according to the speaker, was the “philosophy of the German man.” He was one of the oldest advocates of extreme nationalism and militarism. A completely different approach is found in Trevelyan, continued Dr. Hirsch. He founded the school of the history of ideas and maintained that “literature and history are twin sisters.”

America’s two main opposing schools of historical thought, subjectiveivism and objectivism, were then described by Fred Crane. Following early New England subjectivism a group evolved favoring “scientific” history, explained Mr. Crane, adding that the question before historians everywhere was whether to adopt a subjective or objective approach.

Since this objective theory met with great opposition in the United States from pragmatic, relativistic and pre-scientific schools, which maintained that the historian cannot study past events objectively and that our personal position in present society, it never gained widespread acceptance. It was replaced, according to Mr. Crane, by the philosophy advocated by Mr. Beards, who believed, in essence, that “History is contemporary thought on historical accuracy.”

Mr. Crane then described the attack on the methods of this new school, of which M. Drexler, he explained, pointed out the dangers of subjectivism in its susceptibility to influence by pressure groups and propagandists.

Exposing his personal views on this controversy, the speaker said that the only history is that which we remember; that which holds our interest. He maintained that the objectivity of historical writing is almost “drowned in subjectivity,” but maintained that history cannot be entirely objective.

Turning to world controversies between the Christian and the materialist interpretations of history, Dorothy Thompson said that the first, as exemplified by St. Augustine and Kromer, maintained that there is free will in the determination of historical destiny and that this role of the rise and fall of civilizations.

The materialistic, or Marxian, school, continued Miss Thompson, is guided by the principle that ideas are determined by material forces and history is the result of the economic production. According to the speaker, this interpretation further supports the historical chart is caused by class struggle and that, in the words of the historian Frosdick, “History is politics fitted up the past.” M. H. N.

The income of the college comes primarily from the tuition, dining and housing fees of the students. The tuition amounts to 49.4% of the income, ($1,250 per student) dining 16.8%, ($200 per student) and housing 11.9% ($200 per student).

This adds up to the total college fee of $1,800, New 5.2% of the income, ($200 per student) college-wide self-support, whichmen 3.1% of the income for miscellaneous items also comes from the students, from gifts, pledges or is received from the trustees, alumni, parents and friends, $200 per student.

Yet a deficit of 14.6% exists. That is where the problem lies. In response to overcrowded class and overcrowded campus asking what sources could be tapped for further aid, Mr. Gilbert stressed the need for a “life” or “humanism” of which Mr. Crane talked. Mr. Tillinghast made severe criticism of the Gate College which tries hard to adapt its program to the revolutionary trends in secondary school. He applauded the determination of historical destiny.

Acting as moderator, Mr. Edward P. Bell of Millbrook School, opened the conference by praising Bard as a school which tries hard to adapt its program to the revolutionary trends in secondary school. He applauded the determination of historical destiny.

He stated that “the problem of secondary education to get boys and girls into college.” But he expressed his doubts on whether this was always worthwhile and justified.

The four secondary school representatives on the panel talked of some of the causes for these doubts and singled out these two pressing problems:

1. The job of placing students of secondary schools into colleges is made difficult by the presence of large numbers of students, who are not college material.

2. Most colleges do not give sufficient guidance to incoming freshmen and neglect to further the development of their students. The student’s part in the college is often frustrated by inadequate facilities or put on the waiting list. Some colleges, like Yale, are now beginning to give more weight to the recommendations sent in by the principals or headmasters.

The other speaker was Miss Tillinghast, who said that a student should be treated as a college admission officer and not as a human being but as an abstraction.”

The college administration will continue to make the turning point the life of a youth; therefore, she should be given careful and individual consideration. It is not enough to tell him that he belongs to this or that percentage that is admitted, refused or put on the waiting list. Some colleges, like Yale, are now beginning to give more weight to the recommendations sent in by the principals or headmasters. Much more of such individualization should be made to bear upon the decisions by the admission officers.

Mr. Gilbert illustrated the strain upon school officials, caused by the ambiguous role of the college in secondary school. Within one single year, for instance, 104 out of 107 colleges made changes in their entrance requirements. College officials should be much more cautious and not curtail academic courses.

Mr. Tillinghast went so far as to say that general education is the only educational activity which is rarely given. Though conditions have vastly improved over the past fifteen years, much more still needs to be done in order to give the student the direction and self-confidence. In many universes inferior instructors are assigned to large freshman classes, and students are given general courses, which are professed as a fulfillment of the freshman requirements in secondary school.

Mr. Tillinghast maintained, “are much more advanced in teaching the student to think and act independently. The students are not used to the demands by the teacher in his instruction. He should challenge to outdo their achievements in secondary school. Advisory and curricular committees are appointed, but as ‘professors’ of full rank for the freshmen year.”

Mr. Tillinghast advocated stricter guidance for the academic and also for the social phase of college life.

“Though learning by doing is essential, the student needs to be encouraged. He does not need to be suppressed but regulated.”

The final panel speaker, Mrs. Dorothy Gardiner, of the New York Academy of Science for Girls in New York City, stressed the importance of humanistic character. Integrity of thought, consideration of others and a healthy aggressiveness accompanied by a desire for cooperation and composures of character. The college campus provides the total environment for the student during his most formative years. What helps build character are just as, if not more important than academic training. The student should be exposed to many of his classmates and group participation is necessary. The objections to this are few and the student, who has the chance to participate, will find that he belongs to the group. A large number of group discussions form such friendships which prevent the student, who is not sure of his personal position in present society, it never gained widespread acceptance. It was replaced, according to Mr. Crane, by the philosophy advocated by Mr. Beards, who believed, in essence, that “History is contemporary thought on historical accuracy.”

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Headmasters Conference

(Continued from Page One)

Surnthaml On Europe

"Europe is for the first time in its history living without any great idea to inspire it," stated Mr. Adolph Sturmtalh at the first meeting of the Social Studies Club on Thursday, September 28. Dr. Sturmthall, just back from a year's study in Europe as a Fulbright scholar, said, "...-Forces in Conflict."

Dr. Sturmthall said the group that, according to his own observations, Europe is at this time a battleground of which "three great forces are engaged"—capitalism, communism and democracy.

He explained that the issue at stake is not the revival of the century. Europe still holds the key to the civilisation in which we have all grown up, he said.

His survey of the current structure of Europe revealed East economics were well under way, but military and political recovery is still negligent. "The issue is the survival of virtue and the striking lack of moral recovery."

He felt that "the large group of Europeans has seen its lifetime the failures of both capitalism and of democracy."

"Capitalism has conspicuously failed to deliver the goods," he said. "... We cannot be deceived by the superficial appearance of freedom."

He admitted that they have seen "that capitalism does not mean democracy."

The failure of democracy is seen in the opposition shown by the democratic nations to Hitler.

"Their opposition has no idea to dedicate itself to. The-day-to-day business of life is the primary concern of the people," he emphasised.

He described Europe as now divided into three zones. The North-Western zone which contains England and the Scandinavian countries, ad they are engaged in a true experiment in democratic socialisms. Whether the satellite countries will surrender their nationalistic feelings and accept the double deprivation of footings by the Russians and their own attempts at reconstruction is the test of the Eastern zone.

"In the Western zone lie the questions and answers to the problems of Europe—it is possible to eliminate communist control of labor, and the larger question of whether Europe will go communist," said Dr. Sturmthall in summing up.

The editors of The Bardian wish to congratulate Iris Lipskar, "Studiante of sterling character and citizenship building activity."

(A Brit of this Semester the BARDIAN has subscribed to the Intercollegiate Press service. If the experiment proves successful, we will print each edition of the same. Items, Ed.)

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Russman is a graduate of the University of A. A. and said, "Many of the problems that confront the students take up a large part of their time, thus confusing with their studies. However the problems we have set up are not intended to be a grade exercise, but rather an attempt to find the mean of mental frustration and other conflicting worries that prove bothersome to many students."

Washington U. St. Louis, Missouri, has embarked upon a new program to broaden the outlook of the graduate students in the School of Education.

"Universities which justify their students to exceed high specialization," says Chancellor A. H. Compton. "Like people with the same thing are not so solcement. Our goal is more than the development of both liberal and applied education within the same campus. It is liberal and applied education within the same human being."

Postwar construction costs at the U. of Idaho have raised the price on new college facilities to $4 per $1 for new students to be accommodated. Present dormitories cost from $1,000 for $1,000 to $15,000 for each student.

"$100,000,000 is the unofficial estimate, made by Oscar R. Ewing, of the infallible sum needed to inaugurate a federal student and college-producer round program would be likely to include undergraduate, graduate fellowship, and student loans. The team might be phased beginning four years after graduation."

Bob Solotaire
The Music Club

The Bard Music Club had its first meeting of the semester on October 1st to elect a new President and listen to music.

Last year's President, Ted Prochaska, outlined the purpose and functions of the Music Club, in order to clear up some misunderstandings held by many students. The main emphasis of Prochaska's talk was on the need for more enthusiastic participation in the club. The club is open to all members of the College community, faculty and students, from all divisions. The club is interested in music, of course, but has also been interested in recent and modern music. While no definite plans have been formed for the coming semester, a live concert by a well-known American composer may be scheduled.

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three
Enough of Paris with its park-like construction, cheap-but-good wine, and temperamental taxi-drivers. Turn the hood-cap of your Citroen southward; no more buildings, we’ve headed for the French Riviera for women and gambling. (The sunning can be obtained in as mundane a spot as California, so we’ll regard that pleasure only as a gap between romance and the wheel.) Before we start, realize one thing. Traveling is not merely the time spent between one plane and another; we’ll pick the best route south. Leaving Paris through its southeastern suburbs, we go through Ville Juif (Jewish town). Here a wonderfully confusing sign will announce, “Jewish Town announces High Mass to be held in Kant Street. Elsa and Max!” and Fort-tainjeux, with its forests and school, where we teach English, the mustard country, to Geneva, Switzerland. A few hours here to examine watches, the site of the League, the tip of M. Blanc, and a city that curves around a lake, a great many Swiss girls do, and we move southward. The first stop should be Gizele. Spending the night is a necessity: the fortress overlooking the city, accessible only by cable-car, affords dinner, dancing, and a view unmatched.

Early in the morning—a long drive lies ahead—should be on the road. We’ll take the same route Napoleon used to return from Elbe, in 1815. After a day’s drive, if you’re lucky it’ll be around 4:30 in the afternoon, from the top of the southernmost fringe of the Alps, the Mediterranean shows itself—from Marseilles to San Remo. Luckily, hurring down the mountains, we first hit Cannes, the haunt of the rich American-rich in money only. Let’s not stop; but don’t miss the baths. (Perhaps it would be wise to clarify one’s motives at this point. True, girls and bathing suits weren’t used to return from Elbe, in 1815. Let’s not stop; but don’t miss the baths. It’s always better to let the $3000-exclusively-wearing, rich American ladies with $3000 more to spend—well, they don’t care. But don’t care about that. Go ahead and dance! Bob Amsterdam

**La Danse**

---(at the final rehearsal of a beginner’s group)

Dance, ballerina, dance.

If you’re sure you really hanker To look like a ball In a heavy gale With an almost as heavy anchor.

Dance, ballerina, dance.

As long as you have a leaning To resemble a flower In a sudden shower. And never mind the meaning.

Degas, they say, was very clever Depicting dancers’ backs and knees. Never mind, Degas, have shown what you can do. Seen ballet-girls who looked like these?

“Down with the fallen arch,” they say. “One thing we’ve had enough of! Is suffering for our art all day When our art is the thing to suffer.”

Dance, ballerina, dance.

That’s the charm that the audience chants. So the music begins and you take up your stance Preparing the fancy your dancing implants That you’re doing your dancing with ills in your prince But don’t care about that. Go ahead and dance!

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