editorial

We note with interest that higher progressive education has come to the attention of our favorite magazine—LIFE. In a recent editorial (which we hope you have read) the editors arrived at the concluded position that American Education has come of age. This happy day has been about (as they think they have it) through a judicious and eminently practical compromise with John Dewey. While we hesitate to disagree with the profound thinking that characterizes LIFE’S editorials, it has been our observation that education has not come of age in America, and furthermore it never will if it proceeds by the blueprint outlined in LIFE.

LIFE is happy to report a sprinkling of new and tantalizing subjects over the old, familiar American curricula, from in the belief that this represents a new departure and an intelligent application of Dewey’s principles. They overlook the unfortunate fact—something we at Bard have understood for a long time—that attention to subject matter alone has a tendency to push or driven to success by exterior forces, although he can be guided and encouraged. This will bring us to the problem of the child prodigy, and Mr. Korbel must be considered as one.

As far as ability is concerned, there is no doubt that he is gifted. He is a brilliant technician; such a startling degree of speed and accuracy is rarely found in pianists his age. His tonal quality is not deplorable but could be much better. Mr. Korbel must have a creative emotional interest in his art, as well as knowledge of his material. But then we come to his main difficulty; he does not have the maturity that is essential in a good artist. This is the prevailing failing of most child prodigies, and unfortunately Korbel is not an exception. His lack of musical maturity is responsible for his failure to work effectively with the problems that he is faced with in his material. He is not able to handle with discrimination the demands that his music makes of him. He is not yet able to control his creative emotions, his knowledge of material and his physical abilities so that they work in union.

One is also inclined to think that Mr. Korbel is not musically independent, but that he is being driven by someone other than himself, that he is being exploited because of his age, and that he is not being allowed to develop himself as an individual as well as a musician.

Mr. Korbel shows promise. Perhaps someday he will become a successful pianist. But he is not mature enough, or organized enough, to be appraising on the stage of an American concert as a musician. He should not be exploited.

B. C.

On behalf of the Bard Community, the Staff of the Bardian would like to take this opportunity to thank you for informing us of the temporary arrangement which has been made necessary by the illness of Dr. Faller.

The community realizes as acutely as you the unfortunate nature of the emergency, and we hope for an early resolution.

We feel that such a situation as you outline in your letter, together with its possible implications, gives us all an opportunity to function as a community by cooperating with Mr. Robinson and Dean Casady in an intelligent and positive attitude during this emergency administration. However, we feel that the implications of this situation present themselves as either potentially beneficial or on the other hand, possibly dangerous to the college. It is in this spirit that we take leave to make the following suggestions.

Any period of disorganization in a community such as this presents the interim an opportunity for reconstruction and reorganization, which in the ordinary course of events, seldom occurs. That is, provided the critical aspects of the situation do not lead to hasty and perhaps ill-considered action, as has been the case in the past. Nor do we believe that it would be to the best interests of Bard if at the conclusion of this emergency, the status quo, in regard division of responsibility within the administration, was established without a thorough search for any organizational alternatives which might prove to be the better advantage of the college, both inside and outside the community.

We feel that a full consideration at this time of the problems involved would further the achievement of our stated educational ideals, and by the same token, enhance our value to the public at large. This achieved, all those intimately related to Bard as a community and as an idea can expect to see a gratifying diminuative, and we hope for an early resolution. We would thus be further rewarded by a larger return for less but more unified effort.
demian interview

(Continued)

Says Deman, "When we speak to, or influence, someone by this country (the United States), we feel we've done something contrary to what we believe. This is not possible in Europe in the same extent.

Taking into account only the bare biographical facts, Deman was born in the city of Antwerp, Belgium, in 1918 and graduated Brussels University with a degree in anthropology. Willing to finally hope of teaching at the University, the German occupation forced him into the underground where he became connected with the publication of a few literature.

Following the expulsion of the German military machine from the occupied country, he returned to Belgium and became editor-in-chief of a publishing house. In 1946 he returned to New York for the first time and then returned to Brussels and became associated with a publishing house. In '47 he returned to France and went back to the same again in '48 in order to live here permanently.

Although philosophical inquiry is his closest personal interest, Deman's concern with the potentialities of publishing is expressed in the fact that he does some of his best work of organizing a publishing house of his own in this country.

Hermes Publishing Co., devoted to quality literature. He emphasizes, however, that he does not feel that really any attempt is being made here to sell more quality books than are being sold at present.

What concerns Deman

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CONCENTRIC

We swim in a globe, above beneath the black, and the silver shadows of another planet caught us in the balance. Back to a pleasure pierced for golden arms, my figure stood for yours, fearing only nakedness to separate identity, to draw us. Back. We fell into the water, lost a shore, as comets, not withstanding those that fall in some conceit.

Iris Lipkar

The Bar, Upper Red Hook, N.Y.

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letter to community

To the Community:

At a meeting of the Bardian staff held on Dec. 5, 1949, I proposed the following motion, which was passed:

The managing editor of the Bardian shall make the final decision on any issue concerning the Bardian, but the associate editors and any other member of the staff retain the right to call a special meeting for the discussion of said issue, to be followed by an advisory vote.

The staff further recommends that the managing editor attempt to follow the vote of the staff wherever possible, and requests that he state his reasons if he cannot do so.

Respectfully,

Robert S. Solitaire

a senior looks at bard:

(Continued)

taking her to the best places in the city (Paris or otherwise), it turned out that the best was American. One of the characteristics which seemed to fascinate her was her subway. The system is arranged so that the doors close at the platform. Thus, there can be no rushing into the trains. Also, if you are in doubt of how to reach your destination, you simply press two buttons on one of the maps; one that indicates where you are, and the other where you want to go. Little lights automatically flash on pointing out the direction.

Having a few days free, Inge went to Zurich to spend some time with her uncle and aunt. Unexpectedly, plans were initiated which materialized later on in the summer. After receiving permission from her parents and Bard, she decided to spend her junior year at the University of Zurich. It was here that she discovered that there were certain advantages to the lecture system, which she had not previously realized.

Occasionally the lecturers just gave a complete run over of the text book. However, certain lectures are original and the complex mixture of fact and opinion presented in them could be clarified and questioned after class, in designated seminars, or during office hours. Unfortunately, the seminars are few—so many lectures are somewhat stale and delivered byrote. This background we can gain through our extensive reading, but complex subject matter sometimes needs to be focused with the help of an instructor. "A certain amount of basic knowledge is necessary to be able to form opinions and debate them intelligently. The lecture should not be a practice but its application would be fruitful if used in conjunction with certain seminars." Some of our teachers have already employed this system.

European students who are accustomed to the authoritarian family and school institutions do not take advantage of these opportunities to challenge. Many of them swallow everything as an anti-Russian weapon and were opposed to the loan having to be repaid in the future. "It was almost as if they had forgotten that it is also a plan to promote European recovery," Inge reflects. "When reminded of it, they were willing to code this point—adding that they would be all the better customers for us." The majority of the well-informed seemed to agree that America was trying to do the best she could, and that since they are not totalitarians, big business will want to take some advantage of a losing bargain.

"Dealing in generalities leads me only to paradoxes, so that anything I say I can probably contradict sooner or later," she states. But Inge feels that within and growing out of these paradoxes can be found an opening for the explanation of problems we all seem to be facing.

Helene Kopp
Robie leaned forward against the steel armour of the gun tub and looked down at the group of replacements being mustered on the quarter deck. He fingered the stubble on his chin and then looked back over his shoulder. "Look, Bolas. Looks just like us. "Stephens" and Bolas. The three men laughed. Robie noted the boy's springy step as he came up and stopped a few paces from him. He tapped the helmet with a gun wrench and said, "Now, you're going to help us. You've got it. Stephens." The boy lifted the drum and headed for the gun.

("That's right, Stephens," said Robie.

He walked over and lifted the hatch leading to the loading room. "Now when the ammo in the ready boxes gives out kid, you've got to get her back and forth between the boxes and the gun. The only way to learn is to do it."

The boy shook his head. "Oh," he said. He was a bit wobbly at first, but after he'd made a couple of trips, he gained a little more confidence. "The kids have to know the game," said Robie. "That's right. They've got to get so good at this job that you can slip them drums on without even knowing it with the kids closed—damn near. He'd jump up to the gun, slap the drum on 'er and duck back in no time. It wasn't to keep the gun firing. He just didn't like the idea of being out in the fresh air so long. He used to tell us that if you didn't look out for yourself no one else would. Guess he done a fair job of it when you figure he had two ships blowed home."

Robie tipped his helmet back, looked up toward the bow, and straightened his hat. "Men, you are now members of the D.E. We're going to address to the new replacements."
publicity at sarah lawrence

Publicizing a college is a full time job requiring a full work week if it is to be carried out efficiently and effectively. The fact that Bard burdens one man with the task of handling admissions as well as publicity amazed the Director of Public Relations at Sarah Lawrence, Miss Rikers, whom I had the opportunity of interviewing over the Thanksgiving recess. The lack of concerted attention to publicity is sadly illustrated in the fact that our college must accept one out of every two applications by female students, and one out of every one and a half applications by male students. Sarah Lawrence, on the other hand, receives four applications for every one student finally admitted. At that the Sarah Lawrence figure represents a recent downward trend.

By way of illustrating her success in publicizing Sarah Lawrence, Miss Rikers placed before me the previous week’s publicity to the college. She gave the figures for that period. According to the four women students, and one out of one and a half applications by female students. Sarah Lawrence, on the other hand, receives four applications for every one student finally admitted. At that the Sarah Lawrence figure represents a recent downward trend.

In an effort to form a bond between Sarah Lawrence and the community of which it is a part Miss Rikers sends out calendars noting events at the college to a select group of individuals in and about the Bronxville community. In this way a community interest and pride in a community asset is created.

Miss Rikers has also used the Convocation at Sarah Lawrence as a means of acquainting students and faculty on the one hand and parents and trustees on the other. At Sarah Lawrence special Convocation meetings are held regularly in which these four groups participate. These get-togethers make it possible for students, parents, and faculty, to make acquaintances among the trustees and vice versa. I can readily think of times in the past when students at Bard would have found alliance with influential trustees a valuable asset, not to mention possible occasions in the future.

It is true enough that the three suggestions I have made above are simple and rather obvious. It is also true, however, that, simple as they are, they have been overlooked by Bard's Public Relations Department. The fact also remains that Bard must accept one out of every one and three-quarter students who apply. In the light of this information and the figures that have been presented, the audience must be the cleavage of Mr. Robinson's present job of admissions director and public relations director into two responsible positions held by two responsible men.

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