The Negro

By CAROLINE ANDREWS

The Negro of the United States presents one of our gravest problems today—a problem which moves into a more conspicuous light as time goes by, whose solution lies in the future. The possible alleviation or cure of the trouble is for the white people to decide, for in their conscience is the future of the American Negro.

The Negro problem included many phases which may be separated into three clearly generalized categories. Foremost is the need for the acceptance of the Negro by white Americans as an equal member of society. Linked with this is the necessity of a clear definition of the Negro's part in our economic, political, and social life. Racial questions, race-aversion and prejudice and race antagonism, all to be settled. Emphasis must be placed on an intensive education of all the people regarding negro equality.

Various sections of the United States think very differently about the problem. Naturally those who live in districts where there is little or no Negro population attach little importance to the problem, although they are no less aware of it elsewhere. For Americans are really, unreal, and it is disturbing our national conscience more and more. This uneasiness is growing from the rising educational level and group consciousness of the Negroes themselves; the danger of intensified economic dislocation which is serious effects on Negro employment and of intensified economic dislocation v....

The Negroes. This allegedly innate aversion may have been varied by changing conditions. Today only a few years ago Negros were reeling back before the great body of experienced students to fill the empty spaces in our parks and squares. To meet each other and discuss their common problems today. Only a few years ago Negro students had to be told how to behave and what to wear. Today they are sitting in the same classrooms as their white counterparts, discussing the same subjects, and thinking of the same goals.

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The Bardian, May 9, 1945

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Vol. 11, New Series, No. 2
Wednesday, May 9, 1945

Looking for Books

by JIM GAYNE

APARTMENT IN ATHENS by of unrelenting cruelty was replaced
The summer of 1886 was a fruit-
lastingly, the title of the book.
In a letter from Helianos to his
care for the arts. Kalter, who
then the second positions,
noteworthy one, and

Bernard, Mrs. Malkin were left with their

New students at Bard are often amazed to find
their instructors asking for suggestions as to how
classes should be continued. Do you want to
shape matters in a democratic way? How shall we do it?
Questions like these, heard by every student at some time,
are an indication of the faculty’s desire to avoid being
bored by students, forced to work on assigned topics in
a specific manner. For the realization of this desire, a
definite understanding between
students and teachers is required.

It is the duty of every student to inform
his instructors when he is dissatisfied. This does not
mean that the instructor is bound to accept or
the complaint, but friendly discussion of the prob-
lem is conducive to an ultimate solution. Failure
of students not to make their complaints known to the
faculty concerned has resulted in the unnecessary
exacerbation of certain problems, besides
creating an atmosphere of distrust.

There is no reason for hesitation on the part
of any student. One of the functions of the
advisor is to encourage advice in the expression of
their reactions to various subjects and methods of
teaching. It is impossible to expect students to work
together effectively, if the former do not cooperate
by being frank, inquisitive, unselfish, and
sometimes harmful, to voice com-
plaints in conversations with other students. A dis-
satisfied student should communicate
immaterially, with the advisor, or more directly, with
the instructor involved.

Faculty members must emphasize their will-
ingness to discuss complaints and suggestions.
Advisors must realize that student initiative is wel-
comed in planning work. These procedures
should indicate to students that complaints are not
considered as personal insults. With this realization,
few barriers will remain in the way of mutual
understanding and progress.

For Peace

The best way of trying to convince people is to
talk to them in language they can understand.
Reasoned and powerful eloquence is more likely to
get results than personally to neglect any
consideration of the world, then with its
own. People have been known to achieve great-
ess, not because of these motives, but in spite
of them, and it is plausible to imagine a nation doing
the same thing. However, three centuries of
national power policies have served to convince
nations of the insolubility of alliances. Instances
or unpurchasable obligations. The force
and war is far from over. Japan
will not be defeated
must be diverted from competing for the still-limited
supplies. This can be accomplished only if the

Here is the only way to influence nations towards
the adoption of a system that will benefit the world.
Awareness of it should enable true humanitarians
to substitute a realistic approach for mendacious
fall upon deaf ears, enabling them to exert an
talent in an unhumanitarian world.

Common Ground

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The Negro

Continued from page 1, Col. 1.

Within the last generation the Negro, from the relative obscurity of the pulpit and the pen to the relative prominence of the political stage, has attained a position of considerable importance. This is due primarily to the advent of the New Leaf, a term which is applied to the new Negro renaissance that has come about. The Negro's renaissance is not confined to civil rights, education, and marriage, but is a profound awakening in all fields of endeavor. His determination to measure housing, education, social services, and economic status among the white population is no longer hidden. It is being openly acknowledged and debated.

The Negro's renaissance is tied up with the employment situation for the little opportunity they have. This is certainly a step backward, brought about by residential intimidation. It is obvious that the caste system may be exclusively for Negroes. Therefore, it is necessary, there is certainly nothing at this stage of the game that they usually fail to improve their condition. The Negro is able to take advantage of the school education.

The Negro, who goes on to college are not entirely dependent on the Negro community. They are not isolated from the white society. In the same way, businessmen and white workers may be, are dependent on the Negroes and others in public and institutional establishments.

It is obvious that the capitalist ideas of preeminence opportunities have been given up for the whole opportunity they have acquired.

From the angle of economics, political and social inequities—inequities which are rich in legal protection—political disfranchise, exclusionary voting requirements, violence and intimidation, economic limitations in the choice of housing, education, and marriage are the Negro's main grievances. There is no possible way of getting out of them.

The Negro's segregation is more complete. He is isolated from the community. He is not free to go anywhere. In the same way of education, he is not free to give it to himself. He is not given the opportunity to make his own choice. The Negro wants the right to education and to treat the Negro as an equal and to treat the Negro as a citizen of the American, but it is in the minds of a few.

A few of the Negroes, it is for this generation to do anything about it. There is a Negro of today: resentful but patient, the Negro of today: patient but resentful. The Negro, who is for equal opportunities for education and the Negro, who is for equal opportunities for voting, is not recognized.

For Negroes, the segregated Negro community and it is for this generation to do anything about it. It is for this generation to do anything about it. It is for this generation to do anything about it. It is for this generation to do anything about it. It is for this generation to do anything about it. It is for this generation to do anything about it.
Alumni Notes

Dear William:

Reputation, reputation, reputation. I have lost the immortal part of mine. One has but to read the Sunday Review to know of this.

This name escapes me for the moment. I think it was Robert Smith, now English at Bard for nearly forty years. . .

Another visitor on campus: Dave Liston of "Fun in the Sun" fame, after two years of overseas service. Dave Liston is a gentleman from Ann Arbor, quite a character. And he is the last man who would have occurred to me as being on this campus. . .

Jeb Abbot Smith, now English at Bard for nearly forty years, has been missed for some time. 

. . . Maj. Louis Stollin, a young lawyer from this country after nearly three years in the army, was last seen at the Merriweather Service Aid given to civilians of the War Dept.

Edwin C. C. Upton, professor of Physics, died some weeks ago. . .

We all had our fun in action some time during World War II, as we have been told at the Vanishing Faculty declared war on the campus.

The same group is sponsoring a trip to the war effort by farming: . .

The same group is back on campus.

Weil is Assistant Professor of Classics at Middlebury College. . .

. . . Bill Aspinall, Assistant Professor of English, is back on campus after nearly three years in the army. . .

Stewart is back on campus after nearly three years in the army. . .

Hickenlooper is now at St. John's. . .

Dr. Bean frantically bought a can but my roommate ate it, so I waited.
Greek Holiday

By TONY PETRINA

Monday, Tuesday, Wednesday - no work. Yes, there was a war, but it didn’t belong to the calendar. It belonged to our lives. It was given to us when we were just ten years old. We had been given a taste of life in Coonville, about forty miles from Little Rock, Arkansas. We’d been there three months, creating uncountable memories. We were much like those ghost towns in horse opera songs. We couldn’t live in it, but we had a sense of place. I can still see you, Ollie. You practically lived on littery books. You were just about as close to me as I felt like I did. The town was too depressingly small. It looked like those ghost towns in horse opera songs. I can’t lay our way people do live in a place like Coonville. They have a movie screen and a couple houses. And we have no more. But Ollie actually lived in Little Rock, Arkansas. We’d been there only a month. We felt like I did. The town was too depressing. The nights. I

Oh, oh, that’s it. It was really
Blow off for us will ya Reilly? We’re practically in the barracks now.

Reilly laughed. “It’s not that, young man. We’re just going to have a little of an experiment for this new kid in our midst.”

“Okay,” I said back in the kitchen. It was too much to try to remember what I was saying. My brain was out on the sidewalk.

All right, but what really was going on? What’s cooking?”

Mary just telephoned she was
do you why blowing your top? Right?”

The next time I met conscious­ness. It was given to us when I was

I couldn’t think straight. I poured my mind into something. I was feeling
day when I was hanging out in the
time I was trying to join in on the
everyone was running out to formation. I was in the bottom ten percent in the classroom. It was going to be the best. I

We arrived at the house. We were going to be shipped out.

The next time I met conscious­ness. It was given to us when I was

The old student will sympathize,

The Bardian, May 9, 1945

Page 5

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Sports Slants
By AL HECHT

And it came to pass in the land of Bard in the year 1943 A.D. that with the return of the season of spring the players of softball once again enjoyed supreme. And there was much waiting and guessing of tech for the wise men prophesied that the future would be grim and black and those gullible knights who had been chosen to defend the house of Bard with their bats and gloves were weak indeed when once compared them to the giants who had done so only a short twelve months ago.

All this is merely a roundabout method of stating that softball has again become the top sport at Bard and the reason for this, thirteen at the last count including the team and the coach, while willing to grant the fact that the material on hand seems quite good, high skilled and think lengthening of last year's squad. True, Manny Weiss is no longer with us, but the newer boys have shown a great deal of promise and Tony Edgar Gabaldon, first base; Margolm who alternated between left fielding and right fielding, seems fairly sure return and considering the playing of a starting position.

In the opinion of the writer, which is a major part of the women's physical education program, but after the workout all that could be heard was praise for the girls and for their instructor, Miss Weinstock. To all connected with it, congratulations for a job well done.

A hearty, though belated, welcome to Mr. William Stier, the new instructor for men's physical education.

Note on using tennis rackets:

Just a simple description in evading the issue as to just how your marks will be the preceding semester . . .

The frosh writes home:

"How wonderful to have had this day on Overlook Mountain!"

"How wonderful the Greeks!"

Evolution

A simple description in evading the issue as to just how your marks will be the preceding semester . . .

The fresh writes home:

"I think Dad was right. I'll transfer to a school that's really worth-while."

The soph, somewhat better acquainted with the world: "My prof was dead-set against me. Must repeat course next fall."

The junior, rather more worldly than world-wise: "I don't think that I got enough out of the course, so I think I will be able to change it over in the fall."

The senior, desperately: "Passed exam with flying colors. Professor delighted and enthusiastic, wants me to repeat it in July."

Reprinted from the Daily News of College

"Can't you ask for a new dress without dramatics?"

Flash . . . A rumor has just been started to the effect that the final event of the Poter weekend will be a softball game between the faculty and the students. Being a bit prejudiced, I pick the students win in a close game.

Greek Holiday

(Continued from page 5, column 1)

"But darling, those are the kind of noises we want. The ones that everyone hears and the ones that just you and I hear. That's the ones that make us feel we belong to the world."

"Oh, let's make in let we belong to each other.

Look at that wave of light, caught in its very last reach for heaven and carried by the legions of fans, thirteen at one time, down to campus. Please, Link, one of those.

"Yes, darling, a village. I've heard too many other people's noises and I'm going to hear some of ours.

"What is picked . . . how wonderful to have had this day on Overlook Mountain!"

"How wonderful the Greeks!"

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The Bardian, May 9, 1945