Bard Awaits Word on 7-Year Olds Who May Replace ASTRs; School To Continue, Says Dean

By RALPH BALDWIN

Bard College within the past month has had, with the rest of the smaller colleges of the nation, a severe shake-up of two of the major groups of the Army, which have provided for the national defense of the United States, 1940-1947. The immediate suspension of the course of studies at the College is to be expected, and the possibility that the board of trustees may be asked to shut the doors of the College until at least September 15 is not to be ruled out.

In the light of the war the college has been forced to consider a new charter it has the faculty of its former state of education and a new state of education and a new teaching arrangement in order to provide the best possible educational experiences for the students.

The school has been notified that the board of trustees will be receiving word that is being transmitted from the Army program is "It is with great relief that it is realized that this program has done an excellent job of informative teaching of French and German." In regard to the college's Engineering program, Dean David Margolin and President David Margolin have received the cards from visiting teachers, and the athletic record of the unit stands in the national program. (Even-"ed," we are equally pleased to announce on the subject of ASTR-12 program."

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Subsidized Education

The end of the Army Specialized Training Program will see the closing of many small colleges unable to stand on their own feet.

The seriousness of the problems arising from the war department's action is not to be underestimated. Not only will the field for the education that the below-draft-age high school graduate has to choose from be narrowed, but many institutions thus forced to close will be unable to reopen. The hundreds of thousands of mustered out soldiers who wish to return to college will be severely affected.

This must not be allowed to happen. For, if America is to go on the stage of the world in a successful fashion, her sons and daughters must be well educated.

In an age in which the government can help, since it will be financially impossible for many small colleges to remain open for long, we propose that the government subsidize these institutions.

There are two ways in which this might be handled. First, Congress could simply appropriate the necessary funds to be given to the colleges, with no strings attached—putting it down to the war, post-war, effort.

And second, the money could be loaned to the schools affected, either to repair a certain date, or when the colleges are once more able to stand on their own feet.

It seems to us that to keep the nation's centers of education alive is an essential duty of the government. As educated American youth to reuild and reshape a war torn world is a most valuable weapon in the arsenal of democracy.

GI Hardness 'Good Thing', Writes Cpl. Sapinles

Lavin Sapinles was graduated from Bard in December, 1943. Soon afterward he was inducted in the United States Army. Below is a letter which we received from him recently.—ED.

Dear Editor:

As I took eight months of service under my belt, I can evaluate and look behind, and form a conclusion as to two or as few as the qualities of the college-bred youth of America. And my conclusions are these:

It's a damn good thing. I'm not talking about the philosophy of it, I'm not discussing ideology or politics or humanism. I'm talking about the simple physiological effect on man of being, perhaps for the first time in his life, on speaking terms with death.

I'm not talking about the steambaked death emanating from between the sheets of lilac scented civilization, not last words murdere dramatically...not the tragic death of malign cancer, nor the ill-timed taking of a feeble brain tumor, but that death which strikes and tears with sharpness and suddenness, that death which burns and bellowes and explodes in your ears, dropping to the right of the left and leaving you with the full knowledge that each mine is merely a delay of the probable and not a prolonging of the life which it negates.

That's the death I mean, and I say it toughens a man. Makes a man hard where years of.server living have made him soft. And, for better or for worse, I believe in this world. Not necessarily the hardships of big city streets, but the hardships of the very thing that after the night of being awakened to google and slime, night after night watching the news, making of yourself a tree truss bearer stringing themselves out over your head, night after night hearing the beating of the heart of an unknown face, falling quite close to you, and knowing that, with each new face, the probability of a pocketful of dollars, and a fortunate bomb, a well directed torpedo grow stronger. And, perhaps for the first time, you realize the utter unremitting meal—meal itself no banquet—of life. Inaction, incapable of writing a line of poetry, incapable of the fastest limerick, your hopes and fears for an entire generation, on five men gathered around a beer, and a beer-swallow's evening, five men who don't know, five men who don't know—nothing but the stewardship of your life. And, when you would have a question, without reservation. Not a question, but a demand. That's what can make a philosopher and a thinner and an artist, and an artist.

Perhaps we didn't need it. Perhaps the normal life-time of ordinary existence is not that tough. I'm not so sure. It might take years that way. Here we are getting it in small, component pieces, and no getting it in a fashion that is at all sure. And, if we are not content then, at least we gain the advantage of battle of civilization, a battle fought with different weapons and different armies—where our old enemies never received in the last victorious battle in its victorious, just as this present battle has no alternative but as to end.

There are those who will scoff at me. But...Let me mention the other side, between those attributes which go to make up a man's interests—just to be able to keep your feet dry and eat your way on the road, and it's a good thing to grow a few if you don't happen to be able to think of a better use. restaurants and philosophy. I still have that integrity. There have been no weak points. It's the same for me. I have a background for that integrity, a spine for facing these new pleasures and a head for facing new casualties. I went home as much as anyone, but I wouldn't have given this up for the softest job or the highest rating. I've lived a life over here that has far surpassed my dream.

That's my message.

ALVIN SAPINLES,
US Army,
New York, N. Y.

Progressive Education

By DAN BLANCHARD

One of the main ideas of Bunsen—science, contrivance, and similarity. These two groups of the field, in the matter of establishing specific goals, is that the instructor is taking an interest in the individual student. If the student finds interest, the other two are not effective.

One of the best methods in use today is the construction of introductory courses in beliefs. History, literature, fine art are used in order to discover just what the abilities of the student are—what he is capable of handling, and the student will remain in the course which interests him in a higher degree.

One other advantage to this system is the use of the "Project Method." The instructor may ask the student what he would do, and what he would work on a project about his own community, or in writing for foreign students. Here the child feels that he is actually accomplishing something. The student is far more interested in the subject, and in realizing that his interests, and the use of the subject does not merely make up his mind to pursue his education.

Applied psychology can be of the same helpfulness in the field of education. If a teacher on the staff of a school, can be the turning point in the future of his students, apply the psychology of it, he can combine this with the psychology of his teaching, and form a plan of action. He should understand the psychology of his students, and the difference between a giving-up child and a useful and prosperous future.

In Tune

By ARNOLD J. DAVIS

After a performance of a new modern symphonic work, the composer was approached by a critic who said, "Usually I can tell in what key a piece of music is wrought, but I can't do it with this time signature." The composer answered, "You are right, and I have no idea at all—there isn't any time signature.

The woman was under the impression that the first compositions set down in modern music were without a time signature. I am going to try to offer you a few suggestions for listening to all ultra-modern piece of music.

One is to listen for the different proportions; and form, which is the major problem in ultra-modern music. You have a right to expect from the truth to your eyes as you appraise these figures. But we're not trying to make you feel bad. We are only trying to impress on you the great amount this nobility of all organizations needs it is to continue its miraculous and unique work. It will be interesting to see if the great improvements in the technics and methods of ultra-modern music, will bring our new composers. Their compositions will go beyond the level of human feelings, and no concrete response will be given them from mind and heart.

It was a criticism of Goethe by Ludwig van Beethoven that in Beethoven's day, he said to be grateful to hear.
Senior Projects
(Continued from Page 1)

from the work of two Kawa who will prob-
ably be the longest of the three pro-
pacts. Always interested in interna-
tional trade and the country of his-
parents, he has combined the two subjects in a report which will be of some 120 typewritten pages in length.
Kawa, who is working under Dr. Charles C. Quayle, begins with the year 1931, and traces the economic and international history of Japan until the attack on Pearl Harbor. He shows how the depression in this country had the effect of In-
specting Japanese experts to the United States and thus their balance of trade.
The project then discusses the re-
sumption policy adopted in order to raise the standard of living of the wage-
ness worker. This related government spending, especially in the arms industries, and although originally it was planned to stop in 1940, a successful OAP was the militarist clique forced Japan to re-
turn this plan.
Kawa, continuing to expand ili-
deliai, was unable to find the neces-
ary markets for her exports because of the remoteness against her imperialistic actions.
This finally resulted in the Jap-
ese attempt, in the form of war, to break through the economic blockade imposed against her by the United States and Great Britain. Kawa does her piece with the work of the New York Times that Japan showed signs of economic collapse leading to a final military defeat, the United States must beware lest we make po-
ting. The idea of the railroad in over-
seas countries by keeping a minimum on their trade expan-
sion movements.

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Dr. Lyford F. Edwards Professor of Sociology Came To Bard From Canada-Via the World

By PVT. GILBERT MATON

Of the many interesting personali-
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A resident of Parnam, Cun-

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