

Thirteen stars for St. John's College!

Described as the "one remaining outpost of classical liberal arts education in the nation," St. John's is outranked by only three institutions — all universities — in ratings of colleges and universities by the newly published New York Times Selective Guide to Colleges.

Under a star system, St. John's receives five in two categories, those for academics and quality of life, tops on a scale of one to five. It received three stars for social life. It is one of 11 schools rating 13 stars in the Times new and controversial college Baedeker.

In what the Times on its cover describes as "the inside report on over 250 colleges you are most likely to consider," the guide rated St. John's only one point behind those for Stanford and Brown, which emerge as the best private universities in the country, and the University of Virginia, seen as the best public university.

No institution received a total of 15 stars in the evaluation. Like St. John's, Brown, Stanford, and Virginia received five stars for academics and quality of life, but those universities all were given four

for social life.

THE BIG THREE — Yale, Harvard, and Princeton — all were awarded fewer stars than St. John's. Each was rated five for academics and three for social life. Harvard and Yale earned four and Princeton three for quality of life.

Among Maryland schools, St. John's ranked at the top. Nearest was Johns Hopkins (A-5, S-3, QL-3) and Goucher (which received four in all categories). Both were among the 22 institutions receiving 12 stars.

In explaining its system, the Times said "quality of life" is a term which has gained currency in social-science circles. It noted that there are a number of schools with relatively small social opportunities but with a strong sense of community that make them splendid places to spend four years.

The Times said that it assumes a college with a rating of four or five for social life "is something of a party school." ("Three might be a five for St.

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The St. John's

REPORTER

Volume 9, Issue 4

Annapolis, Md. and Santa Fe, N.M.

April 1982

College mourns New Program's first president

Stringellow Barr died February 3 of pneumonia at a retirement home, Goodwin House, in Alexandria. He was 85.

"I didn't know he was so famous," a St. John's freshman said when *Time* magazine took note of his passing.

Mr. Barr was not only famous for establishing with Scott Buchanan in 1937 St. John's New Program, but as an educator and man of ideas he had a national reputation.

The *Richmond Times-Dispatch*, in a page one obituary, recalled that he had criticized his native Virginia for lack of integration in the early 1950s and that he had been an outspoken advocate of change, not only in college education but in global politics, in the domestic social fabric, and on behalf of the industrial future of the South in the 1930s.

At one time he engaged in a noted debate with Vanderbilt University professor and poet John Crowe Ransom on whether agrarianism or industrialization was the key to the future of the South.

One month after atomic bombs were dropped on Hiroshima and Nagasaki in Japan by United States war planes, he

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College views federal cuts Sparrow sees St. John's as strong

"St. John's academic life is sound. It's defined by the academic program, which is itself defined by the students and the tutors and the books; and the students and the tutors and the books are good. When you put these three things together, you are bound to have a strong, challenging situation. It's strong, it's consistent, it's healthy."

That's Edward G. Sparrow speaking of the state of St. John's in 1982 at a time in which he is concluding his five year term in the Annapolis deanship, five years of being part of what he calls "preserving something that is good." And that, for him, may be the best part of the deanship.

"What I've liked best has been helping an institution which I believe in strongly. That, of course, means the students, and helping make what is so important to them and their lives either more possible or more rewarding," he said, adding by way of a summary, "to be of significant assistance in a worthwhile enterprise."

What he has disliked most in the

deanship is what pains most deans: informing tutors they have not received another appointment or they have been rejected for tenure.

"ONE OF THE hardest parts for me and what leaves me most drained are the complaints," he said. "They can be a little bit unnerving."

And, he observed wryly, as he struggles to find solutions to them, there's never a balance of praises. When things go well, people don't drop by his office to say so; when they go badly, the complaints come in.

But it's clear that this amiable faculty head, whose face can break into a twinkly-eyed, leprechaun-like, almost mischievous look of enjoyment at moments during weekly administration meetings, has enjoyed the last five years. He is especially grateful to the faculty.

"I enjoy working with other tutors," he said. "The tutors are an extraordinary group. I've always been gratified by their

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Bart reflects on his deanship

Robert S. Bart is completing a five-year term as dean of the Santa Fe campus. As his deanship comes to a conclusion, *The Reporter* posed these questions.

A. What did you like best about the deanship? What have you disliked the most?

A. What I liked best was exercising what ability I have to make all the people of the college happier in doing what they set out to do and helping them, if I could, do it better. That applies especially to the associates and the members of the staff working with me. Their support, their imaginative and independent cooperation, has been a constant joy. Above all, I have liked working with Ray Davis and Don Cook, the assistant deans, and Kathy Mizrahi, my wonderful assistant and secretary. Apart from the ultimate authority no one with sense likes to exercise, they have shared with me all the dean's work. The college in Santa Fe rightly has looked to them constantly for

guidance, direction, inspiration, and friendship.

What I have minded most was the fatigue. But it was always worth it. Even my heart attack brought me so close to hundreds of friends, students, colleagues, and family that I never had a happier time than I spent in the hospital, surrounded with flowers, tenderly cared for and constantly overwhelmed by the generosity and attention of the letters, notes, and messages I received.

Q. How do you view the college academically as the 1981-82 academic year approaches an end? Can you make any comparisons with St. John's as it was when you first arrived?

A. When I first arrived in 1946, the college was in the last glow of the enthusiasm generated by the educational revolution initiated by Mr. Buchanan and Mr. Barr. It was shocked at being abandoned by its leaders for motives that could

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Both on its eastern and western campuses, St. John's College will experience substantial losses in federal funding if cuts in higher education proposed by the Reagan administration go through.

In Annapolis, where three-quarters of the students use federal loan programs to finance their education, losses would total \$55,250 next year and another \$223,800 in 1983-84. Santa Fe would lose altogether \$201,000 over the next two years. Two-thirds of the students there have some form of federal aid.

While a national bi-partisan coalition may be correct in its judgment that not all cuts recommended by the President will be approved, St. John's already is moving to take positive steps to expand its own resources.

President Edwin J. Delattre said that the college expects to launch a major effort toward increasing endowment for scholarship purposes. As part of this effort, it will expand its trusts and bequests

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Tutor receives national award

In a major expression of recognition, the American Academy and Institute of Arts and Letters has selected Annapolis tutor Douglas Allanbrook as one of four composers it will honor in May.

Mr. Allanbrook will receive a \$5,000 award in recognition of his achievement as a composer during an awards ceremony in New York.

In all, only 17 individuals are singled out each year by the AAIAL for the national awards honoring work completed in literature, music, and the fine arts.

Among the 17, Mr. Allanbrook is one of four composers chosen to receive what is generally considered to be among the top prizes in the arts in the country.

Examples of his work — *Forty Changes*, written for piano, and *Night and Morning Music*, written for brass quintet — were submitted to a jury of composers who included Milton Babbitt, Leslie Bassett, Arthur Berger, Lou Harrison, Ulysses Kay, Ned Rorem, and Louise Talma. Like other prize winners, he was nominated for the award by a member of the academy.

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STRINGELLOW BARR

ALUMNI

EAST AND WEST

by THOMAS PARRAN, JR.

(Betsy Brown, the new Annapolis alumni director, graciously asked me to do one final column. I offer her my best wishes as she takes over the alumni job and thank all of you for your helpful comment, criticism, and contention over the years. I look forward to being just an ordinary alumnus again. — Tom Parran)

1935

Morton N. Fine, '35, may produce a television film show in Maryland using the Maryland marine police, Jack K. Smith, director of the state office of motion picture and television development, has reported.

A veteran television writer known for several successful shows, Mr. Fine wrote the television series, "I Spy," and several episodes of the "Streets of San Francisco" and "Kojak" as well as the made-for-television movie, "The Greek Tycoon."

According to Mr. Smith, it was while Mr. Fine was a student at St. John's that he became interested in the marine police. Before he can proceed with what Mr. Smith called a sort of "CHiPs on Boats," he will have to sell his idea to a network and then write a pilot program. It will be several months before it will be known whether the series will be filmed.

1947

Stephen Benedict heads the Arts Administration program at Columbia University and occupies most attractive quarters in the penthouse of the Teachers College. The program which Steve administers leads to a master's degree and reflects the conviction that the management of cultural institutions should be viewed as a creative profession that can have a positive effect on the quality and future of artistic life.

1967

The library received a note from Larry Schlueter, reporting that he recently wrote a foreword to a book by Jack Saunders, *Screed*. Larry also reports that Hazel, '69, does a daily blue grass and old time music show on station WWOZ in New Orleans. Their son, Charlie, helps Hazel with the show.

1972

Peter C. Newlin was a participating member in an urban design and planning project developed by the firm of James Wood Burch, Architect, & Associates, for the city of Chestertown, Md. The project received an award sponsored by *Progressive Architecture* magazine.

1973

A mid-winter note advises us that on November 25, David and Ymelda (Martinez) Allison became the parents of Camilla Martinez Allison, who entered this world weighing just over eight pounds delightfully distributed over twenty-one inches of baby. David reports a new job —

historian of Naval Laboratories, in charge of establishing an historical program for all the Navy's major research and development centers — as well as publication of his first book, *New Eye for the Navy: the Origin of Radar at the Naval Research Laboratory*, published by the laboratory. Ymelda, armed with her B.F.A. from Philadelphia College of Art (1979), has been exhibiting in the D.C. area and teaching art to children.

1977

Frances Goodwin reports that she is now in the last semester of the study of architecture at the University of Virginia and that she had a great time last summer traveling around Zimbabwe, South Africa, and Botswana.

Julia Perkins was married in August to Robert Hennessey, brother of Elizabeth. In attendance were Elizabeth, Rachel McKay, Rick Plaut and Carol Katrina, William Owen, Saul Benjamin, Cynthia Nash, Deborah Cohen, and Ann (Browning) Byers. Julia is assistant editor of *History and Theory*, a philosophy of history journal published by Wesleyan University, and is working on her MALS in Literature degree in Wesleyan's Graduate Liberal Studies Program. Husband Robert is a photographer - printer working at the Meriden Gravure Co.

1979

A happy relocation to Denver is reported by Marjorie Allison, who now lives in a remodeled carriage house a few blocks from one of Denver's nicest city parks. She works for the *Rocky Mountain Business Journal* selling advertising space, and at night is doing an internship with United Cable Television, learning all aspects of TV production.

GI scholarship honors alumna

Martha Sexsmith, who received her master's degree in 1980 from the Santa Fe Graduate Institute, died of leukemia January 31 in Cleveland. She was 32.

To honor her memory, fellow students who fondly remember her independent and inquiring mind, have established a Graduate Institute scholarship for an "independent inquirer in liberal arts." They hope to award the first scholarship in the summer of 1983.

A native of Binghamton, N.Y., Miss Sexsmith completed her undergraduate studies in the theater arts and speech at Hiram College in Ohio. She began graduate work at St. John's in the spring of 1979 and continued her studies the year around. After 1980 she moved to Seattle, where she was active in alumni seminars, and then to Cleveland where she had hoped to take special work toward a degree in computer sciences.

Persons wishing to contribute may make checks payable to the Martha Sexsmith Scholarship Fund and send them to the Graduate Institute in Santa Fe.

Amlin Gray is playwright

Amlin Gray, who was drafted in 1966 during his sophomore year on the Santa Fe campus, is the author of a play which opened at the Westside Arts Theater in New York in February: *How I Got That Story*.

A resident playwright at the Milwaukee Repertory Theater, Mr. Gray has written of a young reporter out of Dubuque who is assigned to cover a guerrilla war in "Am-bo Land." There he confronts an "Historical Event," an event which challenges and ultimately destroys the reporter and which is interpreted by a single actor in 21 guises.

Am-bo Land is not too far removed from Vietnam. A conscientious objector who had refused the student deferment while on the western campus, Mr. Gray trained as a medic for alternative service and spent a year at an Army hospital before being sent to Vietnam. There, close to the front, he was both participant and observer in the war.

"*How I Got That Story* is about dislocation," Mr. Gray said. "The play is about a man who goes into a situation with a set of tools which he actually uses with reasonable competence, but which are wholly inappropriate to the situation. The reporter seems to think he's understanding something. But what he

comes to, instead of a moment of illumination, is a moment of complete reversal."

The play has been done at several regional theaters, including the Kennedy Center in Washington.

Mr. Gray, now 35, is an actor turned playwright. Following his discharge from the Army in 1968, he studied acting at the American Music and Dramatic Academy in New York. In the early seventies he appeared in a number of Off Broadway shows in New York and toured for a year with the National Shakespearean Company.

But he discovered that writing was what he really wanted to do. His first play, written in 1973, *Founding Father*, a historical play about Aaron Burr, was staged at the Eugene O'Neill Playwrights Conference in Waterford, Conn. The Milwaukee Repertory Theater has produced seven of his plays.

'Floppy disc' system begins

No, former students on the Santa Fe campus will not be transmogrified into a mere number although their complete entry in the new "floppy disk" record storage system will include relevant numerical information.

The Alumni Office is phasing out the well-worn, three-by-five cards and is using the college's MICOM word processing equipment to store official Santa Fe alumni records.

The immediate advantage of the new system lies in the ease with which letters and mailing labels can be printed, according to alumni director Sam Larcombe.

"With more and more metropolitan alumni groups in the West being organized, announcements of seminars and other local activities must be sent out frequently," he said. "Also, print-outs of alumni living in each metropolitan area can be run off and sent to chapter presidents."

The Alumni Office will keep three complete print-outs handy: a master file in zip code order, an alphabetically ordered file, and a file ordered by graduating class.

The college is in the process of acquiring an automated data processing system, Mr. Larcombe said, which eventually will process all information found in the alumni register. "Indeed, we hope that in future years the register itself can be produced and up-dated by means of the automated system," he said.

Mr. Larcombe also had a reminder.

"A plea seems in order at this point: both alumni offices report a growing number of 'lost' alumni. Don't get lost yourself. Notify the college when you move and remind your classmates to do likewise."

Santa Fe lists Alumni tutors

Alumni planning to attend the *Alumn. Summer Seminar Program* in Santa Fe will be asked to indicate which two of three proposed tutorials they prefer, Sam Larcombe, western alumni director, has announced.

Proposed for three week-long sessions are:

July 18-24: Seminar, Don Cook and John Verdi, *The Plague* by Albert Camus; tutorials: Gerald Myers, Thomas Mann's *Tonio Kroeger* and *Death in Venice*; Roger Peterson, *What Is a Species?*, short biology papers and field sessions; Samuel Kutler, selections from Kant.

July 25-31: Seminar, Tom Harris and David Starr, *Ecclesiastes* and a book from the *Apocrypha*; tutorials: Charles Bell, selections from Pascal; Ralph Swentzel, selections from Lao Tzu; Tom Simpson, Scott Buchanan's *Poetry and Mathematics* and *Symbolic Distance*.

August 1-7: Seminar, Robert Bart and Cary Stickney, Shakespeare's *King Lear* and Sophocles' *Philoctetes*; tutorials: Philip LeCuyer, *On the Concept of Person*, four short readings to be announced; Robert Neidorf, Plato's *Phaedo*; Stuart Boyd, *The Song of Roland*.

Sessions are filling up rapidly. Alumni wishing to participate are advised to write Mr. Larcombe as soon as possible.

In Memoriam

- 1912 — Dr. Frederick A. Miller, Cambridge, Md., Jan. 19, 1982
- 1914 — Francis W. Hill, Chevy Chase, Md., January, 1982.
- 1921 — Dudley W. Davis, Baltimore, Md., September 2, 1981
- 1922 — Nelson D. Miller, San Antonio, Tex., July 15, 1981
- 1926 — John G. Purnell, Pikesville, Md., Nov. 8, 1981
- 1927 — Charles C. Cockey, Baltimore, Md., Oct. 7, 1981
- 1929 — Dr. Lauriston L. Keown, Baltimore, Md., Dec. 4, 1981
- 1929 — Walter W. Phillips, Audubon, N.J., Jan. 21, 1982
- 1930 — William H. Conca, Tullytown, J.Y., Nov. 16, 1981
- 1931 — Roy S. Chamberlain, Monterey,

- Calif., August 25, 1981
- 1931 — Joseph L. Lingo, Sun City Center, Fla., Sept. 19, 1981
- 1931 — Louis Rosenbush, Jr., Pikesville, Md., Sept. 227, 1981
- 1931 — James E. Torbet, Charlotte, N.C., Jan. 21, 1982
- 1932 — James A. Phillips, Salisbury, Md.
- 1933 — John E. Taylor, Swarthmore, Pa.
- 1934 — Anthony F. Mileto, Annapolis, Md., Sept. 25, 1981
- 1935 — H. David MacCool, Baltimore, Md., Feb. 10, 1982
- 1935 — J. William Struven, Baltimore, Md., Nov. 30, 1981
- 1938 — R. David Rees, East Haven, Conn.
- 1949 Honorary: President Emeritus Stringfellow Barr, Alexandria, Feb. 3, 1982

The Reporter

Rebecca Wilson, editor; Samuel Kutler, Thomas Parran, J. Winfree Smith, Elliott Zukerman, advisory board.

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With eight plays, KWP's schedule brimming over

It's been the biggest season in at least 10 years, perhaps longer, and nothing could more please the King William Players' president, Comfort Dorn.

The St. John's student body appears stage-struck, both performers and members of the audience. Altogether eight plays have been scheduled. Miss Dorn doesn't know the reason why the college attracts so many people interested in the theater.

"I'm not sure what the relationship between drama and the program is," this Rockville, Md., senior said. "There's a performance angle in being in seminar and being in classes. This is a good school for talking, and talkers are often theatrically inclined. St. John's students gain an ability to speak, to present a coherent view, and they gain confidence in talking in front of people. And St. John's students tend to have a broad range of interests in a lot of things."

So they have come out by the dozens this year, not just the theater buffs but those who enjoy a good time hammering on sets or fitting costumes.

"WE ARE REALLY the biggest organization on campus after the athletic program," Miss Dorn said. "We receive more money (\$1,500) from the Delegate Council than other organizations. We produce a lot. Other organizations come and go. We're staying strong, and we have some marvelously talented underclassmen. We seem self-generating in lots of ways. People just keep coming."

This year the Players staged two Becket plays — *Endgame* and *Waiting for Godot* — with Andrew White, Arlington, Va., senior, scheduled to present a one-man show, *Krapp's Last Tapes*, this spring.

In addition to the major spring production, *Skin of Our Teeth*, scheduled for Parents Weekend, the players have performed *The Clouds*, *The Typists*, *Three Sisters*, and *The Trojan Women*.

Small productions have been particularly important, a good way, Miss Dorn believes, of getting underclassmen involved.

Play selection begins at "consensus meetings" held in the fall and widely advertised on campus. At that time the students provide a description of the plays which they would like to see produced and



Comfort Dorn, president, center, is flanked by Leslie Jump and Nathan Rosen.

Tom Parran photo

draw up a schedule of small and large productions for the year. The selections are confirmed at a meeting of the Players' General Assembly, the formal organization which meets once each semester.

At present Miss Dorn said the play selection process may need to be revised to give more time for reading by more people before final choices are made. Sometimes, she pointed out, the description can be better than the play itself.

UNDER THE NEW charter, the group behind the day-to-day operations of the King William Players is the Steering Committee, an advisory group which seeks out available expertise and elects its own president. The general secretary—Leslie Jump, Westminster, Md., sophomore—and the secretary of small productions—Nathan Rosen, Potomac, Md., senior—are elected by the assembly. The president appoints the other secretaries. This year they are:

Todd Reichart, Orangeville, Pa., sophomore, secretary of publicity and

finances; Melinda Rooney, Newcastle, Del., sophomore, secretary of make-up and props; Sean Mulholland, Washington senior, secretary of sets, and Holly Johnson, Rockford, Ill., senior, secretary of costumes.

For a short period of time while their play is in production, the directors of major productions join the Steering Committee as secretary of production.

The General Assembly, which meets once a semester and generally draws 15 to 20 people, is open to anyone who has taken part in a KWP production with membership expiring seven years after the date of the member's last production. For that reason, alumni can be full members. Michael David Blum directed a recent production of *Everyman* and appeared in *The Oresteia* and Jim White, a former director and actor now working in Washington, was able to attend one meeting.

Several years ago the King William Players, Dwarf Players, and Modern Theater Group decided to merge and adopt

a new charter. The charter can and is amended from time to time. One proposal now being considered is that all try-outs be open, that there be no pre-casting, and that the director be joined at try-outs by two members of the Steering Committee.

The King William Players are financed principally through the cabarets it stages each semester and through "angel" letters sent to parents soliciting their support on Parents Weekend. Miss Dorn said proceeds from ticket sales usually are expected to cover only royalties. Small productions are budgeted tightly at about \$75; larger productions at \$200 to \$1,500.

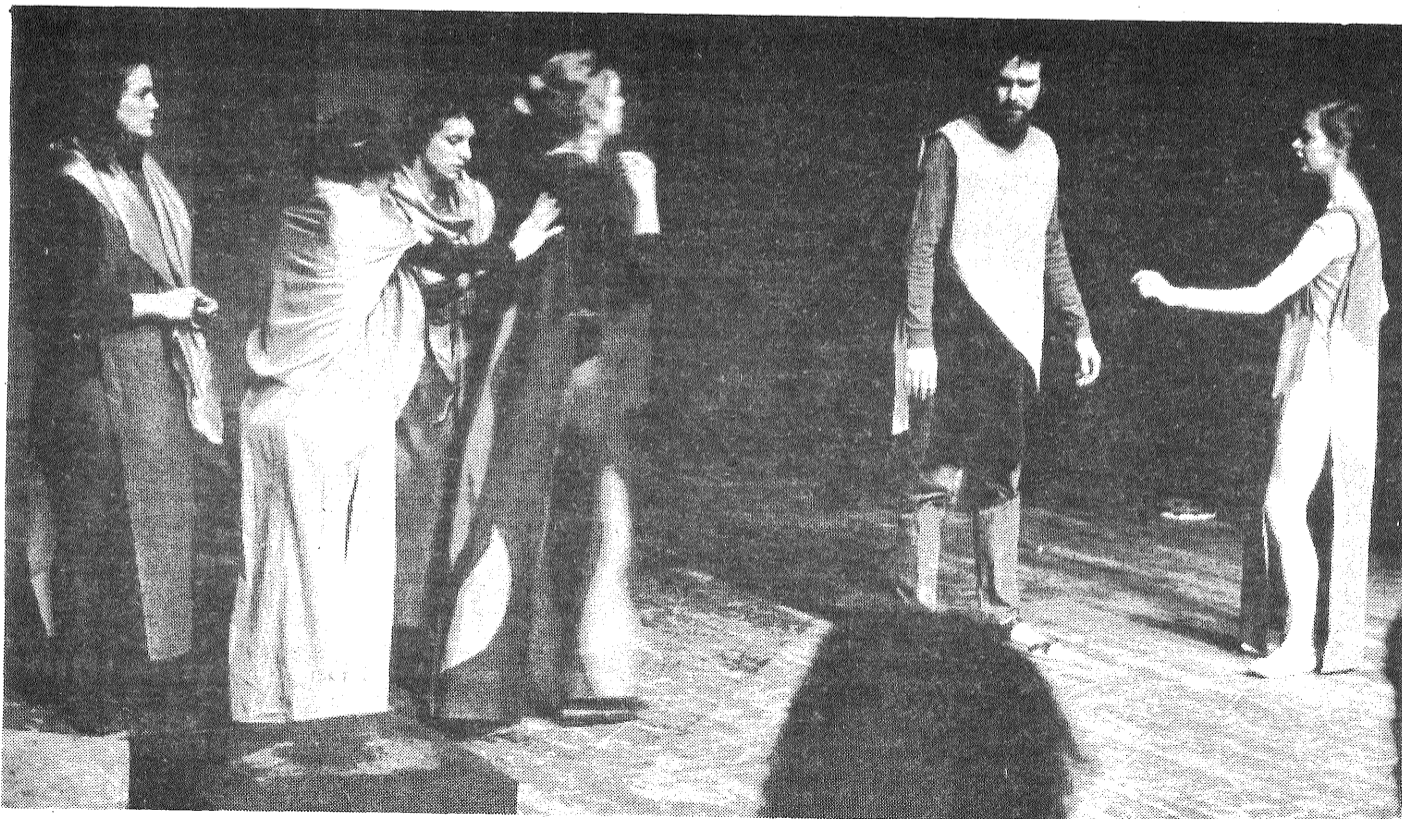
AS AN ACTRESS, Comfort Dorn (she was named for her grandmother) has appeared in a number of campus productions. She was a drama major for two years at Emerson College and then decided to audition for one of the 25 openings at what she considered the best drama school in the country—Juilliard. So did 1,000 other persons.

When she wasn't chosen, Miss Dorn did some rethinking; and, on the grounds that she was receiving neither a first class liberal education nor a first class training in drama, decided to go to the school she had heard about since high school. It took her four years to reach St. John's for, after leaving Emerson, she spent some time in Europe.

St. John's meant more, not less experience in drama. Besides serving as KWP president, she has appeared in *The Oresteia*, *Everyman*, and *As You Like It*.

After graduating in May, she plans a June marriage to Edward Grandi, '77, now an independent insurance agent in Arlington. He was a high school acquaintance in Rockville and left St. John's before she arrived. "We ran into each other at Reality Weekend my freshman year and again my sophomore year, and that sealed our fate," Miss Dorn said.

As someone who likes the craft but not the industry, she also looks forward to more acting whatever she does. Right now she is thinking in terms of teaching in the Washington area. Ambitious for the King William Players, she envisages a production of *Midsummer's Night's Dream* on back campus. With a natural background available, she said the Players for once could spend all their funds in acquiring high quality costumes instead of spreading its budget thinly as members must.



Steven Brower and Lisa Ross at right, the chorus at left, in a scene from Sartre's "The Trojan Women."

Todd Reichart photo

Alumni remember Stringfellow Barr, dead at 85

A member of the Class of 1947 was speaking of Stringfellow Barr and remembering both the founding president of the college's New Program and its first dean, Scott Buchanan. Mr. Buchanan died in 1968. Mr. Barr died February 3 at the age of 85. It was to honor Mr. Barr that alumni and members of the college community had gathered in the Great Hall on February 26.

"No one isolated Winkie's center more accurately than Mark Van Doren in remarks he made on a windswept hilltop in 1958 at a party for him and Scott Buchanan," Stephen Benedict said. The late poet had served as a member of the Board of Visitors and Governors during the early years of the program.

"Both of them are incendiary; both are burning; they have always burned. Scott burns slowly and smokelessly. Winkie burns with a blaze, bright and red and always there, always at the top of his intensity. He can be loving, and he can be



Charles Nelson

angry, and his anger presents itself in spontaneous fashion. He can lay all areas waste."

IN A ROOM frequently swept with laughter as speakers recalled Mr. Barr's witticisms, four former students and two speakers who had served on the faculty with him paid tributes to the man who had served St. John's between 1937-46 during, as Francis Mason, '43, put it, "his finest hour." Looking ahead, President Edwin J. Delattre described what Mr. Barr had entrusted to the college. The college is, former tutor Harvey Poe said, "his masterpiece."

They talked about what Mr. Barr was like as a teacher at the University of Virginia, as a tutor here, as a president, as a friend, husband, and son, as a combatant who helped save the college from a Navy take-over, as an idealist who strove for an international government to prevent nuclear holocaust, as an exuberant and dynamic leader during the grim days of World War II.

"It is very hard indeed to understand, looking back, how St. John's College survived those first ten years of the New Program, 1937-1946," the first speaker, Charles A. Nelson, '45, chairman of the Board of Visitors and Governors, recalled.

"The recently arrived immigrants on the faculty here heard the grim news on their radios as they plotted on their wall maps at home the daily advance of the German armies over Poland and Czechoslovakia and France and the Soviet Union.

"MY FRESHMAN class arrived here exactly two months before Pearl Harbor. I was one of those who hitch-hiked to Washington on December 8 to hear Franklin D. Roosevelt call upon the Congress for a declaration of war. At the college there were farewell parties virtually every week as one small group of students after another entered the Army or the Navy or the Marines or the Air Force. Within two years 60 of the 65 members of my class were scattered all over the world. In June, 1943, there were 15 graduating seniors; a year later eight, in

1945 five, in 1946, three.

"Yet, for me at least, the memories of the college from the fall of '41 to the spring of '43 when I left, and from 1945 when I returned through 1946 when Winkie left — those memories are not of hardship and struggle but of exuberance, spirited conversation, and laughter. The tone and style and mood were set by Winkie; without his lively presence, those would have been grim days indeed."

Like his friend, Robert Hutchins, former president of the University of Chicago, Mr. Barr was also a wisecracker, Mr. Nelson said. "If he had been around last week he would have had something wonderfully funny to say about Texas A&M so-called university paying its new football coach \$287,000 per year."

Mr. Barr also was a public man who spoke out forcefully on the issues he cared about. In a 1942 issue of *The New Republic*, he wrote:

"... Does any reader of mine seriously believe that it would be possible to assemble in Philadelphia, or any other American city, a group of men capable of doing what those Americans did who wrote the Constitution? This sort of intellectual paralysis that we have been exhibiting is the kind of paralysis our forefathers would have expected to result from the kind of education our colleges have substituted for intellectual discipline."

AFTER HIS return to St. John's in 1945, both Mr. Barr and Mr. Buchanan suggested that Mr. Nelson serve as the president's student aide. During that time he had a close-up view of St. John's battle with the Navy at the time the Naval Academy sought to acquire the campus.

"My chief duties, or perhaps I should say the most memorable ones, consisted of carrying messages from our two leaders to the Washington apartment of Sen. Wayne Morse, of Oregon, an ally in the battle, and serving as chauffeur, in Winkie's bottle-green Buick, for those who went to the Congressional hearing to watch as Tom Parran's father and Richard Cleveland and Winkie built their case against the admirals. The passage of the years has simplified those events in my memory: Winkie got out his slingshot and slew Goliath, whose name was Admiral Ben Moreel.

"Only yesterday did I discover, having had the privilege of reading a pre-publication draft of Winfree Smith's history of the period that there was a long period of vacillation and ambiguous pronouncements before Winkie decided to place that smooth stone in his slingshot. But the lives of our heroes always prove to be more complex, more human than our memories allow. We tend to forget that Achilles and Odysseus were both draft-dodgers, Achilles hiding among the women and Odysseus feigning insanity..."

In his remarks, Mr. Mason, assistant director of the Pierpont Morgan Library in New York, said:

"THE BARR-BUCHANAN spirit, and a lesser word will not do, expressed that lively pursuit of the truth in a partnership. It was a partnership where it was not really possible for anyone rationally to choose sides. Irrationally, of course, it was. I had in my freshman year a brilliant tutor of Irish descent, who could not stomach Barr. It did not seem to him possible that you could ask serious questions or try to answer them with anything like an English accent. He did not know then, though he came to know it, that Stringfellow Barr went to Oxford with a high Virginia accent and, like Scott Buchanan, with his high New England accent, came back to America with his own tongue... You look at the photograph of Barr and Buchanan outside the president's office, and you sense the dif-

ference.

"Barr is the man of action out front; Buchanan, we know, is the thoughtful man who persuaded him to be there, who knew his friend's virtuosity, who knew Barr's gifts to persuade Maryland and the world of what the new St. John's might accomplish.

"Stringfellow Barr gloried in that role, as a spokesman outside the campus and as a teacher within. A striking redhead with a bristling moustache, he was full of energy. He could wear a green tweed suit and seem a knight in shining armor.

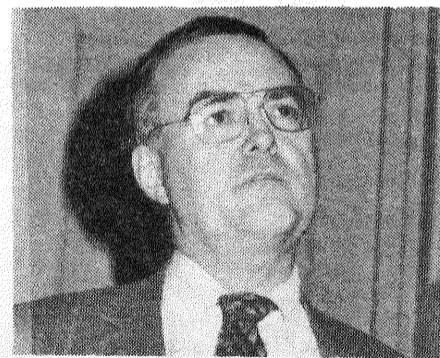
"A political person, he saw town and gown, the Navy and the college, the Republic within the Republic, with remarkable clarity. It was no wonder that after leaving St. John's he should be preoccupied with world government. He was a man to do battle where battle was due. He would take on alumni, the Navy, and the U.S. government in time of war. He would abolish fraternities, intercollegiate athletics, and cause Washington to cheer at a defense of the independent college unmatched since Daniel Webster stood at the bar of the Supreme Court to declare, with consummate pathos; 'It is, sin as I have said, a small college, but there are those who love it.'

"I think St. John's was his finest hour, and that the college flourishes today is evidence of his initial dynamism and determination."

Years later Mr. Mason deepened his friendship with the Barrs after their retirement at Kingston, N.J., near Princeton.

"Gladys Baldwin Barr was a great lady with wit whose father had taught at Oxford. She had studied at London University, been painted by Jack Yeats, and had read everything — a woman of style. The dining hall at Randall in the old days was out of Dickens until Mrs. Barr put some style into it with paint and the portraits of William and Mary over the fireplace. She was known as Oak, which gives you an idea of how formidable she seemed.

"When the first New Program students wanted to put on a play, it could be no Broadway nonsense. Mrs. Barr chose *Murder in the Cathedral*. Winkie was so devoted to her that after her death



Stephen Benedict

he was never able to write again. She was the world to him and without the world to listen, he could not write."

Later, while Mr. Barr was still living at Kingston, Mr. Mason and Allan Hoffman, '49, taped some of his recollections of his public and personal life.

"What resulted was a personal history of magnitude. He had a great love for children, animals, and plants. He loved the town of Annapolis before he knew its college. His important personal relationships, especially as they touched on St. John's, came out fully and, more important, the genesis of his public gifts and his warmth and compassion.

"IT CAME OUT, for example, that his father was a great orator, a man with a genius for Shakespearean recitations, who

could do an entire play by heart. It came out that Winkie's knowledge of Greek as a young man was astounding. It also was revealed that when his father in his old age became mad for a time and was put in a medieval place, Stringfellow Barr went there and lived with him and nursed him."

Transcripts of the recordings were given to Annapolis tutor Winfree Smith, who has completed a history of the

"It is a matter of common teaching experience that students become liberally educated only after they have come into vital contact with our intellectual tradition. Facts, ideas, and principle alike are dead wood and dry as dust until the individual mind finds itself illuminated and energized by our common heritage of human wisdom."

Stringfellow Barr, first press conference as president, 1937

beginnings of the New Program, an undertaking which pleased Mr. Barr. "The minutes of the last meeting were always important to him," Mr. Mason continued. "He said, 'The trouble with Americans is that they haven't read the minutes of the last meeting.'"

Another quotation of Mr. Barr's brought laughter to the hall — one on attrition at the college. "Peter Kellogg Smith ('45) recalled that when Winkie was asked about the normal attrition rate at St. John's, he replied, 'I couldn't tell you. You see this college was not started until 1696, and we haven't had a normal year yet.'"

Allan Hoffman, who is now chairman of the Alumni Relations Committee of the Board of Visitors and Governors, talked about what Mr. Barr was like as a seminar leader when he had him in his freshman year in 1945:

"HE WAS PROVOCATIVE, eloquent, and witty. The seminar was never dull. He said that this was because the authors of the great books were not dull and thinking about their thoughts cannot be dull. He helped us with our thinking. If our expression of an idea was fuzzy, he helped us with our definitions and our logic. When he finally obtained a clear statement from us, and only then, would he say, 'Now let's examine what Mr. So-and-So thinks.'

"He never lectured or pontificated in seminar. He believed with his whole being in what we were doing. Often he'd say, 'I never thought of that' or 'That puzzles me, too' or 'There's a funny thing happening in this reading assignment. I wonder what the author is getting at.'"

It was not until 1974 that Mr. Hoffman said he dared to call Mr. Barr "Winkie," a nickname he loved to be called, one taken from a children's nursery rhyme.

"It is difficult to talk about Winkie without saying something about Scott Buchanan. Winkie met Scott in Balliol College, Oxford, England. Winkie disliked Scott at first. Scott sought out Winkie and asked him difficult and penetrating questions. Scott got through to Winkie, who was an English literature major. Soon Winkie had shifted his major to history. Winkie would say often that Scott Buchanan was the most Socratic man he had ever met.

"SCOTT TO MANY of us had a very obscure way of expressing ideas. He was deep and profound. Often, especially during the lecture question periods or coffee shop discussions when they were together, after one of Scott's longer and more profound utterances, there would usually be a prolonged silence.

"Many of us would say inwardly, (Continued on P. 5)

Burning with a blaze, 'bright and red, always there'

(Continued from P. 4)

'What did he mean?' Before the silence became too painful, Winkie would say, 'I think what the dean means is,' and a very clear and lucid idea would be expounded. At least we would begin to understand Winkie's words. When Winkie was finished, Scott would say, I think that states fairly well what I was thinking, but . . . We knew another profundity was coming.

"As dean, Scott reported to Winkie, the president. Winkie, as a tutor, reported to the dean. During those early days of no endowment, no finances, the draft, World War II, and the threat of the Navy takeover of this campus, Winkie said that only by teaching did he retain his sanity, and teach he did. He taught the alumni of the Old Program what the New Program was about in person, in writing, and on the radio.

"He taught history courses brilliantly to the St. Johnnies who were in the Old Program from 1937 to 1940. He was a frequent Friday night lecturer. He taught the U.S. Senate Armed Forces Committee that the U.S. Navy's purpose was to defend, and not to destroy, institutions like St. John's."

In touching on his association with alumni during his late years, Mr. Hoffman said Mr. Barr moved to Kingston in 1969 when he was 72. In 1974, when he was 77, he led a seminar during the twenty-fifth reunion of Mr. Hoffman's class. "His health was not the best. He had lost Oak, his wife, and Scott, too. Whenever he talked about Scott he would cry openly. He had had a heart attack, but his mind was clear. He loved St. John's, he loved St. Johnnies, and he loved to teach."

IN JANUARY, 1977, more than a hundred St. Johnnies celebrated his 80th birthday at a party in his honor at Princeton University. In 1978, at the age of 81, he led his final seminar, one on *Oedipus*

"The trouble with Americans is that they haven't read the minutes of the last meeting."

Rex, for 25 alumni who drove down from New York to his living room.

"Some of us sat on chairs or footstools. Many of us sat on the floor at his feet. His mind when it came to the examination of ideas was very keen. It was an ideal seminar. I can hear him now saying, as that last seminar came to a close, 'It's a funny thing: The Greeks knew the right questions to ask. They weren't always successful with their answers, but they tried and continued to ask the questions. The Romans had some answers but didn't know what questions to ask.'"

Although Mr. Barr asked the group back, he was unable to have them. In less than a year he moved to the Goodwin House in Alexandria, a retirement residence for Episcopal clergymen. "He never lost his sense of humor," Mr. Hoffman said. "He told me this story on my first visit to see him at Goodwin House.

"I was in the back of the elevator waiting for the doors to close when two elderly gentlemen stepped in. One said to the other, 'I don't know what Goodwin House is coming to; now they are letting in all kinds. There's a fellow on the second floor who thinks he's Napoleon, and we have a new resident on the fourth floor who is going around and actually telling everyone that he is Stringfellow Barr.'"

MR. BENEDICT, director of Columbia University's arts administration program, spoke of Mr. Barr as a political animal. While Scott Buchanan came late in life to a direct and lively concern with political action, he said Stringfellow Barr, as historian and teacher, had always been engaged with the world of affairs. As a

student, Mr. Benedict and several others were helped by Mr. Barr in reviving the so-called Sunday Night Meetings on current world issues. In his remarks Mr. Benedict said:

"I could not give chapter and verse but would wager a good deal that Winkie's political intuition was indispensable in those complex and difficult early years of St. John's rebirth . . .

"The political strain in Winkie Barr



Allan P. Hoffman

was deep and lasting. And there were glorious moments when it was most manifest, as for glorious example, the high eloquence of his defense of a small liberal arts college against the Naval marauder across the way. The issue was joined in a Senate hearing room in 1945. As Winkie concluded his peroration, the room, jammed, to be sure, with St. Johnnies, erupted in supportive applause. Surely, we thought, the Navy, solemnly present in heavy braid, knew then that the jig was up. And so it turned out; it was due, I should like to believe, in no small measure to Winkie's long-honed powers of rhetoric."

In all of Mr. Barr's writings, none achieved the readership of a modest pamphlet entitled "Let's Join the Human Race," which Mr. Benedict described as a reasoned plea to Americans in the middle of the Cold War to abandon their insularity, to try to understand the world outside their borders, and to begin the building of common political institutions that addressed real problems.

ANOTHER PIECE Mr. Benedict described as political writing of a different character was his novel, "Purely Academic" in which Mr. Barr mined the humor and intrigue of faculty life. He continued:

"Following the years at St. John's and just as he was about to return to teaching, the profession for which, as he put it, 'I have a fatal and ill-paid lust,' Winkie was deflected by an odd chain of events that led him to assume the presidency of a small foundation devoted to the problems of achieving world order. This was the Foundation for World Government, whose story must one day be fully told.

"I had the good fortune to work with him in the first year of this Quixotic enterprise in world politics. Winkie was strongly disinclined to assume the role the donor thrust upon him. But even the smallest chance that doing so would lengthen the odds against the nuclear holocaust was quite sufficient to overcome his doubts.

"Among the many things I learned from Winkie was that politics need neither be firt nor dull. In them he found all the foibles of the race writ large as well as its potential for nobility. If he had contemporary political heroes, surely FDR, Churchill, and Adlai Stevenson were high among them. They used English with style. Yet, one always suspected, Winkie, deep in his Virginia heart, nourished an unquenchable nostalgia for the founding fathers and felt that none who came after would ever quite rival them in skill, wisdom, and eloquence.

"HOW I MISS THE pungent wit and satiric insight that would have illumined

Winkie's reaction to the travesty of today's politics."

Two speakers — Mr. Poe and Mr. Smith — recalled Mr. Barr as a teacher at the University of Virginia. Mr. Barr did not always treat his classes gently, Mr. Poe said in recalling one episode in which he addressed his students in a scathing, even insulting manner. "Scott gave him hell," Mr. Poe said. "I don't think he ever went that far again."

"Everyone came alive in his history survey course," Mr. Poe said. "He was colorful, witty, urbane, rudite. It was more theater than teaching, but it made me look beyond the details to the larger and more basic problems. It made me begin to think.

"St. John's under Barr and Buchanan then became the mecca or holy place of intellectual life," he continued. "A visit here was exciting and a little mystifying. But many outside were convinced that the program, whatever it really was, held the intellectual hope of America."

In recalling his service with the Foundation for World Government, Mr. Poe, who was a member of the board, described it as a "noble and generous idea, no doubt ahead of the time." Many of Mr. Barr's ideas, he pointed out, including his belief that there was sufficient technology to provide food and health care for all the people of the world, were considered radical then, but are commonplace now.

LATER MR. BARR returned to the

"I suppose that really listening is a form of loving."

University of Virginia but left soon afterwards. "I felt he was discouraged but not disillusioned." After teaching at Rutgers, he joined Mr. Buchanan at the Center for the Study of Democratic Institutions at Santa Barbara. "I also saw them there," Mr. Poe went on. "It was a refuge but not a platform although both, especially Scott, wrote much of their latter works there. I felt that the world had somewhat closed in on them as persons. But their writings, the ideas they espoused at the Foundation, and their main work — their masterpiece — St. John's College, are, I believe, expanding, growing in acceptance, and will endure.

"Winkie Barr, no doubt, changed my life. I cannot imagine what it would have been without his exciting—no, exhilarating—influence during my freshman year long ago. He started me on a long road, which I still travel, although more slowly."

J. Winfree Smith, St. John's tutor since 1941, had handled the arrangements for the afternoon. In separate talks recently, he had spoken at the unveilings of both a photograph and oil paintings of the New Program founders, occasions when he had given many of his personal remembrances of the two men. This time he spoke of Mr. Barr in relation to the program.

"On this occasion it is not only fitting but necessary that we give acknowledgement to the wisdom, the courage, and the artfulness of this man who more than forty years ago brought to this college what we tend to take for granted — the study of the great books of the tradition, the exploration through discussion of the questions raised, and the themes pursued in them, the linguistic, mathematical, and laboratory disciplines to train the understanding for its adventures."

MR. SMITH QUOTED personal memories of Mr. Barr by Douglas Buchanan, '43, Scott Buchanan's son and a North Andover, Mass., psychiatrist. Dr. Buchanan had said in his tribute:

"He, like Thomas Jefferson, operated

by a code of honor in his relations with others in an era when loyalty, discretion, and 'virtue' (in the ancient Greek sense) were often ignored or forgotten.

"He had, again like Jefferson, an enormous sense of the importance of roots. Yet he outgrew local prejudice and regional biases. He led the way toward racial equality long before the civil rights movement of the sixties. He originated much of the thinking about the necessity for and the means to reform American education and the necessity for formulating a world constitution. He had the courage to oppose publicly the atmosphere of suspicion and distrust engendered by the Joseph McCarthy investigations in the early fifties and in a true sense 'defended our ancient liberties.' He loved a good fight, could turn a good phrase in the best Churchillian manner, and would have been a great United States senator."

In his remarks concluding the talks, President Delattre read from an article he had written for the *Baltimore Morning Sun* following Mr. Barr's death:

"When asked by a student in 1959 what colleges were obligated to do for the students, he replied: 'To keep a good thick ivory wall around you long enough for you to think a little. There is a tremendous shortage of ivory in this country.'"

"IN THE SAME YEAR, on WNEW-TV in New York, he said of teaching, 'The essence of teaching is joint learning . . . teacher through student and student through teacher.' And nine years later, 'I suppose that real listening is always a form of loving.' In 1967, rehearsing his goals as a teacher: 'I wanted people to learn to read and write . . . Students don't know how to read and write, and I would add that a hell of a lot of people teaching them don't know how to read or write either.'"

Although education is every bit as much subject to the dictates of fashion as clothes, haircuts, and popular music, Mr. Delattre said that it is almost always out of fashion to insist that students should invest heavily in their minds. "Walls of ivory are



Francis Mason

objects of derision, envisioned as impractical, unrelated to jobs and the supposedly attendant economic capacity to realize a heart's desire.

He said the price of this fiction is, "pathetically high." "Whenever we ask less of ourselves and our students than Barr did, we are wasting intelligence, spending it wantonly in the fancy that minds can come to maturity without profound diligence. Too many students of whom not enough is asked will never learn the use of a mind or the joy of it. Too many will be victims of college courses that pander to gratification of short-term student desires, and too few will learn how to use colleges and universities to make the

"Winkie burns with a blaze, bright and red and always there, always at the top of his intensity."

Mark Von Doren on Stringfellow Barr

Robert Bart to resume teaching on Santa Fe campus

(Continued from P. 1)

not convince the faculty. As a new tutor, I could only be bewildered by the sober discipline of the curriculum and by the disarray of the faculty and the institution. A horde of veterans, which included some of our most distinguished students, also contained many young men scarcely aware of what the college was about or whether they could or ever wanted to meet its demands. Eleven new tutors hardly knew what to make of the situation, although in the end strong and inspiring direction was found.

A new tutor today finds the faculty much surer of what it is doing and much more able to discern some of the real defects of our work when set against equally clear achievements. The strong admissions program assures us that few students who enroll could not benefit immensely from what they have undertaken. This is all the more remarkable since, on the whole, high schools have prepared them less well.

In 1946 the college was in chaos and remained so until Mr. Klein became dean. In 1982 it is a remarkably well organized and resilient institution, able to sustain itself and capable of carrying out every improvement it has the imagination to conceive.

Q. What do you see as the strengths of the program? Its weakness?

The greatest strength of the college is in the books, as always. However, the faculty is needed to guide the student's first reading of the difficult texts in such a way that he or she reads them for themselves. Perhaps the faculty today imposes its own thinking too much on the student, but it remains absolutely dedicated to the task of helping students to find the courage and the knowledge to have opinions that are really their own. The students, themselves, for the most part guard their basic prerogatives jealously, reserving their devotion above all for those who have been the best midwives.

The weakness that worries and puzzles me most is the shyness our students have about discussing with the help of the books their most influential opinions. That is not surprising, of course, but I hope we will always be on guard against having our educational efforts defeated where they are most important. Few students find help in the discussions of the books when they need it most powerfully. Instead, habits of the society, ingrained before they come to the college, prevail, for instance in their thinking about drugs, about their sexual relations, about their automatic indifference to daily political life, and their detachment from a personal involvement in the world that they are a part of. Closer contact with the faculty over papers and in other more personal discussions of our common studies might go some way to overcome this defect.

Q. What do you believe St. John's role should be in higher education?

A. St. John's role in higher education can only be what it has been, for students and faculty and distant admirers, a miracle in the wasteland of modern education. The saddest thing in my work as dean has been writing to dozens of eager and obviously able teachers, who wish to study worthy texts and share with students in the process of learning together. There is only rarely place for them at St. John's, and I, at least, cannot name five other places even faintly like it where they should apply.

St. John's is the standard of undergraduate education, but no institution uses that standard as its measure. A dark and iron age has come upon American education.

On the other hand, I continue to believe we have unknown allies in the high schools. We should cultivate them



ROBERT BART

assiduously, point out the many areas we have in common, use our example for them where it is relevant, bring them the good news that liberal education does not recognize a distinction between two cultures, between "science" and "humanities." Practically we can by our example show such teachers that our way of teaching is as good and, in fact better, than the lecturing they slavishly send their graduates off to submit to. Seeing us in action they can learn about their own teaching, but also about the poor quality of what they experienced in college themselves. That might turn them around toward the light which illuminates us.

Q. What contributions and changes have you sought to make — both big and little — during the past five years?

A. I have not set out to make notable changes as dean. Our Santa Fe campus needed to settle down and absorb or forget its somewhat stormy past. The only major change I urged on the college was the leisure to reflect and remember through writing. I believe that has had a slight effect, one which may not have reached its fulfillment as yet. These have been five quiet years in which the faculty has been continually developed by gifted and devoted new tutors. Relations with Annapolis have been greatly strengthened by a widespread transferring from one campus to another, involving 80 students this year. The presence on campus of some of the most dedicated teachers from Annapolis has had an incalculable effect in building bonds of respect and affection. Many Annapolis tutors have lectured and let us see how they tackle and unfold the problems we are all engaged with.

Q. What would you like to see accomplished? Are there any new directions in which you would like the college to move?

A. At Santa Fe, at least, I would like to see more thorough preparation for tutorials and lab on the part of more students. At the same time I would like more freedom to discuss the meaning of what we have been doing in long stretches, such as Apollonius, Ptolemy and Copernicus, Newton, to take examples from the math tutorial. I believe the two goals would complement each other. If less time were wasted on fumbling demonstrations and translations, students would have a greater satisfaction in their performance

and would gain time for discussion. The discussion, in turn, would be better grounded in the material under consideration. I think the faculty should also form a resolution to reduce the length or the number of some of the most ambitious units of study.

I could wish that the third campus were close enough to reality to speculate about it; but Mr. Delattre assures us that it is not. It could be an occasion for a bolder review of the curriculum than is practical or desirable on the present campuses.

Q. Mr. Delattre has been discussing the desirability of giving greater emphasis to the visual arts at St. John's. Have you any thoughts about how this can be accomplished?

A. Having chosen music because of its evident foundation in mathematics, I do not believe we can hope to include another of the fine arts in the curriculum. We can and should do much more to stimulate interest in the visual arts through extracurricular means. That is not easy, but much progress is being made in Annapolis. Santa Fe has a long way to go to enable its students to discuss this world of experience, whether in practicing the arts themselves, or in studying their products. The preceptorial is the only curriculum avenue I can see into this thrilling experience. It saddens me since my college experience opened this field to me and it means at least as much to me as music — One day I hope to lecture on the Roman Renaissance Palazzo.

Q. The position of the dean can be almost overwhelmingly busy. On the basis of your own experience, do you have any suggestions for any ways in which it might be restructured to simplify it?

A. It's a good thing the dean has much too much to do. Each dean can then choose from a wide field of possibilities and delegate or neglect the rest. Ray Davis and Don Cook, the assistant deans who

have worked with me, have had an exciting range of choices for them to concentrate on from among the things I could not hope to do. Their work has been more rewarding for that reason, and the faculty and students are grateful, I believe, that the administrative center presents very diverse aspects as a result. I am convinced that the role of assistant dean should be conceived by the faculty in as large terms as possible. It should be filled by men and women who command the respect of the faculty and of the students in much the same way the dean does. In that way it is relatively easy for the dean to share almost all of his responsibilities if he wishes to except those basic, formal duties that involve the president and the board.

Q. What are your plans for next year?

A. My plans for next year are simple: to resume teaching while beginning to enjoy my delayed sabbatical. I shall work at something less than a full load. I shall be settling into my new Santa Fe home, although my affection for my homes and friends in Annapolis and in Italy preclude my renouncing either of them. My happiest contacts as dean have been with the students, but I miss the sustained relations with students that arise out of constant encounters in the classroom. Our concept of teaching is hard for older teachers to live up to, for though they are ignorant and enquirers, too, they have reached a stage when it is their business to have a few settled opinions. Settled opinions, of course, are dangerous, but those ripened by years of experience and study are not as readily overturned as those I once held about Hegel, when I was younger. When I speak my mind in seminar, it sounds more authoritative than it should, and it is repeated or resented more than it should be. At least, I shall always be dissatisfied with my teaching. But I have no alternative. Ours is the best of lives, and only a fool would renounce it for another.

SJC to increase own aid

(Continued from P. 1)

program to encourage contributions for scholarship support.

"IF ALL THE cuts in Federal assistance are made, our Federal money would be significantly reduced," Mr. Delattre said. "But the college will make every effort to expand its own resources and seek increases in state funding such as those successfully made in the State of New Mexico."

Under the Reagan program, two of the federal programs would be eliminated entirely. They are the Supplementary Education Opportunity grants and the National Direct Student Loan Program. By 1983-84 support for Pell Grants would be halved in Annapolis and the College Work Study Program cut by 43 per cent.

"In 1980-81 half of our revenues for tuition, room, and board were provided by financial aid funds," Miss Taylor said. "The federal programs provided 30 per cent of the total revenues."

Annapolis' scholarship producing endowment provides only 2.3 per cent of financial aid revenues. The bulk of the college's institutional funding is provided by St. John's grants which come out of the annual operating budgets.

In Santa Fe Marsha Drennon, financial aid director, anticipates a drop in 1983-84 of 49 of the number of students Pell Grants will be able to help. Funds will be cut from their present level of \$129,000 or \$80,000.

The federal College Work Study pro-

gram, now funding 89 students, would be cut from next year's \$90,000 to \$70,000.

On the positive side, Mrs. Drennon said college grants will go from \$340,000 to \$395,000 next year, and the western campus also is doubling the return on its endowed scholarship money, from \$36,000 to \$72,000 to \$75,000 next year.

THE STATE OF New Mexico also has helped by becoming the second state to adopt its own Work Study Program using the same guidelines as the federal government. "We probably will get \$30,000 to \$40,000 under it," Mrs. Drennon said. The State of New Mexico also is moving to compensate for federal matching funds eliminated for a state grants program.

"The Santa Fe campus is making every effort to anticipate losses and to compensate for them whenever it is possible," Dean Robert Bart said.

Annapolis college grants will go up 12 per cent, from \$410,000 to \$459,000.

Present funding on the Annapolis campus together with proposed cuts for 1982-83 and for 1983-84 would be:

Pell Grants — \$145,000, less \$14,000, less \$58,000, a reduction of 50 per cent; SEOG — \$75,000, less \$18,750, less \$75,000, total elimination; CWS — \$110,000, less \$16,500, less \$30,800, less 43 percent; NDSL — \$60,000, less \$6,000, less \$60,000, a hundred per cent cut.

Among the nation's colleges, St. John's has one of the lowest default rates. In Annapolis it is about 3 per cent; in Santa Fe, 2 per cent.

It's a Cabaret!

Raising money for the King William Players at one of their Cabarets are, in the spirit of the New Wave, from left, Gene Toppo, Elizabeth Pontone, Mark Streeter, Khy Daniels, Steve Singer, and Peter Breslin. Below, helping with the sound system, are two freshmen, David Frame, left, and Ward Johnson.

Todd Reichart photos



Allanbrook's record on sale

Copies of the piano recording of a performance by Douglas Allanbrook, Annapolis tutor, are available at the bookstore on the eastern campus.

President Edwin J. Delattre expressed appreciation to Mr. Allanbrook for contributing his musicianship to the production of the recording entitled "Music from St. John's" and released by Richardson Recordings. It may be pur-

chased through the bookstore for \$7.25 with \$1.50 for mailing. All proceeds beyond production costs go to the college. Checks should be made payable to the St. John's Bookstore.

The recording includes a performance of Mr. Allanbrook's own Venice Music and Naples Music, Haydn's Sonata 42 in C Major, and J.S. Bach's Prelude and Fugue No. 14 in F Sharp.

Great book chain on the move

"It's like the great food chain," Annapolis librarian Kathryn Kinzer explained how the system works. The difference is that books become the fodder.

The system has to do with the way the library processes both gift books and books it plans to discard.

When copies in the college library become worn, they are offered for sale along with unwanted books during the library's annual fall and spring book sales.

"Unsold books are given to an agent of the Presbyterian Church, who sorts and mails away books to educational institutions in under-developed and emerging countries," Mrs. Kinzer said. "In this way we participate in something like the great food chain, dealing, I suppose, with educational fodder."

Under a procedure instituted several years ago, persons who wish to contribute their books to the library agree to having them used as the library sees best. Although frequently valuable in themselves, they may for one reason or another not be suitable for the St. John's library, with its limited shelving space.

A RECENT LARGE gift of 1,650 books has come from the Rev. Gordon Fischer, who is retiring as rector of All Hallows Church in southern Anne Arundel County and whose collection has a large number of history and theological books.

During the 1980-81 academic year the Annapolis campus was given 1,635 books, 550 of which wound up in the permanent collection and 1,359 of which were sold. The library disposes of part of its surplus volumes through book dealers. In its sales to students last year, it netted \$470.90, or about 35 cents for the books.

To preserve the life of library books at a time of rising costs, Mrs. Kinzer said the library makes a policy of preserving as many books as possible.

"Many of our books are out of print," Mrs. Kinzer said, "and we must extend the

lives of the battered copies we have. Our student binders can do several kinds of repair — partial covers to repair loose bindings and complete new covers. When a book must be re sewn, we send it away to the professional binders because although we can sew, it is not cost effective to use student help in this way.

"Another kind of work is being sent away to the bindery in increasing numbers — the paperback. We find that we can purchase books in the paperback edition and have them bound before they are circulated, manufacturing for ourselves low cost hardback books. Obviously, only well made paperbacks can be treated this way."

Here are books library needs

The Annapolis library is interested in getting some specific books as gifts too expensive for its book acquisition budget.

And to replace some books grown grubby over the years, it is seeking the complete works of such standard authors as Dickens, Trollope, and Robert Lee Stevenson as well as a copy of Thomas Babington Macaulay's *The History of England from the Accession of James II.*

In addition, it would like copies of:

Karl Friedrich Gauss's *Werke*, a 12-volume work put out by Olms, Tildesheim at a cost of about \$1,500;

Edmund Husserl's *Husserliana*, cost of which will be about \$1,000;

The six-volume Brockhaus-Wahrig *Deutsches Wörterbuch*;

The Sansoni-Harrap Standard Italian-English, English-Italian Dictionary in four volumes, L120.

Persons wishing to contribute any of these volumes are requested to inform Mrs. Kathryn Kinzer, College Librarian, St. John's College, Annapolis, Md. 21404.

Alumni act April 24 on bylaws

Alumni will hold a special meeting in Annapolis April 24 to act on a proposed revision of the Alumni Association bylaws.

The meeting at 2 p.m. in the Conversation Room will follow a mail ballot conducted last month. Allan Hoffman, of

New York City, and Pablo Collins, of Washington, are serving as co-chairmen of the committee which has proposed the bylaw changes. In addition, members will discuss the future direction of the association.

What was best: assisting a college one believes in

(Continued from P. 1)

degree of cooperation on those occasions when I have asked them to take a different teaching assignment or asked them to participate at the last minute in a senior examination. I've always been touched by the degree of willing cooperation."

During the past five years, Mr. Sparrow has made a particular point of meeting and becoming acquainted with each senior. Without the opportunity of really knowing members of the graduation class, he simply has not liked the idea of repeating those ceremonial words at commencement in which the dean "bears witness" to the class he traditionally presents for degrees.

HE ALSO HAS been responsible for producing *The Tutor's Book of Customs and Policies*, a handbook particularly aimed at newer tutors to help inform them of what is expected of them. Among the material it pulls together are matters that otherwise might be buried in faculty minutes: such things as standards for degrees and essays or policies on grades and transfers to Santa Fe.

During his tenure Mr. Sparrow also has worked to simplify and make certain administrative procedures more rational. It was his initiation which resulted in an expansion of student weekend activities. More recently he lent the personal and financial support of his office to the new Wednesday afternoon "fireciders" for faculty and students, occasions for them to mix over cider around the coffee shop fireplace.

And together with his wife, Lydia, Mr. Sparrow, who is a convivial and warm host, also has expanded entertainment at the college.

One of his most important roles during his tenure came as a member of the Presidential Search Committee and his part as dean during the transition from one president through the first months of a new president.

Mr. Sparrow has changed one opinion he held early in his deanship.

"I used to think St. John's could really serve as an effective model for other in-

stitutions," he said. "I don't think that any more. We're going to remain very much ourselves — alone, a place other people will admire from a distance. St. John's will remain a mecca for some teachers and



EDWARD SPARROW

students, but not something that other institutions will imitate in whole."

Because of the structure of their own institutions, he believes there are several reasons colleges or universities would not institute a St. John's type program.

"But by continuing to exist and to exist strongly, we become a touchstone that in itself fulfills a purpose."

DURING MR. Sparrow's own association with the college, dating back to his arrival on campus in the fall of 1957, St. John's has undergone only minor changes. Preceptorials have been introduced, German dropped, there have been changes in the laboratory program and in the reading list, but essentially he feels the college is much as it was when he arrived.

"I'm sure alumni of those early years coming to seminar would feel at home," he said. "Conversely, if one of our students were to go back in time, he also would feel at home. That's largely because of the kind of atmosphere that existed then is the

same which exists now."

St. John's own institutional structure, Mr. Sparrow believes, represents a form of strength and support which makes possible "a genuine community of learning." Among the faculty committees an important one is the Instruction Committee, which Mr. Sparrow noted helps preserve the program.

"We are sometimes criticized for not having enough 20th century material or enough history or enough writing and nothing in the fine arts or on such issues as ecology or natural resources or war," he said.

Because of the amount already in the program, there are restraints. Mr. Sparrow believes that the fine arts needs already are being fulfilled in the college's extra-curricular art program, with its classes, gallery exhibits and talks, and trips to Washington and Baltimore art galleries. "We have a great deal of writing in the program," he pointed out. "Students complain about naving too much."

"I SEE STUDENTS as they come in as freshmen and as they leave as seniors," Mr. Sparrow continued. "Being here has touched them deeply, deeply as human beings. They have been through an intellectual experience of growth and maturity. The college's ability to do that is the ability to maintain them in a good direction."

The one change he would like to see implemented is a purely practical matter: the raising of faculty salaries.

The position of dean is an enormously busy one. Mr. Sparrow does not see many ways to simplify it. He thinks the first Friday night lecture in the school year should continue to be delivered by the dean, as it traditionally is, despite the fact that its preparation consumes much summer vacation time.

"The dean is the teaching head of the faculty and says something about the academic tone of the college, and an accurate way to reflect this is in the opening lecture," he said.

It is also important, he believes, for the dean to continue teaching a single

course. "It is so easy to succumb to the temptation to substitute papers for people," he said. "The deanship requires one to think 'horizontally' — to think in terms of what might, or should, or must happen in fifteen minutes, two days, or five months. It is crucial to maintain the ability and practice of thinking 'vertically': of what might be, or is. And that is what happens in the classroom."

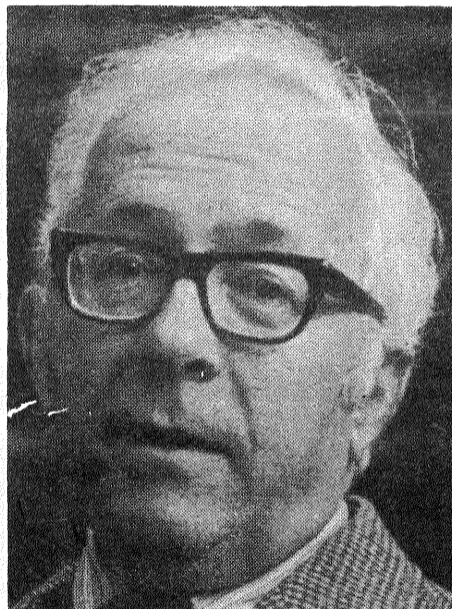
With two more months to go, Mr. Sparrow will conclude his deanship on July 1 when Annapolis tutor Samuel Kutler takes over. After that there will be a summer free of the usual lecture writing obligation and time to prepare for a change. Accompanied by their two youngest children, the Sparrows are hoping to take his sabbatical in Spain, a time for Mr. Sparrow to do some reading, principally poetry, and some writing, mainly in the realm of theology. It will be a time of restoration, a time for a well earned rest.

Award goes for music

(Continued from P. 1)

In addition to the \$5,000 award, the AAIAL will subsidize the recording of some of his music by Composer Recording, Inc.

Mr. Allanbrook early in January gave a major retrospective concert in his 60th year featuring his music. His compositions



DOUGLAS ALLANBROOK

have included music for opera, for orchestra, for string quartets, and for the voice, piano, and the harpsichord. Not only has his work been performed both in this country and abroad but, in addition, as a pianist and harpsichordist, he has given numerous concerts here and in Europe.

Mr. Allanbrook began his musical studies at age eight and began composition at 13. He studied composition with Walter Piston at Harvard and with Nadia Boulanger at both the Longy School of Music in Cambridge and at the Paris Conservatory.

The Italian harpsichordist, Ruggero Gerlin, of the Naples Conservatory, was his principal keyboard teacher. A 1948 graduate of Harvard College, Mr. Allanbrook was a traveling fellow of Harvard in Paris from 1948 to 1950 and a Fulbright Fellow in Italy from 1950 to 1952. In 1953 he joined the faculty of St. John's College and has been associated with the college since then.

The academy is headed by Arthur Schlesinger. Election to it as members has been considered for many years the highest formal recognition of artistic merit in this country.

Guide takes starry view of St. John's

(Continued from P. 1)

John's," quipped one faculty member.)

Other places receiving 13 stars included the University of Colorado, Dartmouth, Haverford, University of Indiana, University of Massachusetts, University of North Carolina, Oberlin, University of Texas, University of Vermont, and University of Wisconsin.

Listed as 12-star institutions are Arizona State University, University of California at San Diego, University of California at Santa Cruz, Colorado College, Duke, Georgetown, Goucher, Hamilton, Harvard, Holy Cross, Johns Hopkins, University of Kansas, University of New Hampshire, University of Pennsylvania, Rice, Smith, Swarthmore, Trinity, Vanderbilt, Wellesley, Williams, and Yale.

THE ANNAPOLIS campus took its 13-star status in stride. President Delattre said he wasn't at all surprised to see it.

"I think it's scarcely surprising that a new education guide would confirm the excellence of many institutions that everyone associated with education already knew to be excellent. Naturally, I'm delighted to see quality recognized as a guide.

"I hope it will be useful to prospective students of higher education and their families, and I am particularly glad for St. John's to have some public measure of what it deserves."

Students were having fun with the

rating. Asked to respond to an unrelated student questionnaire which came his way from another college, Ralph Brasacchio, speaking with mock hauteur, told the Polity that he thought St. John's should reply "even if it's only a 12-star college."

The survey of the country's "best and most interesting" four-year institutions includes informal essays covering six broad topics: academics, student body, housing, food, social life, and extra-curricular activities. St. John's high rating owes much to student opinion. Descriptions were based upon 12-page questionnaires sent to students and some administration members last year.

The St. John's section is generally flattering although there are some instances of inaccuracies:

"A happy hour on Friday night with free drinks for tutors" is said to take place. (During late winter it's cider for tutors and students on Wednesdays in the coffee shop.) Students are reported to spend "every waking hour of the day" reading, writing, and philosophizing, an activity which would come as a surprise to St. John's tutors.

ST. JOHN'S NAME is said to be borrowed from Cambridge University when, in fact, no one is certain where the name came from, and the attrition rate is set at 50 per cent, rather than between 40 and 45 per cent.

Not counting shorter pieces of poetry,

students here read about 150 writings — essays, tracts, lectures, plays, treatises — rather than "about a hundred great books."

The most critical part comes with the closing paragraph:

"There is an almost mystical reverence for learning at St. Johns. Students will tell you they're looking for truth, beauty, and other such lofty ideals in their education rather than a thorough grounding in something as pedestrian as political science. St. John's rigid adherence to its prescribed curriculum can lead to pretentiousness and stifle the creativity so admired in great thinkers of the past. But these are hazards of the trade that Johnnies gloss over in their eagerness to promote the wonders of this one remaining outpost of classical liberal arts education in the nation."

Quoting in part from the opening section, the catalogue reads:

"St. John's . . . is a haven for extraordinary people who can't resign themselves to the compromises of a normal university. A sort of kickback to the better days of England's elite universities, Oxford and Cambridge, it is a school that caters exclusively to serious students who philosophize every waking hour of the day. With a history that goes back more than 275 years . . . it follows a curriculum that would have delighted Matthew Arnold and other 19th century traditionalists."

Summering in Santa Fe

by ALLAN HOFFMAN, '49

I had heard about the Alumni Summer Seminar Program in Santa Fe and wanted to try one out. My schedule has always prevented my doing so. This year was different. I signed up for one week. The tutorial and seminar subjects and the tutors to lead those classes were a strong inducement to attend. I found out two of my former classmates were going to attend. One had to cancel out at the last moment.

For Dr. Dave Weinstein and myself, both 49ers, it was a week-long reunion. The tutors gave freely of their time. One of my tutorials scheduled for three, one-hour sessions actually met four times for two hours each session. Not only were the tutors talented, so were the alumni.

For an old grad of the New Program attending classes on campus with the opposite sex was a new experience. Santa Fean or Annapolitan, bachelor of arts graduate or former Graduate Institute student, we were all St. Johnnies. All of us had something to offer each other. All of us had so much in common, having shared by and large the same educational experiences although at different times and locations. Some new aspects of what it meant to be a St. Johnnie began to turn in my mind. How I wished more of my classmates from my decade and more alumni of the 50s, 60s, and 70s would take advantage of the super program.

The program was well organized. Upon arriving at the campus, I was given a packet containing my room location and key, the class schedules, information on extra curricular activities and campus services, maps, opera and theater schedules, and a list of restaurants. Living in a co-ed dormitory was new to me. I had to learn not to barge into the bathroom and to insert my men's card into the clip on the outside of the door. The views from the campus windows are spectacular. The climate in July is fantastic. Except in automobiles, there is no need for air conditioning. Mornings and evenings are cool.

The alumni seminars and tutorials were very satisfying. For an alumnus who remembers the kind of "edifying confusion" that was encouraged during the 40s, I was pleased with the way the alumni, for the main, stayed with the texts and principal ideas and tried to understand them before considering their consequences or relations to other ideas. Classes were serious. Reading material had to be read carefully. This is a working experience. I wish I had read more of my assignments prior to Alumni Week so that I could have had more time to hike or go visiting. For one solid week, I listened to no radio; I watched no TV; I read no newspaper, but I had a perfectly relaxed and intellectually stimulating vacation.

Although there are excellent restaurants in Santa Fe, I ate all my meals in the dining hall. Who would want to miss out on the dining hall conversations? As it should, the conversation never stopped. It went from class to dining hall to dormitories to coffee shop and back to class again, as it did when I was an undergraduate.

One of my most surprising and pleasant experiences was meeting Mrs. (Simon) Kaplan ((widow of the late Annapolis tutor) in the bookstore. She told me it was her first visit to Santa Fe because the altitude would have been too high for Mr. Kaplan to tolerate. Mrs. Kaplan's presence on the Santa Fe campus reinforced in a very real way the idea that St. John's is one college in two locations.

Up the ladder with Barbara Dorsey

Dishwashing? Don't knock it. It can be the first rung up the ladder.

Barbara Dorsey could no more have remained a dishwasher than she could stand still. Not with all her brains, initiative, and natural gift for leadership.

This is not where you will find her but how you can imagine her: as a sort of general, organized down to the last teacup, directing hundreds of helpers in the field, marshaling food for thousands, and having it served hot and tasty. You feel Barbara Dorsey could do that.

In actual fact, you can find her serving meals at St. John's College's cafeteria style dining room, watching proprietarily "all my children come down the line."

But only part of the time. As the result of her Horatio Alger rise, this 30-year-old employee of the Saga Food Service is all over the kitchen and dining room, supervising her 10 employees and numerous student aides, garnishing food, checking nutrition cards, reviewing menus, and generally preparing for the nearly 300 students who dine there.

IF ANYONE NEEDS a hand, she's there to give it, whether it's peeling a potato or grabbing a mop. "Anything I ask them to do, I'm willing to do," she says of her kitchen staff.

"I love my job, and I love the people with whom I work," Barbara said. "I guess St. John's my second home."

Technically her day begins at 10 a.m. She's usually there much earlier, checking the dining room to make certain everything is "super okay." It ends at 7:30 p.m. when she goes home — reluctantly.

To hear Barbara tell it, working for a food service is a piece of cake, even if it means coping with crisis. During the blizzard of '79, she was the only kitchen employee to appear when snow closed roads, and, aided by students, still managed to feed the student body. Not too long ago, when the Saga Food Service joined St. John's, she arrived to learn that three people had quit. "I almost had a heart attack that day."

Ever ready, she has been known to come to work, afflicted with bursitis, on crutches.

As the indispensable right hand assistant to Jim Krysiak, Saga's manager

Adler fills in for Aristotle

At 8:45 p.m., in the midst of Mortimer Adler's annual lecture at St. John's, the curtains of the Key Auditorium parted to reveal seniors frozen in a tableau representing Raphael's "The School of Athens."

As the prank which traditionally marks the lecture by the Chicago philosopher, the seniors had all the characters in place except one. Aristotle was missing. Paul Hartel, as a photographer-artist, discovered the absence while moving about on stage photographing the group. He then led Mr. Adler back to Aristotle's position, crowned him with a wreath, and presented him a Polaroid photograph to commemorate the occasion.

The prank, viewed as one of the most successful in a series stretching back 40 years, was the brain-child of Olivia Pierson and featured such seniors as Scott Buchanan, in striped bedspread, as Plato, and James DeMartini, in white sheet, as Socrates. Nathan Rosen was in charge of lights. There was much applause from the audience.

At nearly 80, no man to be ruffled by such an interruption, Mr. Adler philosophically went back to lecturing on "Beauty."



Barbara Dorsey checks a food list with Saga food manager Jim Krysiak.

Tom Parran photo

for St. John's, Barbara has never turned down a request from him, working if necessary on her days off to handle catering or other responsibilities.

Her efficiency does not go unappreciated by Krysiak. "She's super," he reported. "Without her, I would be here seven days a week. She takes over pretty much of the operational side of the place."

It's that kind of devotion that has helped her move from dishwasher, the position she held first when she came in 1974-75, to luncheon cook, to lunch and dinner cook, to head cook. Two years ago she became kitchen supervisor. There's a new chef, George Tucker.

A resident of 952 Sherwood Forest Road, Barbara Dorsey had her first experience with food preparation at about age 10 when she accompanied her mother to work in a Charles County restaurant. Her mother would get her to help cut lettuce or make hamburgers, and if Barbara didn't do it right the first time, her mother gave her a second chance.

SHE WAS A home ec major at La Plata High School, but left before her senior year to marry at age 17. The marriage ended in divorce, and she now is married to Franklin Benjamin Dorsey, a self-employed cement finisher. Late this winter they adopted a two-year-old boy, Santo.

She already has had lots of daily practice mothering youngsters who live next door and with whom she plays baseball and monopoly on a daily basis. To make it possible for her to continue at St.

Foreign Service tests rate high

St. John's has a far higher proportion of its students who pass the State Department's Foreign Service program than the national average, Marianne Braun, director of career counseling in Annapolis, has been informed by a State Department official.

Margaret J. Barnhard, chief of the recruitment program, has disclosed that of the 14 former or present St. John's students who took the examination last year, twelve passed the examination. This means that 86 per cent achieved passing scores as against the national average of 33 per cent.

John's, she has live-in help.

The separation from the college will be temporary, much to the gratification of students and fellow workers. "I'm charmed by her," St. John's senior Jonathan Gold, of Mobile, Ala., who appreciates their pleasant, casual relations, said. He's not the only student to sound Mrs. Dorsey's praises.

"She's a really lovely and wonderful person," Ellen Swinford, St. John's senior who supervises the student aides in the dining room, observed. "She's a very hard worker, and I sometimes wonder if this place could go on without her. She's been a good friend to me."

Besides helping at the President's Home, Barbara occasionally moonlights by assisting Annapolis caterer Rita Cohn.

"She's willing, competent, very much in charge of things," Mrs. Cohn remarked. "She can anticipate. She's unreal. She works until she's ready to drop, and her work does not show it. She is very professional in all aspects of food service."

Delattre on panel

St. John's College President Edwin J. Delattre has been named chairman of the Dallas regional panel of the President's Commission on White House Fellowships.

The commission is headed by Vice Admiral James Bond Stockdale, a senior research fellow at the Hoover Institute at Stanford, Calif., and a member of the St. John's Board of Visitors and Governors.

Since 1965 almost 300 outstanding young leaders have participated in the program, spending a year in Washington as special assistants to Cabinet officers and key White House staff members. Mr. Delattre will head a 15-member panel who will screen approximately 12 semi-finalists in that region.

Help is here

From Marianne Braun, career counseling director of the Annapolis campus, comes a reminder that alumni in search of former students who might possess information regarding particular career fields can receive help from her office. She has developed a growing file of names and occupations and will be happy to pass on information to those requesting it.

The way faculty learn called 'best in existence'

Almost every Thursday at 1 p.m. David Stephenson can be found with a small group of junior laboratory tutors in the coffee shop.

In a small academic huddle over sandwiches and coffee, the tutors discuss what for some is unfamiliar practical work or they attempt to clarify a problem of a text or they consider a possible new experiment.

At a similar session for junior language tutors, Brother Robert Smith meets with half a dozen tutors of French. Besides serving as an occasion to review pedagogical matters, it may be a time for reading and discussing French poetry and drama along with other material for the third year language tutorial.

Both Mr. Stephenson and Brother Robert are "archons," the Greek word for firsts and preferred at St. John's to "chairmen," with its conventional, departmental connotations. St. John's has no departments.

The weekly meetings most archons schedule is one way tutors learn from one another at St. John's. Currently in his second year at the college, President Edwin J. Delattre has been so impressed by the amount of cooperative learning among the faculty he has observed since arriving here that he commented upon it in a recent statement to the faculty.

"EVEN THOUGH our workloads are heavy, our methods of enabling tutors to learn from each other are probably the best in existence and would be widely emulated, I think, if known," he wrote.

"This may be the most positive contribution we can make to higher education broadly conceived."

The extraordinary amount of teaching and learning among faculty members springs from St. John's commitment to liberal education by way of a non-elective curriculum in which faculty members are expected to teach widely. Because they all teach in a single program and contribute to the overall learning of students, St. John's tutors welcome others to their classrooms as auditors. Older tutors are known to spend much time with newer faculty members.

"What this place has that is so special is a faculty with a uniform mission," Mr. Delattre said. "They stand for a program with a common goal in intellectual life. Because it works and because they are raising questions, they must constantly rely on one another's expertise."

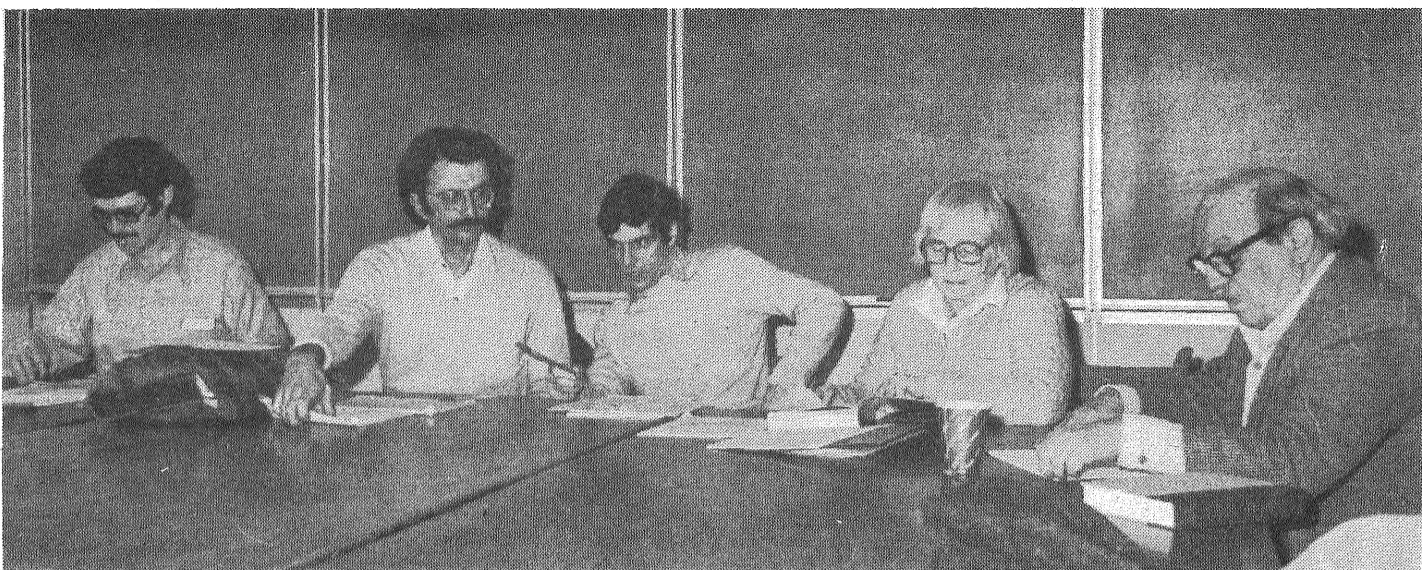
Since tutors are required to teach widely in the program, Mr. Delattre said older and younger faculty members naturally work together at St. John's. In comparison he noted the age division which can occur at a university where senior professors traditionally teach upper level courses or graduate work and younger professors customarily are engaged in lower level instruction.

ESPECIALLY HELPFUL to tutors new to the faculty, the weekly archon meetings extend through all levels of music and mathematics as well as language and the laboratory sciences. The term, "archon," originally proposed by the late Dean Jacob Klein, has its precedent. Plutarch was archon and priest of the Pythian Apollo at Chaeronea.)

"The faculty learn from one another by auditing each other's classes," Dean Edward G. Sparrow said. "This continues throughout their teaching career, particularly if they teach something new. It is essential, but we encourage it, and it always helps."

In Monday and Thursday night great books seminars younger tutors are paired with more experienced tutors.

In addition, there are three Saturday



Nicholas Maistrellis, senior laboratory archon, chairs a discussion among senior laboratory tutors who include, from

left, Robert Druecker, Mr. Maistrellis, David Guaspari, Barbara Leonard, and John Sarkissian.

Tom Patten photo

morning faculty seminars a year on a topic which interests tutors, which may be based on music or philosophy or comedy.

"We talk to one another, just as students do, we hope, somewhat more clearly and consistently, but none the less with the same spirit," Mr. Sparrow continued.

Individual faculty members regularly organize study groups. Currently there are four underway: a group in contemporary physics, led by Robert Raphael; one in Aristotle's *Politics*, led by Laurence Berns, and one in psychoanalysis and another in Aristotle's *Metaphysics*, for which Howard Zeiderman is serving as coordinator.

Customarily, the groups meet for one or two semesters, but there are exceptions. Another tutor, Wye Allanbrook, was responsible for a faculty study group which met to read Latin for over a period of five years.

Mr. Zeiderman has been particularly active in initiating such groups. Among those he has formed have been groups devoted to Husserl's *Cartesian Meditations*, to Heidegger's *Being and Time*, Wittgenstein's *Philosophical Investigations*, and to the work of a contemporary French philosopher, *Of Grammatology*, by Jacques Derrida.

One of Mr. Zeiderman's objectives has been to get tutors to look at modern books, not in opposition to the program, but in order that tutors may become more fully aware of them on their own. Groups are conducted like seminars and in his, anyone is free to ask the opening question.

There is no released time from teaching duties to participate in such groups. Both actual class time and preparation for these small scholarly sessions add considerable time to a tutor's already packed weekly schedule. A sizeable proportion of the 49 tutors actually teaching on the Annapolis campus this year take part.

There are other informal ways of learning, Mr. Sparrow pointed out. Tutors learn from each other through continuous conversation in the coffee shop, through their examinations of senior essays, through question periods after lectures, and even at faculty meetings when such academic matters as laboratory changes are being discussed.

In the last three years, the opportunity for faculty members to learn among themselves has been strengthened by a \$150,000 grant for faculty development from the Andrew W. Mellon Foundation.

Last year five faculty members were released from a third of their teaching

responsibilities to attend a study group on William of Ockham, a medieval logician whose influence has extended to the roots of modern philosophy.

Another five took part last year in a study of Einstein's general theory of relativity led by Professor Gordon Feldman of Johns Hopkins University's Physics Department. Students have been studying special relativity for 20 years, but the study group gave faculty members the next step and a larger context in which to place the relativity theory.

In addition, the Mellon grants gave 20 tutors released time to audit classes or to pursue their own project of individual study. Individual work ranged widely. Among those engaged in special projects were Douglas Allanbrook, who was able to

complete the writing of his seventh symphony; Eva Brann, who made a study of James Madison and subsequently lectured on him at the University of Dallas, and Michael Comenetz, who worked on Gauss's *General Investigation of Curved Surfaces* as well as another work of Gauss.

What St. John's has learned to do, Mr. Delattre feels, could be adapted at a departmental level at other colleges and universities, not only within departments but in inter-departmental discussions of distributive requirements in general education.

As a comparative newcomer to the St. John's community, he remains impressed.

"There is a lot of faculty cooperation at St. John's," he noted appreciatively. "There's no place like this."

Introducing the board Ex-treasurer now member

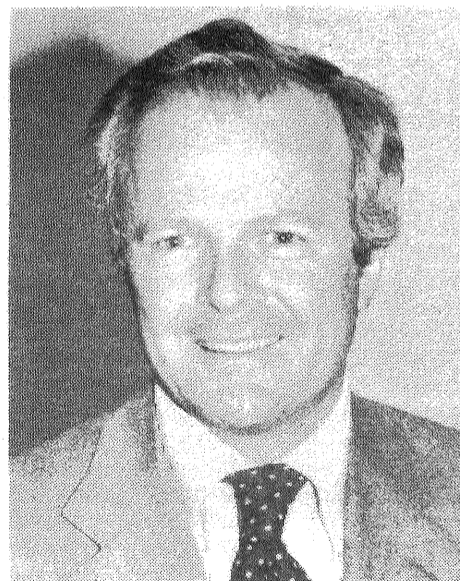
John H. Dendahl is a former St. John's treasurer and business manager who moved to Massachusetts last July to become vice-president and controller of the Thermo Electron Corporation.

Born and educated in Santa Fe, Mr. Dendahl was graduated from the University of Colorado at Boulder in 1961 where he earned degrees in both electrical engineering and business. He served two years as an engineer with the Eberline Instrument Corporation before becoming treasurer and business manager of St. John's in November 1963.

Early in 1966 he joined the Golden Cycle Corporation in Colorado Springs, a real estate development, as vice president. In 1967 he rejoined Eberline and served in various capacities, finally becoming president and chief executive officer in April, 1975, and chairman of the board in February, 1978.

The father of five daughters, he has served as a director of the Santa Fe Preparatory School, the Sangre de Cristo Girl Scout Council, and the United Fund of Santa Fe County. He also has been a trustee or director of the Opera Association of New Mexico, Santa Fe Opera Foundation, First National Bank of Santa Fe, and ROMCOE, Center for Environmental Problem Solving.

Mr. Dendahl joined the Thermo Electron Corporation last July and, with his family, is residing in Concord, Mass.



JOHN DENDAHL

Goldwin author of book chapter

Former Dean Robert A. Goldwin, '50, now a member of the Board of Visitors and Governors, is the author of a chapter which appears in *Ethics in Hard Times*, a publication of the Hastings Center Institute of Society, Ethics, and the Life Sciences. Mr. Goldwin writes on "Rights Versus Duties — No Contest" in the book, edited by Arthur L. Caplan and Daniel Callahan.

Outspoken advocate, Barr was man of ideas

(Continued from P. 1)

expressed his concern about the possibility of global atomic warfare.

"Only a sovereign nation needs atomic bombs to coerce it," he wrote in September, 1945. "Where citizens instead of nations are in the sovereign units of society, no such bombs are needed to coerce them."

BUT HE WAS sceptical, too, noting tersely:

"To trust any league, alliance, association or treaty among sovereign nations to outlaw the production or use of atomic bombs is to trust swamps to cease producing mosquitoes."

After leaving St. John's he became in 1948 president of the Foundation for World Government. An activist, he signed an appeal to President Harry Truman calling for amnesty for convicted U.S. Communist Party members.

During the Vietnam War he joined 5,000 college and university teachers in signing an 86-word petition urging the Johnson Administration to work for neutralization of North and South Vietnam.

He wrote 11 books, including a novel, *Purely Academic*, a satirical novel on American college education which reached *The New York Times* best seller list in five weeks. The *Times* called it an "acid critique of college life." Among the others were histories of Europe and Greece, a cookbook, and a children's book — *Copydog in India*.

The Will of Zeus was published while he was serving as professor of humanities at Rutgers University from 1955 to 1964. A biography of the 19th century Italian nationalist, Joseph Mazzini, was published while he was teaching at the University of Virginia. His 1949 book, *Pilgrimage for Western Man*, was a plea for a world state.

A **SMALL PAMPHLET**, *Let's Join the Human Race*, dealing with the world's economic and political problems, resulted in a 1952 cover sketch of Mr. Barr on *The Saturday Review*. Justice William O. Douglas termed it "one of the most important-political tracts of our time." With major attention directed to underdeveloped nations of Africa, Asia, and the Middle East, where Mr. Barr had traveled widely, it eventually ran to 234,000 copies and was translated into several languages.

"Since it attacked American foreign policy without first insulting Stalin, I had the devil of a time getting it published," Mr. Barr said at the time.

"But I hoped that, even during the Cold War, I might get at 5,000 people or so. The pamphlet has now run to 200,000 and is still going strong. The problem that interests me is less why our relations with Russia are bad, but why our relations have gotten steadily worse with a couple of billion people who for some curious reason are neither Russian nor American. Why, in short, everybody is out of step but us."

Mr. Barr was concerned in part with education because he was concerned with democracy. He was fond of saying, "When I was a young man I remember Dean Inge of St. Paul's Cathedral in London saying Rome was destroyed by the barbarians. We breed our own. We cannot make that mistake. We must rid ourselves of the arrogance of not listening to the wonders of the ages because we don't understand it."

THE CONCERN never left him. In a 1966 speech at the College of St. Scholastica, Mr. Barr said liberal arts were "the arts of thinking and writing, of speaking and listening, of thinking."

"We substituted," he told his audience

there, "a mixture of proliferating subject matters, alleged facts, and pre-professional training, spiced with semi-professional athletics and college activities." The end result, "glued together with survey courses, is higher illiteracy, certified by the degree of bachelor of (liberal) arts."

The son of an Episcopal clergyman and the grandson of another, the Rev. Frank Stringfellow, for whom he was named, Mr. Barr was born in Suffolk, Va., in 1897.

It was of his grandfather, a famous Confederate Scout, that Mr. Barr wrote: "Living with him was like being with Oliver Cromwell. He always prayed to God when in a pinch, and God always came across. His method worked whenever he got into a tight jam in the war. He was captured, imprisoned, condemned to death, but always got off."

After attending seven schools, he entered Tulane University in New Orleans at the age of 15, remaining there for a year and then transferring to the University of Virginia, where he earned his bachelor's degree in 1917 and his master's. At that time it was his intention to teach English literature.

HE TOOK PRIZES for composition and oratory, was elected to Phi Beta Kappa, and won a Rhodes scholarship, but his appearance at Oxford University was delayed during 23 months of war service with the Surgeon General's Office.

Entering Oxford in 1919, he remained for two years, changing his specialty to history, but he finally got fed up with the study there altogether and left with an Oxford BA, not the doctorate of philosophy for which he came, a degree instituted, he said, "to catch the American trade."

It was at Oxford that he met another Rhodes scholar, Scott Buchanan, who came to St. John's with him as dean. Even then they discussed the possibility of starting a boys' school.

Upon leaving Oxford, he married in 1921 a rabid Anglophile, Gladys Baldwin, a girl of American birth whose father taught at Oxford. He had met her in the U.S. while he was in uniform.

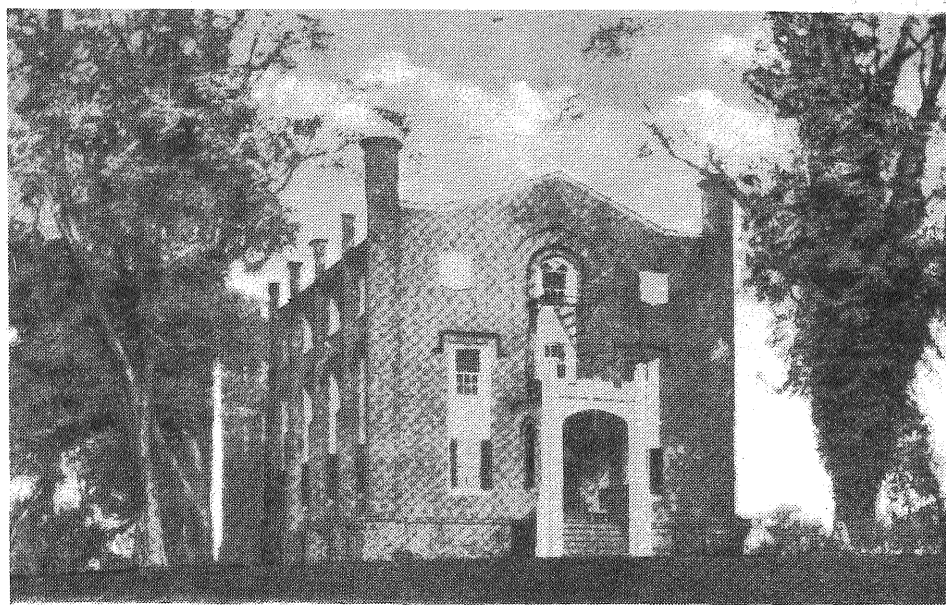
After Oxford he was a member for a short while of the staff of the Paris edition of the *New York Herald*, which he claimed "had all the mores of a small town newspaper." He specialized in obituaries. "I got so I could interview a corpse."

He studied at the Sorbonne in Paris, at the University of Ghent under a reciprocal scholarship from the Committee on Relief in Belgium, and was able to present a thesis at the University of Zurich for his doctorate when his father's illness and death brought him to this country in 1923.

AFTER DOING some private tutoring in French, he joined the University of Virginia in 1924 as an assistant professor of history. In six years he rose to full professorship and became a campus legend. At the age of 33 he was mentioned as the likely successor to the presidency of the university. Before he had settled in his mind whether he would accept an offer, the appointment went to someone else.

During his 12-year stay at Virginia, he became editor of *The Virginia Quarterly Review*, a literary magazine, and wrote frequent editorials for the *Norfolk Virginia Pilot*. He also generated with Buchanan, who had joined Virginia's faculty in 1929, plots of rebellion against the elective system.

The year before coming to St. John's, both Mr. Barr and Mr. Buchanan were on leave at the University of Chicago, where their work together resulted in a new concept of college education. At St. John's



It can't be! But it is: Humphreys in the old days. Theodore L. Brownyard, of Silver Spring, Md., found this postcard view at a flea market in, of all places, Eustis, Fla. Any alumnus who can date the building is asked to write the editor. We'd like to know when Humphreys looked like this.

Turner is new director

Robert P. Turner, Jr., has been named director of community relations for the Santa Fe campus to succeed Mary Branham, Provost J. Burchenal Ault has announced.

Miss Branham has announced her candidacy for Secretary of State of New Mexico. Currently associated with the college on a part-time basis, she will leave St. John's following commencement exercises in May.

Mr. Turner for seven years was director of continuing education at the College of Santa Fe, a program he founded in 1970. While there he also was an instructor in Latin American and Iberian history and served one year as coordinator of the CSF's college program in the New Mexico State Penitentiary. He holds a

master of arts degree from the University of New Mexico and a bachelor of science degree in engineering from Princeton University.

He has been prominent in civic work in Santa Fe, helping found the Council on International Relations and serving as its first president. He was one of a group of citizens who planned the transition of St. Vincent Hospital to community control, and he was elected vice-chairman of its first Board of Trustees.

In recent years, as president of the Old Pecos Trail Association, he was an advocate for a strong water board during franchise negotiations between PNM and the city. He is a member of the Historical Styles Committee and the City Planning Commission.

Mr. Barr described his own function as the "creation of conditions" under which Mr. Buchanan could carry on the program.

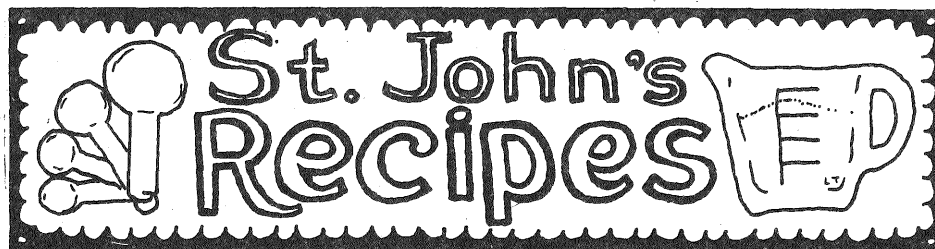
During his presidency St. John's was threatened on two occasions to be dispossessed of its campus, once by a housing authority and again by the U.S. Naval Academy, both of which coveted the college grounds for expansion.

Feeling that the Navy had not provided sufficient assurance against future attempts to absorb the campus, Mr. Barr left in 1946 to seek a site for a new college. A \$4,500,000 grant was made for the project through the Old Dominion

Foundation by Paul Mellon, who had been a student here, but the college did not materialize.

AFTER ST. John's he returned to Charlottesville, where he headed the Foundation for World Government and taught political science as a visiting professor at Virginia.

His wife died in 1977. In May, 1979, Mr. Barr moved from Kingston, N.J., where he had retired. His body was cremated, and his ashes will be buried in a service at the family burial ground at Cismont, Va., on Easter Saturday, April 11.



Kate Lissauer, Westminster, Md., senior on the Annapolis campus, offers this recipe which she informs us is reprinted from *Thus Ate Zarathustra*:

ZARATHUSTRA'S ZUCHINNI BREAD

Mix 2 cups sugar, 1 cup oil, 2 cups grated zucchini, 3 eggs, 3 tsp. vanilla.

Sift 3 cups flour, 3 tsp. cinnamon, 1 tsp. salt, ½ tsp. baking soda, 1 tsp. baking powder.

Combine with first mixture and add 1 cup of nuts.

Put in two greased and flowered pans and bake one hour at 350 degrees.

That's your basic recipe. To raise the bread to super-recipe heights beyond conventional expectations, add 1 cup crushed pineapple, well drained, ½ cup

raisins, and only 1½ tsp. cinnamon.

From Mariam Kalis, GI '75, of Grand Forks, N.D., comes this recipe for:

DAVID HUME'S SCOTCH BROTH

3 lbs. lamb or mutton, any cut, cubed; enough water to cover lamb, 1 tsp. salt, ½ cup pearl barley, 2 carrots, diced, 2 turnips, diced, 3 onions, ½ cup chopped parsley.

Place lamb or mutton in deep kettle or Dutch oven and cover with water. Add salt. Bring to boil and reduce heat to very low. Skim off fat whenever necessary. Simmer, covered, for an hour. Add barley and vegetables, except for parsley. Continue simmering, covered, for another 1½ to 2 hours. Skim fat from soup. Before serving stir in parsley.

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DATE DUE

Let us

Weigle goes to St. Mary's

St. John's President Emeritus Richard D. Weigle has accepted the interim presidency of St. Mary's College in St. Mary's City, Md.

The Board of Trustees named him to that position on February 6. Dr. J. Renwick Jackson, Jr., had resigned the office.

Mr. Weigle, who turned 70 on March 9, will continue to divide his time between Annapolis and St. Mary's College, where he will be in residence several days a week.

The board is expected to begin its search for a permanent president some time this spring.

The southern Maryland college of 1,300 students had grown during Jackson's tenure from a community college to a four-year, residential state college specializing in liberal arts.

Dr. Weigle served as president for 31 years at St. John's prior to his retirement in 1980. He has been a member of the St. Mary's board for the past four years.

Blocs of rooms are on reserve

Blocs of hotel rooms have been reserved two nights for alumni planning to attend Homecoming October 1-3. Listed with the cut-off date for making reservations, they are:

Holiday Inn — Ten rooms, call Marge Watras (301-224-3150), Sept. 17; Hilton Inn — Twenty rooms, call Sue Agan (301-268-7555), Sept. 10; Maryland Inn — Ten rooms, call Norma Foster (301-263-2641) Sept. 10; Thrift Inn — Ten rooms, ask to speak to Mary (301-224-2800), Sept. 2.

Alumni interested in a more personal, Maryland version of bed-and-breakfast may write an alumna, Cecily Sharp-Whitehill, '64, who recently began a new business. Write to: Sharp-Adams, Inc., Gentry Court, Annapolis, Md. 21403. The phone number is (301) 269-6232.

Wilson to be at Princeton in fall

Curtis Wilson, assistant dean on the Annapolis campus, has accepted an appointment as a visiting member of the Institute for Advanced Study at Princeton for the 1982 autumn semester.

An historian of science, Mr. Wilson will be writing on a question in the history of astronomy, the problem of the long-term inequalities of Jupiter and Saturn, which was at length resolved by the

French mathematician, Laplace, in 1785.

Mr. Wilson, a former dean and former member of the faculty at the University of California at San Diego, has written extensively in the history of 17th and 18th century astronomy. He recently chaired a session on 17th century astronomy at the annual meeting of the History of Science Society in Los Angeles.

Let's get those percentages up!

The news is good, but Frank Marshall wants to make it better.

By March 1 the number of alumni contributing to the annual fund campaign was 689, representing an 150 per cent increase over the average number of alumni who have contributed during the same period over the five previous years.

On March 1 gifts totaled \$53,415, representing a 96 per cent increase over the average for the past five years. It is 250 per cent higher than last year.

Among St. John's 3,300 alumni, the percentage of donors averaged 21.6 during the last five years, about average for your ordinary, garden vegetable sort of college.

"But that isn't good enough," Mr. Marshall, who is heading the Alumni Annual Fund Campaign in the East, believes. "We think St. John's deserves a proportion of 30 to 35 per cent that would put the college where the better liberal arts colleges are. We still need 311 donors to get to 30 per cent by June 30 and 511 donors

to reach 35 per cent."

The size of the contribution isn't always as important as the number of contributors itself, he noted. "Foundations and major donors don't always ask how much your alumni gave, but they are very interested in what percentage contribute," Mr. Marshall explained. "That figure is extremely vital."

None the less, money is also a consideration and a goal. This year alumni are shooting for \$75,000, their biggest goal yet. To help with the drive, alumni will hold a Class Captain Day for potential, current, and former class captains beginning at 10:30 a.m. April 17.

President Delattre will welcome them over donuts and coffee in the private dining room. The morning will include an hour-long training session led by Mr. Marshall and Ann Cruse, director of development, and an opportunity to tour the recently refurbished and enlarged Paca-Carroll Dormitory and Randall Hall.

Students to issue yearbook



Yearbook editors Tracy Mendham, left, and Cynthia Keppel go over some copy together.

Tom Parran photo

For the first time since 1953, St. John's College will have a yearbook.

"St. John's is such a pretty place, and there's so much that goes on you don't remember without pictures," remarked its editor-in-chief, Cynthia Keppel, Lorton, Va., sophomore, who edited a prize winning yearbook in high school. "It lends itself to photographs."

For assistant editor Tracy Mendham, of Lyndeboro, N.H., the reason to publish one is simple. St. John's should have a yearbook for the same reason any school has one.

"I'll remember St. John's a lot longer than I'll remember high school, and I have my high school yearbook."

The yearbook was their idea together with that of another sophomore, Melinda Rooney, of New Castle, Del. They talked it over with Dean Edward Sparrow and President Delattre, who were enthusiastic, and then went to work, organizing a staff that includes at least three experienced high school yearbook editors: Dan Knight, who will handle advertising; Marlys Pearson, who is in charge of the underclassmen sections, and John Schillo, who, along with Chris Marks, is responsible for small groups.

Because the staff felt it important to include photographs of commencement and Reality, the book will not appear until summer. It will be hardback and printed by a firm specializing in yearbooks. The cost will be \$10. (In ordering copies, alumni should send an additional \$1.50 for handling. Orders should be addressed: Yearbook, St. John's College, Annapolis, Md. 21404).

Some of the photography will be in color. Since the student body has a number of good photographers, there has been no dearth of experienced photographers. Alex Middleton is serving as photography editor, and Ed Sauer is in charge of senior photographs. Pictures also are being supplied by Jan Feldman, Todd Reichart, James Gosselink, James Hyder, and Peter Green.

Almost all the work is being handled by underclassmen. Kate Lissauer, of Westminster, Md., is the only senior on the staff. She will serve as senior editor. Mr. Gosselink will be in charge of faculty-staff photography and lay-out and Jeff Dunsavage of student life. Mark Pothier and Rob Crutchfield are assisting with art work.

The Gadfly, the student weekly, is sharing its room in Mellon Hall with the yearbook people.

College fees rise to \$9,300

In an effort to keep tuition and fee prices as low as possible despite rising costs, St. John's will increase its total college fees by 9½ per cent to \$9,300 for the 1982-83 year.

The Board of Visitors and Governors has approved increases for tuition, room, and board. They will go to \$6,700, \$1,150, and \$1,450, respectively.

Currently they are \$6,000 for tuition, \$1,100 for room, and \$1,300 for board, or a total of \$8,400.

President Edwin J. Delattre said that tuition and fee increases are always burdensome to many students and their families. He added that the actual cost of education of a student at St. John's this year is approximately \$12,000, \$3,600 more than the tuition and fee charges.

"The difference is made up by the generous gifts of benefactors of St. John's and by investment income from the permanent endowment of the college," he said.

In its efforts to restrain increased prices to students, Mr. Delattre said St. John's would continue to do its best to raise endowment and other funds to be applied to overall education costs.

Van Luchene gets GI post

Stephen R. Van Luchene, who resigned as admissions director of the Santa Fe campus in January, will become the new director of the Graduate Institute on the western campus, President Delattre has announced.

He will succeed David Starr. Mr. Starr will continue as director through the 1982 summer session and then go on a year's sabbatical leave before resuming his teaching duties on the Annapolis campus.

Mr. Van Luchene served as admissions director for two and a half years. A tutor at St. John's since 1973, he studied English literature at Arizona State University, where he graduated in 1969, and at Notre Dame University, where he specialized in 19th century English literature and received his master's and doctoral degrees in 1971 and 1973.

He is the author of a book, *Essays in Gothic Fiction: From Horace Walpole to Mary Shelley*, a book which examines five early Gothic romances.