

THE

GADEFLY

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THE ST. JOHN'S COLLEGE STUDENT WEEKLY

SEPTEMBER 22, 1980

The following is Mr. Delattre's inauguration speech at the Annapolis Campus to students, faculty, friends and guests.

"THE DUTIES OF HIGHER EDUCATION TO AMERICA"

Members of the St. John's College Community
and Honored Guests:

When a nation undertakes by an act of its own volition to achieve an educated public -- because it is convinced that individual human beings have the right to life, liberty, and the pursuit of happiness, and because it has the courage to practice an experiment in governance of, by, and for the people -- the risks of confusion about what an educated public is and about what the mandate of educational institutions shall be are very great. In America, we are running these risks -- to our credit, for they are noble risks to take -- but we do not always run them wisely or well. Accordingly, I have chosen this opportunity to speak to the duties of higher education to America.

There is at present, and traditionally has been, more or less widespread despair over the state of American education, both in the schools and in colleges and universities. But despair is a form of self-indulgence we cannot afford. It is better to be instructed by the insight of Catherine Drinker Bowen in perceptively describing the diligence and will of James Madison and George Washington before and during the Constitutional Convention at Philadelphia in the summer of 1787. These men knew, she explains, that the situation then was too serious for despair. So, too, with American education today: the situation is much too serious for despair.

The seriousness of the American educational scene emerges in part from the immensity of the challenge we have set for ourselves as a country. But it is also rooted in two elemental mistakes into which education generally, the broader public, and the American government have fallen.

The first error is in believing that the education of the public is coextensive with public education or with formal education. This falsehood implies first that independent institutions have no central place in the education of the public, which is historically false. More important, it implies that schools, colleges, and universities can be expected to fulfill the educational responsibilities of families, churches, legislatures, courts, communities, the media, and adults generally in public and private life -- expected, that is, to be entirely responsible for teaching and learning. Schools and colleges cannot, of course, fulfill any such expectation; in fact, when they are unable to rely on fam-

ilies, communities, and others to teach in the home and in public, lessons of respect for learning, for discipline, for self-control, for the law, and for people, schools and colleges cannot by themselves fill the educational vacuum which inevitably results.

The second basic mistake is in supposing that because we are committed to the education of the public, formal education must be everything to everybody, must seek to satisfy the transient and even trivial interests of every individual or group of individuals, however ideological or self-interested, no matter what. Education has no such obligation; to suppose that it does is to promote its destruction through progressive collapse into preoccupation with the immediate gratification of the most fleeting wishes of the very students whose inexperience and naiveté make them especially deserving of more respectful and demanding instruction. Education cannot give everything by asking nothing, for if it asks nothing, demands nothing, stands for nothing, it has nothing left to give.

The issue of what duties education does have is joined by Mortimer Adler and Milton Mayer in The Revolution in Education, where they write:

"Education needs to know what it is doing and why, and to be aggressive about it. 'The keystone in the arch of our government,' Jefferson called it. What the thinking of the past was able, at its best, to do for some, the thinking of the present must try to do for a society of all." (p. 34)

What, then, is education, particularly higher education, to do, and why? What is education to stand for, and to stand for aggressively? What, that is, can education rightfully be expected to do for a society of all?

The principal educational birthright of every child born in civilized society is the opportunity to learn to use his or her mind resourcefully -- with precision, rigor, and imagination. The opportunity must be designed to advance the achievement of personal competence in the practice of human life and the capacity to recognize competence or the lack of it in others.

Now in practice, as every teacher knows, few opportunities are greeted with a less cordial welcome

than this one. We need only to recall the reward of Socrates for his efforts to combat the intellectual and moral complacency of his fellows to appreciate how very unwelcome the opportunity to learn to use a mind reliably can be. The opportunity is unwelcome in part because it is intolerant of laziness and even more because it strikes at the heart of human vanity.

Perhaps no better account of this vanity, this arrogance which struggles against the idea that trustworthy and penetrating uses of mind and thought must be learned, can be found than the ironic sentence with which Rene Descartes begins his Discourse on Method. There, in prescribing "the Method of Rightly Conducting the Reason and Seeking Truth...", Descartes writes:

"Good sense, is of all things among men, the most equally distributed, for every-one thinks himself so abundantly provided with it, that those even who are the most difficult to satisfy in everything else, do not usually desire a larger measure of this quality than they already possess." (p. 3)

For all that has changed since Socrates was executed in 399 B.C. and since Descartes published the Discourse in 1637, the widespread contentedness of humanity with its own good sense surely has not. The nearly idiomatic refuges from careful, rigorous thought, so common in everyday discourse, testify with a vengeance to the fact that we have not changed. The sanctuaries from the need either to think hard or to learn to think well include such commonplace phrases as "I have a right to my own opinion," and "Well, who is to say?"

Of course we have a right to our opinions, but more important, we have the freedom to decide which opinions we shall have. The right to an opinion is not nearly so striking or important as the freedom to test opinions by objective standards of evidence, to seek by means of our right to an opinion to reach opinions that are right. Only diligent effort and careful thought can yield truthful opinions supported by real evidence; taking refuge in the right to an opinion is normally a way of expressing satisfaction with what one believes, however unreflectively, and of declining to think through the rightness of one's opinions. On balance, if education settles for the right to opinions and neglects the instruction basic to reaching opinions which are right, it will have settled for much less than half the loaf.

The same considerations apply to the question, "Who is to say?" The question masquerades as an implicit defense of tolerance of the views of others, but the masquerade deserves to be challenged. In fact, the question is a rhetorical device for bringing to a halt serious reflection about right and wrong conduct, practices, and policies. It amounts to a merciless attack on thinking itself, for it denies that considered views are better than unconsidered ones, and it advocates abnegation of the responsibility to deliberate conscientiously before making decisions about how best to behave. Phrases such as these are the guardians and protectors of the human vanity Socrates and Descartes understood so well, and they deserve no comfort from the educational community.

Thus, both contemporary experience and human history teach the lesson that we are inclined to place inordinate confidence in our own undisciplined thoughts. We are inclined to attribute credibility to our own dear selves.

Any system of education, any school or college, which does not stand actively for intellectual humility, which does not stand unmistakably for

the irreducible importance of learning to use a mind, which cannot or does not resist the temptation to yield to human vanity on this score, is intellectually bankrupt and faithless to its public duties.

Yet the power of the temptation for colleges and universities to give in, and to let the schools give in with them, is immense. Some of the tempting appeals are well-intentioned: "We must teach what interests students, for then they will study hardest and learn the most. And, we must offer whatever studies our students, actual or prospective, say they need, for these will be relevant to their lives." Other arguments more obviously serve the short-term interests of institutions themselves: "We must offer courses which will attract students for enrollment is required to balance the budget. We must broaden our course offerings in a time of declining enrollments to compete for a larger share of the student market and to survive in the face of other institutions which are doing the same."

Both types of appeal, for better or worse, fail. To teach whatever interests students, and to settle for that, is to forsake the idea that there is anything essentially worth teaching or learning and to deny that there are any interests which education ought to encourage. It is to reduce education to fancy, fashion, and whim. The methods of science, the lessons of literature, the problems of philosophy, the meaning in human experience, the function of institutions -- the very subject matters in which a mind becomes disciplined are sacrificed to whatever byways of study students feel to be interesting. Acquiescence in this sacrifice amounts to testimony that neither a mind which is equipped for the practice of human life nor the studies which can so equip it are important. This is no lesson to visit on students. As Alexander Meiklejohn observed in writing about students nearly seventy years ago, "To be perfectly frank about the whole matter, I believe that in large measure our pupils are indifferent to their studies simply because they do not see that these are important." The duty of higher education is scarcely to admit that demanding studies which teach the most compelling achievements of humanity in our own and other times and give access to the habits of mind which constitute civilized intelligence, are unimportant when compared to idiosyncratic desires. It is rather to accept the challenge, the burden, of showing how very important they are.

The appeal to relevance is equally unpersuasive, for in practice it has led to the reduction of teaching to training in specific skills which are not adaptable and which rapidly become obsolete in the presence of advancing technology. Such a shortsighted vision of relevance pays no heed to the utility of learning how to learn, and so, while it promises the greatest immediate utility, it seldom delivers.

The arguments for institutional survival offer even less that is compelling. It is not the purpose of institutions merely to survive, but rather, in the case of education, to provide instruction which does not glorify the trivial. Some institutions are clearly prepared to survive to death, that is, to destroy their capacity to treat students seriously by succumbing entirely to quickly outmoded fashions. These institutions are, at the same time, unlike to look beyond their own immediate financial needs to the broader national issue of how higher education can be financed generally with the greatest advantage to taxpayers, to students, and to the country as a whole.

The colleges and universities which continue to undercut the curriculum in order to secure financial gains will fail to contribute to healthy dia-

logue in educational and political arenas about the best ways to achieve the pedagogical and financial ends of instruction. Instead, like the political factions whose effects Madison sought to control, they will continue to disregard the public good and to seek their own security at the expense of students who deserve better.

Now given the duty of higher education to demonstrate and affirm the value of rigorous study, to show in practice the point of diligent reading, writing, experimenting, translating, and conversing, to stand for the habits and skills of a useful and reliable mind, how is it to fulfill its rightful charge?

The answers lie in the substance of the programs of study and the nature of the teachers in higher education.

No one has ever successfully demonstrated to the educational community that one particular program of study provides the greatest likelihood of broad literacy and astute reflection among students. It is possible to identify students who have emerged with mature habits of mind from highly diverse programs of study in both two-year and four-year institutions of higher education. Yet while the programs of study differ, they have specific characteristics in common.

First, they emphasize careful study of books which can stand the test of thorough scrutiny, books whose mistakes as well as truths reveal the marks of sustained thought. The programs never allow libraries to be sacrificed for mere "media centers." Second, they provide opportunities for students to work closely with teachers and with fellow students; they generate by regular, discursive association a community of inquiry, the context in which minds come truly to life. Third, they are attentive to the fact that the habits of a disciplined mind have application in the totality of human experience; they do not permit narrowness of mind or the reduction of mind to a mere means, for example, of securing employment. That is, they treat the life of the mind as an ongoing life, inseparable from the whole domain of human action. Fourth, they insist that education can neither be given nor received like a gift, and they teach that students must "reach for it with themselves." They do not treat multiple choice tests as objective and essays as subjective but exactly the opposite. They are based on the recognition that a reasoned essay, an essay in which conclusions are built on considered evidence, exhibits a level of objectivity which is inestimably beyond anything which can be achieved by multiple choice or single word answers. Sixth, they expose students to the broad range of tools of inquiry and discovery known to humanity; to the multiple ways by which we are able to learn and to know. But above all, the programs of study that really work rely on the efforts of teachers worthy of the name.

Teaching is an art. It is at once the most demanding and the most dangerous of all arts. It has fallen into disfavor in some quarters in America, partly because of prejudices expressed in such phrases as, "Those who can, do; the rest teach;" partly because of public suspicion that anyone who would work for a teacher's salary cannot do better; partly because of the glorification in some universities of research, scholarship, and publishing at the expense of teaching; and partly because of the undeniable fact that some teachers are just not very good at it.

Education is responsible to fight the prejudices, to restore teaching to its rightful place of honor in academic institutions, and to exercise the courage of insisting that tenure for teaching faculty

be awarded on considerations of merit in the classroom.

But what of the art of teaching, its demands and its dangers? We should recall that before the word "pedagogue" came to be associated with pedantry and dogmatism, it had a positive and powerful meaning: a person serving as a guide and leader for children. The teacher as artist, the teacher worthy of the name, must deserve to be entrusted with the responsibilities of leadership in the presence of students - children, youths, or adults. The teacher must have what real teachers have always had -- as William Arrowsmith puts it, "a care and concern for the future of man, a Platonic love of the species, not for what it is, but what it might be."

And it is here that the demands and dangers of practicing the art of teaching are most evident: The teacher, like Socrates, must embody, must be the living exemplification of, the largeness of mind, the depth and breadth of understanding and vision, to which the student is expected to aspire. And in his or her work, the teacher must exhibit the vitality of a continuing aspiration to become more competent and more wise. Teachers who fail in this embodiment visibly put the lie to the importance of their students' work; they jeopardize the integrity of formal education by endangering its capacity to make educational opportunity genuine and compelling.

Of course, teaching is much more than demands and dangers. At its best, teaching provides the continuing opportunity for self-improvement through study. But its greatest reward is in the activity itself, the activity of participating in the maturation of successive generations of human beings to the point where they love the world enough and understand it well enough to take responsibility for it, in their turn. A vivid sense of this activity is the definitive mark of the teacher as artist, for in this sense resides the awareness of the fundamental aims of teaching -- the forming of mature adults and the future.

The fulfillment of these principal obligations of higher education -- to stand for the qualities of mind which bring us to our highest achievements in the conduct of human life -- is possible for us. If, of course, we put our minds to it.

Thank you.

Edwin J. Delattre

Lecture Review

by Annette Schultz

Considering Madison's importance in the formulation of the United States Government, relatively little is known about him in comparison with some of his contemporaries such as Jefferson. Mr Bennett lectured on the virtues of Madison's character, elevating him to heroic proportions not so much out of admiration for his ideas, which went almost unexamined, but because Madison embodied virtues "peculiar to ourselves as a people" and thus deserves our patriotic attention. The lecture focused on Madison as a young man: the period roughly between 1771-88. According to Mr Bennett he knew more before enter-

ing college than we will when we leave it. He loved books and read the Great Ones. After receiving his degree at Princeton, he took another year to prepare for political life, studying Ethics, Hebrew, Theology and Philosophy. He immediately began his political career, demonstrating the appropriate heroic qualities of patience, clear-headedness, and determination. Although an unimposing man, he commanded great respect as a speaker, revealing his grasp of previous thinkers and his insight into the issues of his time. Towards the end of the lecture Mr Bennett eulogized Madison's social virtues and read portions of lofty correspondence between Madison and his close friend Jefferson. The lecture ended with the hopeful comment that men of equal heroic stature may move men with their ideas as Madison did if given the proper education and intellectual climate.

In question and answer period Mr Bennett, when pressed said that Madison should be recognized as a hero for our own sake; you remain alien to yourself if the people and ideas that have gone into making your culture are unknown to you. This, he said, was the point of his lecture.

The discussion during question and answer period was not very fruitful or at least had an unpleasant edge. Judging from the tone of the questions, I sensed a dissatisfaction with the lecture - perhaps an attempt to seek depth and abstraction where it was inappropriate. If this is true, the fault was not in the lecture but in the listener who failed to appreciate the simple but important point Mr Bennett was making and to enjoy a delightful lecturer.

Dear Friends,

As you may have noticed, I'm not there (here?). I'm not sure when I'll be back, nor in what capacity (student or visitor), but I'd like to thank you for your love and help.

While I'm away, I'd like to keep in touch. If you'd like to write, my address is:

148-09 Northern Blvd.

Apt. 1 G

Flushing, N.Y. 11354

Best of luck to you all.

Love,
Stuart Kaufman

Alumni

ALUMNI STUFF

by Harry Zolkower

They came in droves from everywhere and from all walks of life. They were, are, and always will be - Johnnies. Alumni Johnnies. From Bunny Gesner, class of '27 to Marjories Allison, class of '80.

Some alumni had a great deal to philosophize, preach, and complain about, while others chose to remain silent.

Two alumni, Philip Holt '69 and Charles Ellesworth '49, gave an impression that there is a need for stronger ties between the alumni and the college community.

Said Mr Holt: "It's like being divorced, when I became an alumnus. I've been waiting for communications to open up again."

Mr Ellesworth added: "As time gets further away, the more I've tried in vain to keep up with the college community."

When some alumni were asked what St John had given them, their replies were diverse.

Philip Holt '69: "St John's helped me in thinking, organizing thoughts, gathering evidence, lecture skills, and an enthusiasm for the classics."

Peter Kellogg-Smith '43: "As an inventor St John's helped me in many ways. One time I applied Apollonius' Conic Sections to a problem involving a plastic sheet on a boat. It had taken six men to bend the plastic while one bolted it down, until I discovered a way, by use of Apollonius, to be able to have just a single man do the entire job with little difficulty."

Charles Ellesworth '49: "I constantly think about things from my St John's experience as well as my former classmates. Once a month in Chicago a group of alumni hold seminars on the same material as the college does. And this discovery was a pleasant surprise to me. It shows that my former classmates and other alumni are still learning."

And of course the most frequent question put forth to an alumnus - "Is there life after St John's?" - was asked. Harold Baur '55 answered the question without hesitation:

"Life is what you make of it."

It snowed. One by his conquest was defeated.
 For the first time the eagle bowed his head.
 Sad days. The emperor drew slowly home
 Leaving behind him smoking Moscow to burn.
 It snowed. Bitter winter in avalanche
 Came swooping. Beyond a white sward
 Another white sward. One knew no longer
 Officers nor flag: yesterday's splendid army
 Was this day's herd: one no longer
 Distinguished between the center and wings.
 It snowed. The wounded took shelter against the wind
 Inside dead horses; at the desolate camps' threshold
 One saw some buglers frozen at their post,
 Still on their feet, alone and mute, hoar-white,
 Sticking their mouth of stone into brazen trumpets.
 Cannonball, grapeshot, shell, with the white flakes commingling
 Rained; the grenadiers, surprised at their own trembling,
 Marched deep in thought, ice on their gray whiskers.
 It snowed, it snowed always. The cold wind whistled.
 One owned no bread, and strode barefoot
 Upon sheathing frost, in places unknown.
 This had no longer to do with living souls, with men of war.
 This was a dream astray in mist, a mystery,
 A procession of shadows beneath a black heaven.
 The solitude, vast, dreadful to behold
 Showed herself everywhere, mute and vindictive.
 Sky without sound, with the thick snow,
 Made for this immense army an immense shroud.
 And even as each one felt himself to die,
 One was alone.
 --Can one ever get out of this kingdom of death?
 Two enemies: the Tsar, the North: the North is WORSE.
 Guns were abandoned so their carriages could burn.
 Who lay down never rose. Mournful, bewildered lot,
 They fled; the desert devoured the caravan.
 One might, by the folds uplifting the snow,
 Remark the estate of regiments there sleeping.
 O Orts of Hannibal! Attila's Mornings-After!
 Turncoats, wounded, hopeless cases, caissons, stretchers, funeral carts,
 Withal by the bridge one jammed to get over the river.
 One went to bed ten thousand, a hundred awoke.
 Ney (whom an army once followed) now fled
 Away, haggling three cossacks for his watch.
 And every night, -- Ho there! Wake up! Attack! --
 These shadows grabbed their rifles, and would see
 Descending on them -- fearsome, strange,
 Shrieking with the voice of skullcapped scavenger birds
 Or ghastly whirlwinds -- whirlpools of wild men.
 All of an army thus in the night would be lost.
 The emperor was there, still standing, and he saw.
 He was like a tree in hazard of the saw.
 Upon this giant, this greatness yet untouched,
 Misfortune, an evil forester, had climbed;
 And he, the living oak, by axe insulted,



Quaking before the ghost of dreary revenge:
 He watched his branches dropping round about him.
 Captains, soldiers, all fell dead. Each had his turn.
 While congregated about his tent with love,
 Watching his shadow pace across the canvass,
 Those who were left, thinking always on his star,
 Accused Destiny of *l'ese-majesté*,
 Feeling him suddenly frightened at the heart.
 Struck dumb by disaster, not sure what to think,
 The emperor turned toward God; the man of glory
 Shook; Napoleon knew he was expiating
 Something or other perhaps; and livid, tense,
 Before his legions scattered there on the snow:
 --Is this the chastening, says he, God of hosts?--
 Immediately he heard his name being called,
 And someone who spoke in shadow told him: No.

Translated by Peter Gilbert

Dear Tiger Lily,

Sure, but you'll have to see me first

Rick

EMPLOYMENT

Mr Blistein needs models for his life-drawing classes on Wednesday nights. Contact him through campus mail or call 268-9621

Seen at the first service counter in the main post office on Church Circle

WAS MICH NICHT UMBRINGT-

MACHT MICH STARKER!

THE FORUM

Friedrich Nietzsche

POLITICAL FORUM REVIEW

Tadeusz Walendowski, Polish dissident, raises his two sons, Elias and David, in a small brick bungalow just off US 50 in Arlington, VA. His wife, Anna, an American, spends her day at Georgetown University Hospital where she is a first-year resident. In September of last year the Walendowskis were forced to leave Poland when Anna was refused a visa. Anna, of course, was no danger. But Tadeusz and his friends at KOR were being active in a movement that culminated in the recent labor unions for Polish workers. "If I were single," Mr Walendowski said on the ride to Annapolis for his lecture last Tuesday, "I'd go back today. All my friends are celebrating this victory." He said this quietly and with a deceptive lack of apparent passion. Mr Walendowski's two-hour lecture and question period were delivered with the same calmness, a calmness that belies, not lack of fervor, but an assured determination and a shrewd understanding of what works for a dissident under Soviet domination.

The main theme of Mr Walendowski's lecture concerned why the Polish strikes were successful this year and not in the past. Previous demonstrations were held in 1956, 1970 and 1976. Each time, rioting workers set fire to Communist Party buildings. In response to the last of these riots, the Workers Defense Committee (KOR), a group of intellectuals aiming to help workers speak out for and defend themselves, was formed. KOR formulated a list of goals. Among these were aims to free political

prisoners and stop police brutalizing of victimized workers. KOR's first year successfully freed prisoners in Gdansk, and the group developed into what was called the Social Self-Defense Committee. With the more general goal of defending human rights, KOR then started its underground publication, *ROBOTNIK* (worker). By circulating *ROBOTNIK*, KOR increased the national solidarity and helped to eliminate fear. Thus were workers able in 1980 to peacefully occupy factories and to democratically elect reps with lists of their demands.

Victory is far off, yet Walendowski has good reason to feel optimistic. "Dreams have become realities", as he put it. The Polish people are for the first time free of the fear that was their greatest oppressor. They now have the courage to endure whatever conflicts are to come.

Shirin Moayyad
 James Melcher

LOVERS

Only after studying one of Plato's dialogues closely can one develop an interpretation of the whole dialogue that accounts for its many, often conflicting details. The seminar at St. John's, not having such ambitious aims, is not set up to permit such study. A preceptorial on a single dialogue can perhaps advance to such an interpretation, but otherwise a student here seldom gets the opportunity to do such work, or even see it be presented.

Mr. Christopher Bruell's lecture, "On the Original Meaning of Political Philosophy", on October 17, the first Friday after Long Weekend, will be an opportunity for St. John's students to consider and confront an attempt at an interpretation of a whole dialogue of Plato. The lecture will be on The Lovers, a short dialogue not contained in Edith Hamilton's edition of the collected dialogues. Mr. Bruell is an impressive thinker and an able teacher, so it will not be easy to appreciate his talk of assess his interpretation without being familiar with the dialogue.

Mr. Bolotin has prepared a translation of the dialogue, which the GADFLY will print and distribute before the lecture date. However, some students may want to spend more time on the dialogue so as to attempt their own interpretation before being shown and perhaps persuaded by Mr. Bruell's. The Student Committee on Instruction wants to locate those with some such interest, at least to provide them with copies of the dialogue before Long Weekend, and also to set up seminars or study groups on the dialogue if interest is shown.

Sign up on the sheets soon to be posted in the Coffee Shop. The deadline for signing up is midnight this Thursday, October 2. The SCI will personally contact those who do sign up and organize what people want organized. We encourage everyone to read the dialogue and attend this lecture.

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- Any student is eligible to submit his verse.
- All entries must be original and unpublished.
- All entries must be typed, double-spaced, on one side of the page only. Each poem must be on a separate sheet and must bear, in the upper left-hand corner, the NAME and ADDRESS of the student as well as the COLLEGE attended. Put name and address on envelope also!
- There are no restrictions on form or theme. Length of poems up to fourteen lines. Each poem must have a separate title. (Avoid "Untitled"! Small black and white illustrations welcome.
- The judges' decision will be final. No info by phone!
- Entrants should keep a copy of all entries as they cannot be returned. Prize winners and all authors awarded free publication will be notified immediately after deadline. I.P. will retain first publication rights for accepted poems. Foreign language poems welcome.
- There is an initial one dollar registration fee for the first entry and a fee of fifty cents for each additional poem. It is requested to submit no more than ten poems per entrant.
- All entries must be postmarked not later than the above deadline and fees be paid, cash, check or money order, to:

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SHORT TAKES

by Harry Zolkower

Communications Line:

The 1980-81 Annapolis Symphony Orchestra season starts Oct. 18 at the Maryland Hall. The first concert will feature pianist Eugene Istomin who will perform with the symphony Tchaikowsky's Piano Concerto and Symphony No. 5 by Shostakovich.

Tickets are \$15 for students, \$30 for adults and can be purchased by calling 263-6734 or 268-7073, or by mailing check to Mrs. Anne Green, 2741 Pontar Lane, Annapolis, MD. 21401...

Mr David Stephenson, tutor at St John's, is on sabbatical. He has written a paper entitled "Musico-linguistic Dependence with Respect to Cross Modal Perception in the Light of Recent Musical Pedagogy and Compositon", which he delivered at a musical workshop last month in St. Ossiach, Austria.

According to a recent Washington Post article on the financial aspects of college education, tuition fees have increased 12 percent since last year. Since 1960, costs at public colleges and universities have risen an alarming 300 percent.

Middle-income families who seek financial assistance are the hardest hit due to a misconception that they cannot qualify for aid. They are often under the illusion that they make too much money to apply.

But over the last few years, around \$135 million in grants and scholarships have gone unclaimed.

Those who come from middle-income families may be eligible to receive financial aid under terms of the Middle Income Assistance Act, which was passed by Congress last year. If a student has a brother or sister currently attending college, the chances of receiving government aid are better.

Fraternities in colleges around the country are reviving the old practice of hazing, the Baltimore Sun reported last Friday.

Hazing is an initiation rite which involves physical and mental "testing" for prospective members of fraternities. Hazing involves punishment on the initiate by insults, physical abuse, unusual tasks, drinking exercises, and acts of humility.

The controversy of hazing lies in the tragedies which have occurred over the years. There have been 15 hazing fatalities within the last 2 1/2 years.

The last death occurred August 31 in Massachusetts when a pledge died of hyperthermia by overexertion during calisthenic exercises.

An anti-hazing organization has been formed called the Committee to Halt Useless College Killings (CHUCK) by a woman in N.Y. whose son was killed when he was locked in the trunk of a car. In order to get out of the trunk, he was required to drink a pint of bourbon, a six-pack of beer and a fifth of wine. He died of alcohol poisoning and fluid in the lungs.

In New York and New Jersey, anti-hazing laws came effect this year and other states are adopting similar laws.

In the A.M.T.G.I.F. section of the Baltimore Sun was an interesting headline which discussed the actors strike in Hollywood.

The headline reads:

"Strike That Stole a Television Season'
Good Grief! We may resort to reading books
this fall."

TIME ENOUGH FOR LOVE

A human being should be able to change a diaper, plan an invasion, butcher a hog, conn a ship, design a building, write a sonnet, balance accounts, build a wall, set a bone, comfort the dying, take orders, give orders, cooperate, act alone, pitch manure, solve equations, analyze a new problem, program a computer, cook a tasty meal, fight efficiently, die gallantly. Specialization is for insects.

Robert A. Heinlein
submitted by Tom Loveland

Will the Real Donor Please Stand Up?

by Peter Green

At the inauguration of Edwin J. Delattre as resident Saturday, a new and perhaps durable tradition was established for St. John's. A silver "chain of office" depicting the college seal was draped over the neck of the president by Charles A. Nelson, Chairman of the Board of Visitors and Governors. The chain, symbolic of both the school and the office, will be handed down to future presidents ad infinitum, and will be worn on most ceremonial occasions where the president must appear in formal academic dress. It is undecided if the president will tangle with the chain because of insurance problems.

The chain is made of sterling silver hand-cast and finished by its sculptor, Judson Martin, an Annapolis jewelery maker and sculptor.

The 30-inch metal chain has links each 3/4 of an inch large that look like open books, which are joined by a silver clasp at the back.

The cost of the chain, \$2,000 of the \$15,000 inaugural budget, will, the inauguration committee hopes, be borne by a generous board member, although at the moment, according to Mrs. Linzer, committee chairman, "We believe it's a gift of a board member, but we just don't know." According to Mr Elzey, the school treasurer, it was hoped that the gift would be announced this weekend, but until that time the cost of the chain will come out of the school's annual operating budget. At present time, no donor had been named.

President Delattre feels that the chain of office, (a tradition dating back to Roman times, and continued to this day) is "an extremely good idea," and feels that it will be a beautiful addition to the quality of the ceremony, in that it conveys the seriousness of the program of the college, and also makes clear the passage of a certain special respect in it."

MEMO TO ALL FRESHMEN

It has now been nearly a month since school began and perhaps you are wondering at the freeformedness of your seminar or tutorials and wondering if there are, or should be, any rules for proceeding in a proper manner in class so as to gain the most benefit from the experience. Well, happy is the day I ran across these rules from a bygone era, 1969 to be exact. So, forthwith -

Below are the Four Rules of St. John's Classroom Etiquette as they appeared in the original, one cloudy November day in McDowell 36.

1. DO NOT INTERRUPT - only one student should intimidate the tutor at a time.
2. LISTEN TO OTHERS - you wouldn't want to miss your name being mentioned.
3. THINK BEFORE YOU SPEAK - nonsense must be organized to be effective.
4. FIGHT POINTS, NOT PEOPLE - Points cannot throw ashtrays.

Rick Campbell

Delegate Council

SEPT 23, 19

Present: Miller, van Doren, Roach, Melchior, Dempster, Nau, Schoener, Connors, Rosen, Brower
Absent: McDonough, Baumgarten, Ginter, Reichman, Casasco.

The last position open to upperclassmen on the Student Committee on Instruction was filled with the appointment of Mr. Robert McDonough, a junior. In addition we considered two freshmen for the post available to their class, Messrs Reichman and Ginter. After some deliberation and a closed-session vote, we placed Mr Joseph Ginter on the Committee. The S.C.I., now fully staffed, includes 3 seniors: Mr Melchior, Mr Norton, and Mr Bartlett; two juniors: Mr McDonough and Mr Schiavo; and one freshman, Mr Ginter. For the time being that committee meets on Wednesday nights in Room 21 at 7:30.

1. Since Jeanne Connors had resigned from the Student Polity Court as a result of her election as a Campbell Delegate, we began consideration of a replacement. Not two seconds off the starting block but there was a motion to table the discussion for another week. The motion failed 4-1-1, and we went on with our business, considering Jonathan Baumgarten for the position. Mr Baumgarten, who sees the task of the Court as one of displaying as much fairness as possible in all its tasks, and as in being as sensible a body as possible, especially in the matter of elections, was approved 8-1-1. His term lasts until the first fortnight in March.

2. As we concluded the appointment, it occurred to us that Rae Ely, a Justice last year, had left school

Thus a new appointment must be made to fill her position, though the post lasts only until the next set of elections in November. Anyone interested in the job should see Mr Miller.

4. Finally, we resolved that in order to carry out the off-campus elections, we would vote Mr Miller all the funds necessary, whatever they would turn out to be. Those elections will have been held Sept 25, several days before this report goes to press.

5. East Pinknevers: stop blowing cigarette smoke into the smoke detectors. The Assistant Deans don't like it. If you don't stop, they'll make sure you don't like it either.

Daniel Van Doren
Polity Secretary

DELEGATE COUNCIL MEETING WITH THE DEANS AND
THE TREASURER, 9/25/80

Present: Sparrow, Milner, Leonard, Schmidt, Miller,
Van Doren, Schoener, Franklin, Dempster,
Nau, Rosen, Melli

Visiting: Casasco, Bergen

1. Parties. Stop weekday parties. Now, say the Deans. The "administration" is thoroughly unhappy with the rise of loud and obnoxious parties during the wee hours of weekday nights. The gatherings have angered many students who want the business stopped right now. In response, indeed, Mr Hartzell, the Son of Bacchus, has agreed to cease loaning out the Stereo to people during the week, and to end the practice of handing out funds for parties held then. As Mr Milner said, the huge consumption of alcohol on a Wednesday night is hardly "the way one prepares for class."

But the complaints about noise raise a further problem. When there is a problem with noise, students seem rather more eager to be bothered than to complain to the Polity Attorney. If anything, they go directly to the Assistant Deans. Yet there is a vehicle within the Student Polity for rectifying these ills, namely the Student Polity Court. The Deans recognise, however, the reluctance of students to place themselves in opposition to others, to make waves and thus incur wrath. But while recognizing the predicament, they leave us with a warning, that unless students find some way of policing themselves, the Deans will do it for them. If the heat on students seems minimal now, it is because the College is reluctant to move into an area which has been traditionally relegated to the Student Polity. Now however, they threaten to move in without mercy and either confiscate stereos that are used to offend others, or they will simply evict the offending parties (pun intended). Due process is not to be considered.

This is a serious business, since it heralds a possible dissolution of the Student Polity and the placing of the management of student affairs into the hands of the Assistant Deans and the Dean.

But further we would like to have some input from students and thus encourage their presence at the next meeting of the Council with the Deans and the Treasurer.

2. On a less dramatic level, Mr Schmidt requested input on the new food service. He was told that, on the average, the food was far more palatable than last year's mess. Still, Mr Schmidt did express concern that, on a regular basis, students not on the food service have been sneaking into the dining hall. Watch out, he warns these violators, since he knows who you are and will soon begin to publicly embarrass you out of the cafeteria if you don't stop the practice you engage in.

3. Finally, in response to a concern from Mr Franklin that the Inauguration this weekend was turning

into a coronation, Mr Sparrow assured us that the new Chain of Office was a donation to the College which could not be refused. He contended that their had been considerable sentiment among the faculty opposing acceptance of the gift but that it had been accepted even so. "Be assured," remarked Mr Milner, "that there is a strong republican sentiment among the faculty of this school."

Daniel Van Doren
Polity Secretary

Letters

Dear Mr. Hershkowitz,

I'm puzzled. Why would you submit a letter obviously intended for the staff of the CALYPSAN to the GADFLY? The letters of Mr. Zuckerman and Mr. Delattre to members of the staff of the GADFLY were addressed to that publication. If all letters were sent by your rule, those for the CALYPSAN would go to the GADFLY, while letters for the GADFLY would go to the COLLEGIAN, and those for the COLLEGIAN would go to the EVENING CAPITAL.

Thomas Brintle

COMMUNITY JOBS

9/30 Mrs Bryant needs a companion to help out around the house and occasionally sleep over. She's 1½ miles from campus. Call at 266-8211.

Mrs McGee wants a gardener to come by once a week. She lives in Wild Rose Shores, a 3 mile walk or bike ride away. 267-7496.

Rosena Scrivener needs babysitters to cover the afternoons. If you can help out even one day a week, call her at 268-2783.

Hardly anyone responded to the SEO Trivia Question from last week. The management is consequently considering dropping the feature. The question, you will remember, was "What TV personality popularized the "Empty Feed-bag Blues?" Barry Hellman knew it was Mr Ed, from the show of the same name.

A lot of people probably know this answer to this week's question, but its such a great piece of information, we'll run it anyway. What two men were the real-life models for the cartoon characters Rocky the Squirrel and Bullwinkle J. Moose?

SEO

Sports

MEN'S by Bryce Jacobsen

LOCKER NEWS: This Wed., Oct. 1, is the deadline for renewing lockers held over from last year. After that date, if the fee is not paid, the locker will be emptied, and the lock will be changed.

FOOTBALL

Sept. 22...Hustlers-6, Greenwaves-0. Mr. Moynihan converted a long kick return into the only score of the game. Some of the attempts to tag him were...well, sort of pitiful. Remember, the charging bull only rarely contacts the side-stepping matador. The laws of physics decree otherwise.

After that one big play, neither team could produce another score, although each had some opportunities.

Sept. 24...Spartans-21, Druids-14. The Spartans nursed their modest 2-game winning streak into a 3-game one...gaining even more respectability. For three quarters it was all Spartans, they scoring in each one. Mr. Spector and Mr. Guaspari were catching too many passes from Mr. Ney, or from each other.

The Druids revived themselves in the last quarter, scoring twice, once on a long run by Mr. Edozien...give him a little daylight, and he is a hard man to catch. If we had played a fifth quarter, who knows what might have happened? But the Druids had no time to mount another drive...and the Spartans, Cheshire-like, merely smiled and licked their chops.

Question for Trivia Lovers: Who was the older type, pipe-smoking gentleman, who was playing his first game as a Spartan? Hints: He was used effectively on their offensive line. He was one-for-one as a pass receiver, and knows how to prevent any rash interception attempts by the opponents. Ask Mr. Ahrens, who ended up flat on the ground!

Sept. 25...Guardians-6, Greenwaves-0. The Waves opened this game by kicking to the Guardians, which turned out to be a big mistake. Mr. Kessler tossed to Mr. Whalen, who reciprocated to Mr. Kessler, who then passed to Mr. Leizman...and now things were grim for the Waves. They certainly did not want the Fleet-Footed Mr. Leizman to get the ball in an open-field situation. And, as they feared, he outmaneuvered and outran everybody, ending up in the endzone.

The Guardians looked very sharp on this play. Once again the Waves had a lot of trouble trying to tag people. The rest of the game was

somewhat pedestrian, neither team being able to come up with anything exciting.

SOCCER

Sept. 27...Hustlers-3, Spartans-0. The Hustlers were missing two of their halfbacks, but Mr. Coss was able to play for the first time. Their new halfback line performed admirably, as did their forwards, fullbacks, and goalie. No bad mistakes this time. No cheap penalty kicks by their opponents.

Messrs. Weber, Newlin and Maddocks did all the scoring. The Spartans just could not get through the tough and resilient Hustler defense.

Sept. 27...Druids-3, Greenwaves-0. The Druids came up with a new idea...put Mr. Ahrens in the goal, and Mr. Hoff on the forward line. It worked like magic. Mr. Ahrens accomplished a shutout, no mean feat for a new goalie. And to do this he had to stop a well placed PK by Mr. Jaehnig! Mr. Hoff added much to the Druid offense, scoring two of their three goals.

In point of fact, Mr. Ahrens did not have too much to do most of the time, his teammates effectively prevented the Waves from getting off any decent shots. Afterwards, he suggested to me that in his next game he was going to keep busy...by reading his Seminar!

Well, Guardians, that would be too much, wouldn't it?

LEAGUE STANDINGS:

| Football | W | T | L | TP | Soccer | W | T | L | TP |
|------------|---|---|---|----|------------|---|---|---|----|
| Spartans | 3 | 0 | 0 | 9 | Guardians | 2 | 0 | 0 | 6 |
| Guardians | 1 | 1 | 1 | 6 | Druids | 1 | 1 | 0 | 5 |
| Hustlers | 1 | 0 | 1 | 4 | Hustlers | 1 | 1 | 1 | 6 |
| Druids | 0 | 2 | 1 | 5 | Spartans | 1 | 0 | 2 | 5 |
| Greenwaves | 0 | 1 | 2 | 4 | Greenwaves | 0 | 0 | 2 | 2 |

THIS WEEK'S SCHEDULE:

Football...Mon., 4:00 Hustlers-Druids
Wed., 4:00 Greenwaves-Spartans
Thurs., 4:00 Hustlers-Guardians

Soccer...Sat., 1:30 Guardians-Druids
3:00 Greenwaves-Hustlers

WOMEN'S by Lisa Cobb

SOCCER

Sept 23 Amazons - 1, Nymphs - 0

This week the Amazons looked like the Fur Furies did last week. Lycette Nelson has stopped playing goalie and begun playing th the field. She is doing great. Also, the freshmen have done a lot towards improving the Amazons. I have absolutely no idea who made the Amazons' goal, and I feel like

making a name up, but instead I'll say that it could have been any one of them. The team worked together and worked well. Congratulations... Amazons!

Of the Nymphs, I will only talk about Becky Krafft, because I haven't spoken much about this woman, the force behind the Nymphs. I think Miss Kraft has a secret power that allows her to be in every place at once; she pops up wherever the ball happens to be. Becky also knows how to use her head- I'm sure no one else heads the ball as often or as well as she does. Besides that, it's just fun to watch her barreling down the field, yelling like a wild woman.

Sept 25 Maenads 2, Nymphs 3

No matter what the weather is like, assume a game will be played, unless Mr. Jacobsen cancels it. You can find out by calling the gym, or checking the coffee shop bulletin board. This game, played on a rainy-looking day had a poor turnout, only eight players on each team.

The Maenads suffered their first defeat, but the game was close. At halftime, the score was tied at 1 - 1. Anne Brockway assisted Terry Hahn for the Maenads first goal. In the second half, the Maenads managed another goal but the Nymphs went further. Joey Goodwin scored on a penalty kick, and Claire Talley made the third and winning goal.

Sept 26 Furies 0, Amazons 2

The Furies played well, but not like they did last week. Anne Dutton was as agile as ever, and Mrs. Mylander is looking more aggressive; but Ellen Alers didn't have the fast breaks down the side line that helped so much before.

In the first half, Anne Tive dribbled the ball between two Furies defensemen, for a good attempt, but the ball bounced off the goal post. Tracey Litwin then booted the rebound in for a goal before anyone realized she was there. Anne Tive made the second goal, and that pretty well ended the game for the Furies; they didn't give up, but there just wasn't enough time left to change things.

P.S. Dear Joey Goodwin's Mom,

Your daughter is the one and the same "mysterious player of the Maenads", alias Jody. Either she's pretty sneaky or I'm pretty mixed up.

Announcements

CHORAL METER GROUP

Mr. Mullen's Greek Choral Meter group will have a preliminary meeting Tuesday October 7 at 8:00 p.m. in Mellon 45. We will begin by deciding whether this or some other time is best.

AENEID READING GROUP

Mr. Mullen's Aeneid Reading Group will have a preliminary meeting Tuesday October 7 at 4:30 in McDowell 32.

RIDE NEEDED

I'm looking for a ride to the Chicago area with an eventual Madison, Wisconsin destination in mind. I'm willing to work out appropriate arrangements for the sharing of expenses. I will need this ride over Long Weekend coming and going. Anyone interested should contact me, Marc Wing, Box 396.

STUDENT COMMITTEE ON INSTRUCTION

The Student Committee on Instruction now has a full complement of members. They are Shubael Bartlett, Joseph Ginter, James Melcher, Peter Norton, and John Schiavo. Feel free to come to any of us if you have any problems or suggestions on instructional matters; or write us a note via campus mail. We are here to help. Thank you.

John Schiavo

GERMAN TEACHER NEEDED

Wanted! People with some (does not have to be much) experience studying German. Also someone who can teach it -- this would prove to be helpful. If you are interested and meet any of these two conditions contact: Pedro Martinez-Fraga, Randall Hall 202. Thank you.

CO-OP

The Co-op will have an ordering meeting Tuesday, September 30, in Room 141, at 4:30 p.m. The Pick-up will be the following Saturday, October 4. Please bring check books, and pay at the meeting. Also, bring your pocket calculators.

Rebecca Krafft
Harry Golding

FROM THE PLACEMENT OFFICE

Reminder: Miss Barnhart, a representative from the State Department, will be here on Monday October 6th to discuss the Foreign Service. She will be here at 2:30 in the Placement Office. Faculty and students are welcome.

Maryland General Assembly Internships: This program has been restructured. This year we are eligible to send only three interns -- the total number from all schools has been reduced to 100. We are asked to select from the Junior and Senior classes only. A good academic record and a strong interest in government are prerequisites. I will be happy to discuss this program with anyone who is interested.

Marianne Braun
Director of Placement

PROFILE: SEPTEMBER FRESHMAN CLASS 1980-81
 (Percentages except for "Rank in Class" and
 "SAT Scores" based on total class of 108)

| | |
|-----------------------------|-----|
| Number of Students | 108 |
| Men | 57 |
| Women | 51 |
| National Merit Honors | 40 |
| Scholars | 2 |
| Finalists | 9 |
| Semi-Finalists | 3 |
| Commended Scholars | 26 |
| Early Entrance | 3 |
| Previously Attended College | 32 |
| Veterans | 4 |
| Kind of School Attended | 69 |
| Public | 24 |
| Independent | 15 |
| Parochial | 3 |
| Age (at time of enrollment) | |
| sixteen | 2 |
| seventeen | 26 |
| eighteen | 47 |
| nineteen | 13 |
| twenty | 7 |
| over twenty | 13 |
| (Oldest is 33) | |
| Visited | |
| Before decision | 87 |
| After decision | 18 |

There are thirty-one States represented with Maryland and New York leading the way. There is one student each from Japan, Austria and Puerto Rico.

**PORTRAITS AND SELF-PORTRAITS
 BY ELLIOTT ZUCKERMAN**

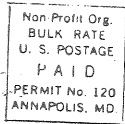
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THE GADFLY
 St. John's College
 Annapolis, MD 21404



WEEKLY CALENDAR

Monday, Sept 29 - Sunday, Oct 5, 1980

Tuesday, Sept 30

Student Aid Payday
 7:30 pm New Testament Class - Mr JW Smith McDo
 9:30 pm Delegate Council meeting McDo

Thursday, Oct 2

2:15 pm Delegate Council Meeting with Deans and Treasurer McDo

Friday, Oct 3

8:15 pm LECTURE: "Miltonic Origins" Prof. John Hollander, Yale Audi
 11:15 pm Film: ON THE WATERFRONT, with Marlon Brando 75c Audi

Saturday, Oct 4

8:15 pm Film: BLAZING SADDLES, Free Audi
 8:15 pm CONCERT: Martha Steiger, soprano, Great Wendy Glaubitz, piano

REFRIGERATOR

If anyone is missing a refrigerator left over the summer in the attic of Chase-Stone contact Jonathan Gold in the Registrar's Office.

Ladies and Gentlemen,

Friday's lecturer is Mr John Hollander from the Department of English at Yale University. Upperclassmen will remember Mr Hollander's splendid lecture from last year. His special interest is Milton's poetry, and the evening, I am sure, will prove an excellent one.

Sincerely yours,
 Edward G. Sparrow
 Dean

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DEADLINE: 6 pm Friday
Letter limit: 500 words

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