

THE

GADEFLY

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On The Program

Have you ever wondered what we're doing in language tutorial? It's certainly not like any language class I've ever had before. We don't learn to speak or write a another language. Although we do learn to read, somewhat, that doesn't seem to be a major concern of the language program. In this conversation between Mr Barr and Mr Taliaferro, the relation of the language tutorial to the program is discussed along with how language is best taught.

This conversation took place in Mr Barr's office in McDowell on August 20, 1938 and was broadcast over WFBR Baltimore.

Rick Campbell '81

T: I believe you wanted my comment, Mr. Barr, on the publicity the college has received since it undertook the St. John's Program. Most people have considered it favorable. I think it has been bad. I think it has been bad because all this talk of the "hundred great books" must have made a great many people think the Program was another typical new-fangled educational experiment. The College should have seen to it that there was less talk of the St. John's book-list and more understanding of the tutorials in language and mathematics.

B: But isn't it true that the essence of the St. John's Program is an understanding of the books on the list? Isn't it also true, Mr. Taliaferro, that had the College a year ago announced that the essence of the New Program was a grounding in language and mathematics, your same people would have thought this was the Latin, Greek, and Mathematics that made the last generation stuffy?

T: I'm not saying you should have announced a back-to-the-classics-movement. I admit St. John's is not doing that. Actually, I think there are entirely too many classical Latins on the list now. I'd begin by eliminating Cicero.

B: I wonder. The Roman Republic and Empire are part of our intellectual tradition, aren't they? I admit somehow Cicero -- happened.

T: I think I distrust the historical pattern. After all, too many things just happen. And incidentally, it's this effort to "cover" the past that the seminar discussions of the books are most likely to get wrecked on.

B: I agree. But the seminar discussion mustn't be allowed to get wrecked on coverage. We must see to it that the discussions furnish the student practice in close argument and analysis. And the discussions can do that in a way that drill in Greek or mathematics cannot do.

T: I can imagine nothing more valuable, so long as they never become loose talk. But with the best seminar discussions in the world, we would still need the tutorials. Even if the discussions of the great books gave the student the power to read and speak and write and think, it still wouldn't give him what he can get from a rigorous drill in mathematics. I don't object to mathematical works being discussed in seminar. But I don't believe you would argue for just "discussing" Euclid's Elements.

B: I admit the difficulty in mathematics. But how much does a student get out of a Greek tutorial that he doesn't get in other ways out of a properly led discussion?

T: I should say he gets another set of language symbols to manipulate. Having to put the same idea into both Greek and English, instead of just in English, is a pretty good way to distinguish the idea from the words you can put it in.

B: Granted. Granted. But in a good seminar discussion terms have to be so carefully defined that in effect the student is using several sets of language symbols -- he is speaking several different languages, translating from one to the other, all within an English vocabulary.

T: I admit his different terms give him different vocabularies. But there the analogy stops. He uses only one set of language rules, the syntax of English grammar. He gets no comparative grammars, so he never gets the essentials of grammar in general.

B: If I were stubborn, I might try to persuade you that even inside English there are several different kinds of syntax. But I won't. I'll admit that studying Greek is a quick method to understand the basic problems of any language, including your own. And that's precisely why your language tutorials are preparing St. John's students to discuss the great books in seminar and discuss them rigorously.

T: But I don't admit, Mr. Barr, that the language tutorial is good only in so far as it makes good seminar discussions possible. Drill in Greek gives a knowledge of language and a knowledge of language is a good in itself.

B: When it is refined by actually using it to discuss important ideas. Otherwise it's just

grammar and is doomed -- as witness what has happened to the classical languages in the average college. It became memory work. Once it became memory work, we quite properly discarded it, and gave more time to natural science.

T: The virtue of memory work depends on what you memorize. Our freshmen in Greek tutorials memorize the definitions of Euclid in Greek and passages of Plato as well. This year's sophomores are memorizing the original Latin passages of St. Augustine's Confessions. I think the tutorials have proved to both tutors and students that this sort of memorizing is a very different matter from merely memorizing nice sentences about nothing.

B: All of which takes time, Mr. Taliaferro. And what are you going to take the time from? The reading of the great books? I'm afraid the language tutorials as you would have them, take too much time.

T: I think they take too little. And we could easily get more time by teaching fewer languages. At present the Program gives a year of Greek, a year of Latin, a year of French, a year of German. Why not two years of Greek, and two years of French?

B: There are two objections in my judgment. First, the primary object of the language tutorials at St. John's is to give students a language sense, not to turn out Greek Scholars or French scholars. Learning the structure of a different language each year forces the attention on that language sense. If they get that sense, they will exhibit it in their use of English. Which is what we would expect and desire. Secondly, in the interest of speed, they are reading all the great books in English translation: the four languages give them enough of the tongues in which the books were originally written to take the curse off the translations.

T: As to your first point, that shifting the language from year to year focusses the attention on the language sense rather than specialized knowledge of a given language, I should say that a thorough knowledge of the syntax of Greek and a growing knowledge of English syntax plus a knowledge of the syntax of mathematics would give them enough variations to get what you want. For we mustn't forget that mathematics is a language too, and a very powerful language at that.

B: But why two years for Greek? You're not joining the hue and cry, are you, that you can't learn Greek in a year?

T: I certainly am not. You can't learn it in a year the way it's commonly taught. Not by doing sixty lines a day. Or by learning a small piece of a verb every two or three weeks, and reading second-rate stuff. Or reciting in large classes. But you can, as we are doing it, that is by doing it rapidly enough to make it interesting.

B: Precisely. I congratulate you and the other tutors on the results you've been getting. But isn't your success against you in the present argument, Mr. Taliaferro?

T: Sorry, but I don't think it is. I think Greek is more worth studying than Latin, in itself. It's subtler. And it contains better subject-matter. Why take the second best?

B: I'm afraid you want a Greek department. These sound like the typical arguments of a college department. And if the St. John's Program ever develops departments in the modern sense,

it's cooked, Mr. Taliaferro. Just plain cooked -- as I'm sure you know.

T: I admit it would be. I'm not arguing for making Greek our pet subject. I'm arguing for due emphasis on solid drill in language and mathematics, a thing that seminar discussion won't give. I'm arguing that in language and mathematics the student will finally discover basic grammars, and grammars that are not very far apart either.

B: Sorry. I accused you of starting a departmental racket. I was wrong. You are actually starting a grammarian's racket. Just as dangerous, I'm afraid.

T: No, I'm merely pointing out the obvious. I admit the tutorials in language and mathematics can be considered as means to an end: they prepare the student to do competent work in reading the books and in discussing them. In that sense the tutorials subserve the seminar. Are subordinate to the seminar, if you like. Without the fundamental drill of the tutorials, I think your seminars would degenerate into tea-table talk about the great books. On the other hand, the seminar serves the tutorials. Without the excitement of seminar discussions, the drill in languages and mathematics would risk losing its point. Finally, I don't admit either tutorial or seminar is an end in itself. Both are a means to make the student think clearly. My only reason for bringing up the problem this evening is that I think the College ought to make it clear, not only to the student but to the public, that both are needed. Then there would be less talk about the hundred best books -- a really detestable phrase -- and more about what the St. John's student really does.

B: I admit gladly, Mr. Taliaferro, that the language study and mathematics support the reading of the books on the St. John's list. And that the seminar discussions of the books support the drill in language and mathematics. But I should want to add that the scientific laboratory also supports the tutorials in mathematics -- among other things.

And that the formal lecture, once or twice a week, supports every other form of instruction used. Though I should oppose the present college custom of several informal lectures a day, with no chance for the student to talk back and to take intellectual responsibility.

T: All fine. This is a more complete picture than is usually given. That's why people have been suspicious we weren't really reading the more difficult books. I want it known we are not only discussing, but we're understanding.

B: But you've omitted one interesting fact about the seminar. The seminar group learns the arts of thinking, by discussing, and I admit the seminar has no patent on teaching people to think straight. But in addition, the students in the seminar are not merely discussing. They are discussing something. And what they are discussing is a number of very great works, works that stand among the greatest products of the human mind. They learn from them what the problems are that every single generation of men has faced, including their own generation. The seminars furnish not merely a teaching method, and a learning exercise. They furnish, through the books, a content, a very rich content. They enable a student to claim the intellectual heritage that is his as a member of a great civilization.

T: I agree that that is important. But I think it is also important not to let people suppose

that St. John's students merely read and discuss a group of books, no matter how great. That sort of thing has been tried at Wisconsin, at Columbia, and at Chicago; and so far as my knowledge goes, wherever it has been tried without the rigorous instruction in language and mathematics, it has gone bad. And I think the reasons are obvious. Such groups are like great parliaments with great questions pending, and none of the members trained to take their responsibilities. We've lately seen enough of the uninspiring collapses that result from such situations.

B: Then, let me summarize what we have said, and see if we are in substantial agreement. We agree that it is difficult to describe to the general public the aims and methods of a liberal education. But, regardless of the difficulties of reporting, we also agree that the Program would limp pretty badly if we did not make use of seminar discussion, tutorial drill in mathematics and language, formal

lectures, and a scientific laboratory. And the training wouldn't be of much use without the parliament or the parliament without the training. Am I right?

T: That's right.

B: Well, now I'll tell you a secret. The reason you and I would never report on the Program with the same emphasis, the reason in short that you don't like my efforts to explain it in print, is a highly personal reason. You are tutoring five times a week in both language and mathematics and the job of doing that with maximum effectiveness makes you conscious of the weight the tutorials carry as I am not conscious. I am trying to lead a seminar discussion of the great books twice a week and the job of doing that as well as I know how makes me more conscious of the load the seminar carries than I should expect you to be. And now, Mr. Taliaferro, for my secret: I suspect that this is as it should be.

Commentary

OBSERVATIONS ON THE EDITOR'S LETTER

Natural, Rick, the bleeding heart within me would scream "You Jerk!" and make lots of outrageous comments about your mental health. How dare you say that we, of all "special interest groups," should tighten our belts, and forego grants, loans, etc.?

But it could be that you are right. I always thought before, though, that education wasn't a mere privilege. It seems to play an essential role in the maintenance of cultural values without which our civilization would crumble into chaos. Higher education isn't a means of social change, it's the means of preserving society. In that context, the education at St John's, costly as it is, or any other college for that matter, should be considered the right of every American. Our government, being an instrument of society, should be willing to take this into account.

Besides, education is a damn sound investment, for numerous reasons I'd rather not list here.

As for your objection to low-interest loans (a.k.a. - the spoiled rotten brats of America argument), well, somehow it seems reasonable to me that a young person, willing to become a greater contributing member in his community, should have the opportunity to a higher education. A low-interest loan, in one sense, may be pampering him/her a little bit, but c'mon, Rick, a loan is a loan, which means that there is a great deal of responsibility involved. I will be \$5,000 in hock by the time I graduate, and with even a minimal interest rate of 7-10%, I will probably wind up paying the State back 2-or-3 fold for the money I borrowed. This money will be paid back almost immediately from the time I leave school, when I'm trying to adjust to living in the real world on a small salary. And to claim that I haven't earned the right to a loan is a curious one indeed.

Granted, military service is of great importance. But some of us feel that we would be of more service in the private sector. We're not escapists, we are trying, quite honestly, to break into the

field where we think we are most fit to work. Education is essential and, by its very nature, prior in time to any 'worthwhile' contribution we make to society.

And I do hold a job, 12 months a year, thank you. The rich kids alone are spared the privilege of working for their schooling.

Speaking of rich kids, I must say that they're not the issue when it comes to money for colleges. What is at issue is the noxious Social Darwinism that seems to be creeping back into the minds of conservatives in Washington and elsewhere. They wish to turn the U.S. back into the 19th century jungle it once was, where opportunity for advancement was nil, and stooping down to help your fellow man was deemed unnatural and was labeled 'pampering,' 'babying' or what-have-you.

When I ask the government for help, I'm not asking them to be my mother. I don't want coddling, I need an honest break, a chance to get myself on my feet. Their investment will pay off, even if it takes a couple years. And such investments always have paid off, in more ways than paper money can ever gauge.

Andy White '82

P.S. Ms Swinford adds that, on the contrary, it was the schooling like we have at St John's that made a country like the United States possible.

P.P.S. Ms Smith also notes that your G.I. Bill was not available to women until just a few years ago, thereby depriving thousands of women even that opportunity to pay for their education.

P.P.S To all tutors who, in Don Rags, insist on accusing their students of being 'uninspired,' 'uninterested' in the program. Enough is enough! We wouldn't take out loans, fill out endless forms, work all summer under degrading conditions at minimal wages, etc. just to impart ennui to our classmates. If we were truly uninterested, we could just save ourselves the trouble of shelling out \$40,000, and pack off for a state university, or sit on our tails at home. It is at best wrong, and at worst an insult to our intelligence to listen to that kind of idle pseudo-psychological speculation. Constructive criticism is far more relevant and worthwhile.

FINANCIAL AID: IS NEED A RIGHT?

Mr Campbell's commentary responding to Mrs Taylor's call for activism to save student financial aid raised valid objections not only to that call but also to the criterion on which most financial aid is based. If, as Mr Reagan tells us, the nation's economic welfare is dependant on lower federal spending, then, as long as sacrifices are demanded of other interest groups, it is only fair that students do their share and accept some cuts. The most important aspect of Mr Campbell's commentary, however, was not its call for sacrifice, but its emphasis on private do it yourself solutions to the cost of attending college at the expense of government solutions. A natural consequence of Mr Campbell's self help view is that financial need does not establish a right for financial aid.

I could not agree more with such a view, but I suspect that today financial need has already established an institutional de facto fight for financial aid. Although I too am a veteran and feel I earned the right to benefits I receive under the G.I. Bill, most students attending St John's and receiving financial aid here receive that aid on the basis of need, not on the basis of services rendered which will be repaid later. In fact, an exceptionally needy student is theoretically, if not in reality eligible for more money from various financial aid programs based on need than I am from the veterans Administration. Clearly, need has become a de facto right for financial aid and, in extreme situations, it exists as a greater right than a de jure claim based on service rendered.

The question is, should this be the case. Should a needy student receive as much or more financial aid as a student who paid for his aid with service to the country? One student has done nothing for the aid he receives; the other has often done a great deal. To whom does this nation owe more? Although my military service does bias my view, I have no doubt that my claim is much more legitimate and, as I read that Mr Reagan had chosen to cut financial aid based on need while G.I. Bill Benefits will increase, I could not help feeling that it was only right that such was the case. A society, like a family, must pay its debts before it cares for its children.

Nevertheless, and here I strongly disagree with Mr Campbell, I cannot help feeling there is something wrong with a society which does not establish a right to quality education for its children. Other countries, most notably the social democracies of Europe, in one way or another, already have that right and it is de jure. With that right, among other rights, come other responsibilities.

The social democracies of Europe pay higher taxes, for example, for the social rights of education, medicine, and welfare. I am told that the political right to vote in France entails the responsibility for military service and that likewise Swiss citizens have an almost lifelong military obligation as the price of living in a country with almost the world's longest history of peace. In all of the mentioned instances, governments provide rights not by telling individuals to fend for themselves but by exacting a price in the form of the responsibility for service on the part of those receiving the rights. Clearly, the rights are a case of Quid Pro Quo.

No, Mr. Campbell, the answer to student financial difficulties does not lie in self help anymore than it does in federal largesse. The fact of the matter is that it often simply costs too much, particularly for the poor, for an individual or an individual and his family to finance a quality education with his or their resources alone. Federal largesse, on the other hand, in providing aid to the needy without exacting a price for that aid (higher taxes, for example) is unfair to those who worked for the same aid (veterans) and, worse, is supposedly a major cause of the inflation which makes attending a good school so costly. The aid fuels the inflation, the inflation fuels the costs, the costs fuel the aid, and nobody knows where it will stop. The answer lies in paying a price for the aid. There are many alternatives to our society for paying that price. Loans could go up as grants go down. Taxes could go up to pay the costs. I myself prefer linking financial aid to national service. Since you are also a veteran, Mr Campbell, you also know that our military services have extreme shortages of skilled personnel. Those skilled personnel are the very people who attend colleges in America. Alternate services can be developed for the serious conscientious objectors and the handicapped, as is done in West Germany, for example. The society will benefit both by having a more credible military deterrent and by having a more educated citizenry. No matter what alternative the nation chooses, it must recognize that need is not a right, that rights entail responsibilities, and that the healthy functioning of the nation depends on Quid Pro Quo, not a self help philosophy which clearly is not suited to the needs of an economy in disarray

Karl-Friedrich Walling '84

DEAR MR CAMPBELL:

I must first agree with your statement that the welfare of the United States must have priority over special interest groups, (in our case students); however, as a result of lower student aid, a college of the quality of St John's will be out of reach for many lower and middle income students.

I admire your strength and determination in obtaining the means for your education, but keep in mind, as hard as it was for you to obtain the financial means for St John's, so much the harder it will be for students facing the proposed cuts in loans and aid.

Most St John's students coming out of high school are not the frivolous adolescents you seem to think they are. With Reagan's proposals, a serious, and intelligent lower income student might have to work diligently for six or seven years before being able to afford St John's. This obstacle would force intellectually deserving students to colleges of a lesser quality.

This situation is unfortunate, and I believe we finally have an administration that has faced the fact that the standard of living for most Americans is falling. But Mr Campbell, let's not be callous towards the victims of this attitude, which will include not only students but poverty stricken people. I thank you for your concern towards the college and hope it continues when it comes time for alumni contributions.

S. D. Brower '83

AREN'T WE ALL ON THE SAME SIDE?

When a community is faced with the threat of change from outside itself, it's always helpful when members of that community step forward to suggest ways of dealing with the change or other views to take to understand the change. Unfortunately Mr Campbell's response to Mrs Taylor's letter of February 20 did neither of these things.

It is true that many companies offer educational assistance - but only to full-time employees! And then night school is the only school option. How does this suggestion help a St John's student?

And then there's the option of military service. Frankly, the government provides free room, board and clothing as well as salary and training in exchange for a person's service. Further assistance seems morally questionable and excessive, not virtuous.

No one, student or parent, needs to feel guilty about accepting federal grants or loans. Parents have certainly "earned the right" through years of tax payments, as well as investing their private funds in the government through the purchase of Savings Bonds and Treasury Bills. And as a student, the responsibility of incurring a \$10,000 debt, even at a relatively low interest rate, with no sure prospect of employment is a big step to take and one not entered into casually.

But the real problem for many of us is what those "belt-tightening" changes proposed by the Reagan administration portend. Currently, the government provides 90% of the money for the National Direct Student Loans. Participating banks add 10% of their own funds and then administer the loan program. The proposed change would eliminate the federal money

over four years. This suggests the possibility of little or no money to borrow. So it's not really "belt-tightening" in this case, is it.

Finally, we come to the real point of Mr Campbell's letter - the changes will bring older students to the college, and older students are sure of their purpose, committed to the program, and independent. How does this follow? The only difference I can see between older and younger students that isn't subjective is that of age, which can provide the opportunity for a broader experience. After that, we all have the same problems to deal with. The lack of older students on campus should indicate that the older one gets, the greater the obstacles to coming here are. And without federal loans and grants, there will be even fewer older students - and I'm afraid fewer younger students as well.

It is very unfortunate that the letter writer is a senior, just 2 1/2 months away from his educational goal. The tone of the letter suggests the same old, disheartening "me first; who cares about you?" attitude that is too common today. Is this the kind of citizen St John's produces?

Barbara Rigall, '84

MR CAMPBELL,

In your commentary published on 23 February, you suggest that it is only appropriate for the government to offer financial aid to students who have done some service to the country and therefore deserve such aid. I am curious to know just what it was that you did for the U.S. in three years in the Marine Corps that you feel entitles you to financial aid for your schooling.

Lucy Oppenheim

SEEDBED OF THE AMERICAN RENAISSANCE?

Feb 22, 1981

To Those It May Mean Something To:

Many years ago a great American was born. Some years later a well-spoken American founded a special association. Still later the naval neighbors of a small school tried to put out the fire burning the main building by means of a bucket brigade. More recently some students and alumni recognized that spirit binds and builds and mind is not all that matters.

Now I say that St John's is more than the new program or the old. More than any one individual, class, team, race, sex, religion--or lack of it--and part of things greater than its all too often too narrowing regime. Mark van Doren used to quote Mill saying that men are men before they are doctors or lawyers or engineers and if you make them good men they will make themselves good doctors and lawyers and engineers. Thus the advertising slogan of the new program: I make free men out of children by means of books and balances. And Walter Lippman saying that he dared to believe that in some future age people would point to St John's College and say that there was the seedbed of the American Renaissance. So what happened? Why isn't the world beating a path to St John's doorstep? (Maybe it is hard to get things to grow on misused soil.) Why do so few alumni support the holy place that bills itself as Paradise? Why do so many people fall apart before or after they leave here? Or why have both building and development brought so much destruction? Unless this "garden" is more like and part of the rest of the world than it can safely admit.

Perhaps to say this could harm the sacred quest to bring in big bucks to keep things going. Except that along with the women here, some of the greatest sense and grace and dignity I have seen come from the board and the buildings and grounds crew. Which is somehow contrary to what the founders of the new program thought: that moral and spiritual virtues (if not practical wisdom and worldly success) would come from the cultivation of the intellectual ones. Well, from what I see the results are at best a mixed bag, and there are better balanced people in those who pay for the place--even if they aren't full time, full-fledged intellectuals--and those who work with their hands for the place--even though some are black and women.

I agree with my working companion, Mr Jefferson, and what I can understand of the good book. I do not approve of the way people treat or care for people, plants or the earth. Here and everywhere. (Maybe I am mixed up because the pretensions and harshness of the world has worked so very hard to mess up or destroy some or all of those, or maybe just tired of trying to be truthful and trustworthy when sometimes so few and so little else seems to be. Do I belong here or anywhere, and does it matter or should I care? I don't know for I am not Gandhi, Nicholson, LaFollete, Stark or Olmstead.) But I do believe we could do better. And we should try. And that is part of the reason the Lord called Abraham.

Mar 1, 1981

Having agonized over the above for years, I laid it aside after writing it, with fear and trembling. Then it became clear that I was saying essentially

what Schweitzer, Gandhi, Lord Acton, Langston Hughes, and Learned Hand had said. Finally I realized that even as I had been struggling with words and the spirit, Pope John Paul II was performing the same pilgrimage we had in Japan with this message: "Humanity must do a moral about-face."

I do not feel that I am fit to so much as tie such great men's shoe-laces but maybe I wouldn't be afraid

to face them and not worry if the world thought us dangerous or crazy.

Arthur Kungle '67

P.S. Unless we are to give up the campus as hopeless, much more and better gardening needs to be done. Would some like to gather soon, say Tuesday night, to help reorganize the garden club?

Lecture Review

CHASING THE GOAT FROM THE SKY"

Mr Littleton seems to view the Divine Comedy as a web of interconnected themes. So it is hard to decide which theme deserves to be a starting point, and it is difficult to trace them in a straightforward logical manner. I'll begin by discussing the theme of lostness.

The realization that one is lost comes only by degrees, and when one is fully aware of his state he is apt to feel terrified at his aloneness. The ensuing journey may bring the individual back home to his community, yet the journey is always undertaken by individuals. Dante puts himself in his poem because he celebrates individuation. Yet he has a mentor, Vergil, because he requires all that Vergil represents, particularly the Roman virtue of discipline. He relies on Vergil to get his will going so that he may climb God's mountain (the hill of the Purgatorio's first canto) and continue his journey in Hell during difficult times, for example when he encounters the City of Dis.

Dante elsewhere gives etymologies of "tragedy" and "comedy" that indicate his understanding of them. The word "tragedy" has a derivation which means "goat-song." Tragedy characteristically begins well and ends foully. Conversely, comedy begins foully and ends well. This explains how Dante manages to find comedy in the idea of "lostness." Lostness is not a desirable thing in itself, but since this story is ultimately a comedy and this lostness is only a beginning, it promises a fair ending. The derivation of comedy means "village-song"; it has connotations of familiarity and equality, of a community or home where the heart is. Dante writes in Italian instead of Latin because comedy is lax and humble, and suited to the vernacular, whereas tragedy is exalted and sublime, and more suited to Latin.

The ancient idea of virtue is tied up with the notion of fame and reputation. Men imposed harsh judgements on themselves to maintain their excellent reputations. Such self-judgements are represented in Dante by Minos, who as the image of conscience binds each soul to its fate. During the first half of the Inferno, Dante is under Vergil's spell. Vergil exhorts Dante to climb God's hill and press on in his journey, always for the sake of fame. Dante eventually differentiates himself from this tragic view. His own comic imagination begins to take over; this is particularly evident in the circle of the barrators. All of the characters of this ditch have made-up names only, as opposed to the full names of the historical characters encountered earlier on. We do not feel any tragic terror in this circle.

The main object of Purgatory is emancipation of the will. Cato is situated at the foot of the Mount of Purgatory because he is the man who knows best that true freedom is not a gift from Caesar. That is, true freedom is not something that can be legislated into existence. It is not of the realm of earthly politics. Rather, it is freedom from the sins that bind the will. The four stars which shine on Cato represent the cardinal virtues, which are (I think) the opposite of the four chief sins encountered in Purgatory, namely pride, envy, wrath, and sloth. Freedom of the will is not discussed until these sins are first taken care of.

In the Purgatorio's second canto, Capricorn the Goat is on the meridian with the sun rising, while at the same time the Biblical psalm of exit from Egypt is being sung by a new boatload of incoming souls. The goat is being chased from the sky, and with it tragedy. There is no room for tragedy in Purgatory. Nor is there any time for it. Time is taken seriously as a gift in Purgatory, because every bit of it is useful in freeing one's will, if used correctly. Accordingly, comedy does not exist in Purgatory in its full sense either; there is not the leisure for it.

At one point there is an earthquake on the mountain of Purgatory and the poet Statius steps out of his circle of his own free will. Nothing blocks the way to Heaven for him any longer. However, when he finds that he is in the company of Vergil, he decides he would rather tarry a day than immediately embark. This ability to reverse direction of one's will marks the difference between the discipline that was formerly necessary for him and his present state. This is the birth of comedy, which is discussed further in the Paradiso. In Paradise there is free movement. Instinct is restored to its former purity and once again serves as a reliable guide. Even if one's ideas are wrong, one's natural impulses are right.

Chip Melli '81

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Well, there's so much to talk about...

The Reality Auction is a traditional Fund Raiser. We collect all of the things you don't want, and then auction them off for pure profit. Surprisingly, there are usually quite a few nice things. This year the auction will be on April 17th, a Friday. It takes place on the quad, and there will be a keg of beer to tap at your leisure. The important note there is: think "auction" both before you leave and before you return from home for the resumption of classes. Leave any winter things that you don't want here, and bring anything that no one at home cares for back. I suppose we will start collecting the items soon after the last batch of essays are due -- April 6th. Off-campus people: there will be collection boxes in the Coffee Shop for you to drop donations into, and I will drive to your abode to pick up anything too large for you to walk in with. Please let me know. Last year we had a nice queen size bed... (tutors are off-campus people).

The Reality T-Shirts. Two or three weeks before the big weekend we will silk-screen the prized Reality T-Shirts. All you people who doodle during math tutorials should submit design suggestions o...who? Who wants to be in charge of the T-Shirt operation? I myself have no experience with silk-screening. Anyone who does and who would like to help out, please contact me. Once you have volunteered, the artists may submit their designs to you. Artists: the designs are often simply "REALITY" written nicely, or accompanied by a suitable picture or phrase. Use your imagination. I think there is a prize awarded to the best design. Let me check. Yes. The winner also has the unique thrill of seeing his work on people's chests and breasts for the next few years.

The Saturday Night Variety Show is looking for a few good acts. Anything goes: skits, readings, dance numbers, comedy, tragedy, history, pastoral, pastoral-comical, historical-pastoral, etc... Seneca cannot be too heavy nor Plautus too light. Write up a funny one sometime over break when Florida has bored you to tears. A Reality skit can be lots of fun -- not pressure. Contact me with your ideas.

Oh dear. Most freshmen probably don't realize that students make one direct contribution to the Reality Fund. The number is \$6. Now don't moan! Where else can you get a weekend of free entertainment and food for six dollars? Many of those same freshmen probably don't know exactly what happens at Reality. Well, that's partly my fault, I guess. There will be a full presentation of the tentative schedule in the first GADFLY printed after Break. Soon after, one of your own will reveal that he or she is the Reality Collector.

You may give that person your \$6. It's a bargain. We are in the midst of a Reality Renaissance. These direct contributions usually account for 1/4 to 1/3 of the total budget. Please cooperate.

Fund Raisers. There will be a party this Wednesday night, starting at 11:15 or so, in the coffee shop. I realize some people will have already flown the coop, but those who stay will find that this particular party is one of the year's best. Everybody is in a good mood. We will have bottled beer and a rum bar, with the usual mixers,

real Pina Colodas, and maybe even daiquiris. The music will be handled by the Men's Doubles Badminton Champions. Wear your vacation clothes. We've got five hot movies coming up. The Flim-Flam Man is a Friday nighter that I hope will get a good crowd. It's a fun, beautiful movie, starring George C. and Micheal Sarazzin. Mr. Roberts, which won six academy awards or so, stars Henry Fonda, Jack Lemmon, and James Cagney. Many of you have seen it, but, well, it's a nice beer movie. When Pulber throws that Palm tree... Everyone knows nothing about Clockwork Orange and everybody wants to see it. It falls on the weekend that Junior and Freshmen essays are due. Remember your priorities. Warren Beatty makes jazzy, slick, and sometimes vacuous films. Shampoo is a Beatty creation. Julies Christie is worth the admission price, of course, and if the film is about anything it's about sex. I think we'll do well. The final Reality film is My Fair Lady, starring you know who. The marvelous thing is that the Spring Cotillion begins right after the Saturday night showing. You could very well dance all night.

Patronize your benefit movies!!!

Shorts: Bring back tire tubes and the like to float around College Creek in. The water didn't taste half bad last year, and floating around the creek with a beer to sip is my idea of a perfect Reality Sunday.

People who already/still owe Reality money from past fund raisers: Plase get the money to me before you leave this week. Drop it in the mail.

Oh yes. The Preakness sent the DC a form letter asking if the students would like to make an entry into the annual Preakness Parade. It so happens to fall on May 10, Reality Sunday. The Preakness itself runs the following Sunday, May 17th. Johnny the president is handling this. The Reality Parade is Saturday, and that day's events run from 8:00am to 6:00am Sunday. Most people wake up around two or three in the afternoon. I can't imagine anything to be proud of making it to the Preakness Parade Sunday morning, and so I didn't want to try to incorporate it into the Real Schedule. But anyone who wants to make a go of it should contact Johnny. The only thing that worries me is the possibility of the Preakness effort detracting from the Reality Parade. What a horror that would be.

On and on. I apolgize for the rough-hewn prose. It's deadline time and I Kant think straight.

Billy Ney '82

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Delegate Council

DC MEETING FOR FEB 23, 1981

Present: Damon ELLINGSTON, berry, schiavo, dempster, smith, sack, talley, miller, auerbach.

1. Most importantly, no meeting next week, so all you industrious delegates can stay home and rest up for the final meeting with this administration after Spring Break. Also, all you other industrious people can think about running for office. I assure all interested parties that just because Reagan's philosophy is "no longer 'look to the government' but 'look to yourself,'" we should not necessarily abandon our little government as a sign of patriotism. Get out and show your school spirit.

2. The Committee for College Development has three openings. If you are interested, see Ms Allanbrook.

3. We are going to try another Food Committee. Anyone interested should come to the meeting after Spring Break.

4. The National College Assembly will take place somewhere in Alabama (sheets will be provided) from March 19-22, 1981. Anyone interested in going to this assembly should take to Johnnie, or Mike Coss. The Assistant Deans will defray some of the expenses.

5. I made some boo-boos in the minutes last week. First of all, the music rooms were only locked for that one day (whenever it was) and have been reopened. This does not mean that we are no longer interested in the fiend who tore the room up. Which brings me to my second mistake--careful reader take notice that the offender is a fiend and not a moron. By referring to this vandal as a moron I was not implicating our president or any of his relatives (that is Johnny Moron). Thus, I apologize to any and all morons who were offended by my notes.

DC MEETING WITH DEANS, etc.

Present: Sparrow, Schmidt, Dempster, Sack, Talley, Auerbach, Miller

1. Nothing to say, you?

2. Not much, except that Mr Curtis Wilson will be the new Assistant Dean next year, replacing Mr Miller who is doing something with the Graduate Institute.

3. Oh.

Man With Cause
Richard Endocrine Miller
never'

ANNOUNCEMENT OF PRIZES 1980-31

The annual prizes awarded at Graduation are separated into three basic categories:

1. Annual essays - the member of each class who writes the best essay will be awarded \$75.
2. Math and Language, restricted by class:
Fr and So: best translation of Greek text, and most elegant solution to math problem;
Ju and Sr: best translation of French poem, and most elegant solution of math problem.
Each award is worth \$75.

3. Open to all students:

- | | |
|--|------|
| a) for the best original English poem | \$75 |
| second place | \$35 |
| b) for the best laboratory project | \$75 |
| c) for the best essay on music | \$75 |
| d) for the best original music composition | \$75 |

All entries, except annual essays, should be given to one of the members of the Prize Committee on or before Friday, May 1, 1981.

Members of the Prize Committee: Mr Kutler, Chairman, Mr Guaspari, Mr McGrath, Mrs Renaut, and Mr Sachs.

Prizeworthy entries are not only the best of those submitted but also those which show genuine excellence in their own right. If the latter is lacking among the entries in a category, no prize may be awarded for that category.

For further information consult the Dean's Bulletin Board in the Coffee Shop. Copies of the math problems and the language texts are available in the Dean's office.




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Polity Fool

A STUPID DAY

In wind and wet and cobblestones
Annapolis is painted
Her streets are made of students' bones
Her drinking-wells are tainted
She weighs upon the senses like
The dripping of a nose
And hasn't any hills to hike
As everybody knows.
Her trees are quite malicious
As they lacerate the sky,
And sailors look suspicious
From the corner of their eye,
While politicians' thoughts are cloaked
In shadows black and gray,
I tell myself a stupid joke
To pass a stupid day.

A man and woman in a car
Pulled up and said hello,
Inquiring if the way were far
To where they had to go.
I thought a moment, then said No,
Just drive about this church
Till at your second light or so
You won't have long to search
For Main Street -- it's as plain as day --
And on it's your hotel.
They thanked me then, and drove away
And left me feeling well.
And though it happens I was wrong --
The couple lost their way --
I sang myself a merry song
To celebrate the day.

Peter Gilbert '81
Polity Fool



• Orange Juice
(squeezed fresh daily
in the market)

• Fruit Baskets
(made to order)

• Fresh Fruits &
Vegetables
(delivered daily)

• Farm Fresh Eggs

• Dried Fruits & Nuts

• Jellies and Jams

• Cider

Letters

FROM THE PRESIDENT

Dear Colleagues:

Mr Milner and Mr Wallace have brought to my attention the damage done to one of our music practice rooms over the weekend of February 14-15. I do not know, of course, whether the damage was caused by any member of our community nor do I know whether further damage to one of our pianos was done by the same person or persons. In any case, it seems to me prudent to keep these rooms locked from now on and that those who wish to use them secure a key from the Music Librarian or a student aide in the Music Library, with the understanding that the room will be locked and the key will be returned when the room is no longer being used.

In addition, I have asked Mr Wallace to leave the damaged music practice room as is for a week or so before we clean it up. You may want to have a look at what was done to see why I have decided on this new practice.

I hope that you will understand that my intention is not punitive and that I regret the need for this practice. My hope is that this safeguard will enable the members of the St John's community to make the most of these rooms in the future.

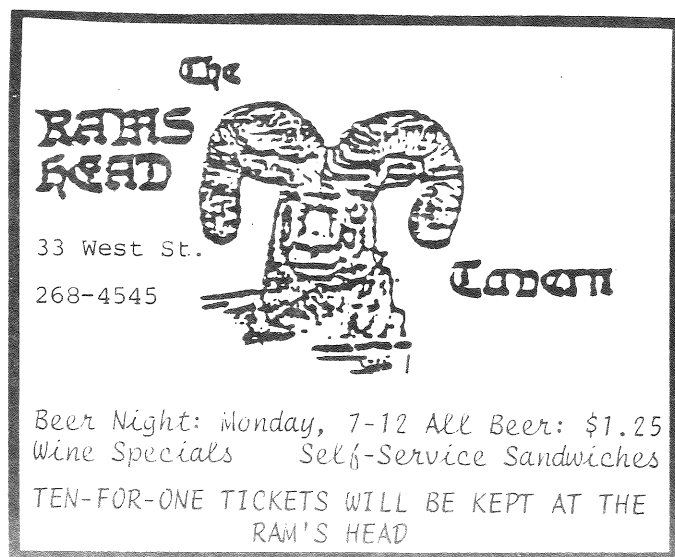
With best wishes,

Sincerely yours
Edwin J. Delattre
President

SYNTHETIC TAUTOLOGIES?

In the previous issue there was an unfortunate omission in my article on synthetic a priori propositions. The following sentence makes manifestly no sense: "Mr Ayer holds that all true statements are either tautological (and hence synthetic)." Please read: Mr Ayer holds that all true statements are either tautological (and hence analytic) or empirical (and hence synthetic.) He thus excludes the possibility of a priori synthetic propositions. (See Logic, Truth, and Language)

Anderson Weekes '82



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Announcements

FROM THE SCI

THE BEST POSSIBLE

The College annually reserves a Friday night Formal Lecture time slot for the All-College Seminar. In this now-hallowed and traditional event, students of all four years (Febbies too) convene to discuss a Great (but non-program) book. This year's All-College Seminar will be held on March 27, the second Friday after Spring Break. The Student Committee on Instruction has chosen Voltaire's hilarious anti-Leibnizian satire, Candide, as the reading for the Seminar.

The book is about 100 pages long, so everybody should purchase a copy right away and start reading over Spring Break. Mrs Boyd has hundreds of copies in the Bookstore.

After Spring Break, the SCI will post sign-up sheets for the Seminar in the Coffee Shop

Jim Melcher
for the SCI '81

COLLEGE WORK-STUDY SUPERVISORS

The payroll schedule indicates that the reports of hours worked from Feb 23 through Mar 3 are due Mar 4. This is a very short pay period, and I considered omitting it. However, that would mean that the students would go until March 31, almost six weeks, without being paid.

The paychecks for Feb 23 through Mar 3 will be issued on Mar 16, which is the end of vacation. If anyone wants to skip this short pay period and save all the hours until the end of March, please send me a note. This should only be done if the students agree to wait.

Sorry for the confusion.

Caroline Taylor

FROM THE FINANCIAL AID OFFICE

If you are a financial aid recipient who is a resident of Maryland or the District of Columbia and are planning to pursue a career in Business or Education, you are eligible to apply for the Dwight P Jacobus Scholarship. This is an annual scholarship of \$500 which could be renewed each year. It is awarded by the Association of School Business Officials of MD and DC. The application deadline is April 1, 1981. Application forms are available in the Financial Aid Office.

WANT TO STRUT YOUR STUFF?

Preparations are being made for the annual St John's Community Art Show. Last year's show was a success and your help is needed to make this year's just as good. We need your drawings, paintings, photographs, sculpture, etc. to make up the show. The show will be April 16th through the 26th (yes, over parent's weekend). Mat board and matting instruction are available in the Art Gallery. We're counting on you to contribute.

Also, spring cleaning in the art studio begins April 10th. All unclaimed works (ceramics, drawings, paintings, etc.) will be given to the Reality Auction (disposed of) at that time.

Bob Thomas

RENDERING CREDIT WHERE IT'S DUE

Would all those who have credit with the Waltz Committee please settle their accounts before the Spring Break. Also, thank you to all those who helped to make the Winter Ball a success especially Bruce Dempster and Mr Zuckerman.

Mike Henry
Waltz Archon

FROM THE PLACEMENT OFFICE

MASSPRIG, a nonprofit organization concerned with safe energy and environmental matters offers jobs in public education and fundraising. Both summer and full-time positions are available, and they are located in Boston, Amherst, Worcester and Cape Cod. Come in to see the announcement, or contact Sandy Pooler, MASSPRIG, 120 Boylston St., Boston, MA 02116. Phone (617) 423-1796.

Graduate Assistantships at University of Maine at Orono - part-time jobs which provide room and board, graduate school tuition and a salary. There are several different "resident-head" type positions available.

Career Strategies for 1981 is the name of this year's Women's Employment Opportunities Conference in Baltimore. The conference will be held at the Convention Center on Thursday, March 26, and Friday, March 27. Major employers will present an overview of their industry with respect to current market trends, occupational choices, entry points and career paths. There will also be workshops on such matters as resume writing and interviews. I have a list of the participants, and a registration form. Pre-registration, with a deadline of March 12 costs \$6. Registration at the door costs \$8.

Positions are available for American Youth Hostel Leaders. These positions offer free travel, a small daily stipend and a 20% discount on equipment. The benefits are mainly in experience rather than financial.

Marianne Braun
Director of Placement

FROM THE HEALTH CENTER

The missing borrowed book My Body My Health, The Concerned Women's Guide to Gynecology, has been returned.

The CPR Course will probably be SATURDAY, March 21. There is still time to sign up for it. Cost 35¢.

Marilyn Mylander

DIRECTORY CHANGES

Zenzinger, Theodore (So) 240 Prince George St.
267-7344
Reynolds, Steven (So) 103 East Pinkney Hall
36

SENIOR RESIDENTS POSITIONS FOR NEXT YEAR OPEN

Those interested in being senior residents in the dormitories next year should make application to the assistant deans office by March 16.

COMING SOON!

FIRST TANGO IN ANNAPOLIS

Starring students/staff of St John's. Soundtrack made possible by all the tango dance music you return with after spring vacation.

A Waltz Committee production.

Willy THE Wizard

BY R. CRUTCHFIELD + DEREK MOUSE

"A NICE DAY"

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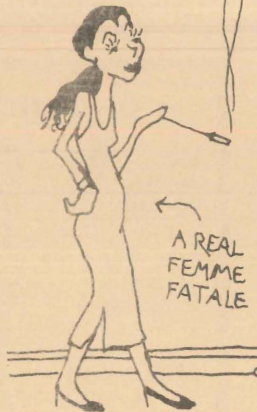
GEE, DEREK—

I DON'T KNOW HOW GOOD AN IDEA IT WAS TO READ ARISTOTLE ON THE QUAD...



SUDDENLY...

WILLY, MY LITTLE MUNCHKIN!



IT'S NATASHA DORNENSKA! I REMEMBER HER FROM THE SEDUCERS AND CORRUPTERS BALL!



YOU SEE, WILLY, NOW THAT YOU HAVE ENJOYED THE PLEASURES OF HAPPY HOUR, WHAT A FUTILE THING STUDYING IS... ESPECIALLY WHEN SPRING IS IN THE AIR!



Sports

MEN'S by Bryce Jacobsen

BASKETBALL

Feb 23...Guardians-78, Spartans-51. The Spartan A's were almost competitive, losing the first period by only four points, and the last by eight. But their B's let the game get away from them, ultimately losing 21-6. Some of the Spartans who usually play B were playing A...which could have something to do with all this.

Five players achieved that renowned plateau known as double-digit-scoring...Messrs. Whalen, Leizman, Schuler, Guaspari and Nau. Others came close, such as Mr Ney and Mr Henry.

Still others achieved double-digit-rebounding, double-digit-assists or double-digit-steals...but unfortunately, we do not keep records on all this.

Feb 25...Hustlers-82, Druids-71. Last time the Druids won 62-60, and now the title was on the line...so we all knew it was going to be a closely contested match-up.

For a period it was a standoff, with the two teams trading baskets, for the most part. But then the Hustler B's, after falling behind, went ahead by five points in the final moments of the second period.

This was all that the Hustlers needed. Once again they matched the Druids in the final period; basket for basket. Eventually the Druids were reduced to fouling...and finally, after going 6 for 19 at the foul line, the Hustlers started making more foul shots than they missed. Hence their modest lead was increased at the end.

How is it that the Hustlers scored 60 points against the Druids in January, and 82 in this game? The score book reveals that Messrs. Adams, Ewing, Moynihan, Smith and Wall scored, in toto, 17 points in the first game...and 47 in this one!

This means that we shall have a play-off game to determine the league championship, on Wed, Mar 4 @ 4.

FREE THROW TOURNAMENT...Feb 26

This was won by the Guardians, with the Hustlers a close second...followed by the Druids, Greenwaves and Spartans. Mr Rutherford and Mr Zenone of the Guardians made 20 out of 25. Mr Sorenson of the Hustlers and Mr Born of the Druids made 19. Mr Mulholland of the Guardians and Mr Maddocks of the Hustlers made 18.

TWO-ON-TWO TOURNAMENT...Feb 28

This was won by the Hustlers, with the Guardians a close second. The Spartans were third, the Druids fourth and the Greenwaves fifth.

SOFTBALL will start right after Spring Vacation. Remember to bring a glove back with you...and some long underwear and a warm sweat suit for those chilly, breezy days. The schedule is already posted.

LEAGUE STANDINGS (Final):

BASKETBALL			VOLLEYBALL				
	W	L	TP		W	L	TP
Druids	7	1	22	Druids	7	1	22
Hustlers	7	1	22	Spartans	5	3	18
Guardians	4	4	16	Guardians	5	3	18
Spartans	1	7	10	Hustlers	2	6	12
Greenwaves	1	7	10	Greenwaves	1	7	10

THIS WEEK'S SCHEDULE:

Basketball...Wed 4:00 Hustlers-Druids

SCHEDULE RIGHT AFTER VACATION:

Softball...Wed 4:00 Spartans-Druids
Thurs 4:00 Greenwaves-Guardians
Sat 1:30 Hustlers-Spartans
3:00 Greenwaves-Druids

WOMEN'S by Lisa Cobb

VOLLEYBALL

Feb 24 Nymphs-3, Furies-0

The absence of Sue Coffee was evident in this Fury defeat (3-15, 5-15, 13-15). Misses Alers, Stuck and Oosterhout made a good attempt to save the Furies, but the Nymphs' serves were hard to return and even harder to set. When Miss Kamensky walks up to the serving line the Furies tense up in anticipation. Miss Haskins and Miss Gowdy are proving to be formidable Nymph players. They have a lot of control and can complete a set very effectively.

Feb 26 FREE THROW CONTEST

Maenads....81
 Amazons....67 Liz Stuck had the highest
 Furies.....61 individual score - 17.
 Nymphs.....59

Feb 27 Amazons-2, Nymphs-3

The Nymphs pulled off another victory today, but not without a struggle (15-11, 13-15, 15-5, 11-15, 15-10). Miss Tive and Miss Nogales of the Amazons put some tremendous serves over the net, while Miss Nelson kept the sets going with Miss Viola and Miss Smith's help. However, the Nymphs had quite a battalion out today. Again Miss Haskins and Miss Gowdy saved the day many times. Miss Abrams scored many points with her soft serves that barely topped the net and fell into the front linesmen's laps, where it's difficult not to tangle ball and body with the net.

Feb 28 TWO-ON-TWO CONTEST

Scores for individual games:

Maenads	16	Nymphs	0
Furies	16	Amazons	6
Amazons	16	Nymphs	14
Furies	17	Maenads	8
Nymphs	16	Furies	2
Amazons	17	Maenads	2

Final results for team points:

Furies.....3
 Amazons.....2
 Maenads.....1
 Nymphs.....0



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