THE COLLEGE

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St. John's College
Annapolis, Maryland
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July 1969

The College

Cover: Portrait of Newton by Kneller.

We should like to invite tutors, alumni, and students to submit articles for publication by *The College*. Articles on any subject which would be of interest to the College community and which would be representative of the life of the mind of the College will be considered.

Mindful of St. John's tradition and Socrates's suggestion in *The Phaedrus* that what every good speech or writing most deserves is a question period, we should like to begin a new feature, entitled "Question Period," which would contain questions or criticisms of whatever we have published and answers from their authors. (Ed.)

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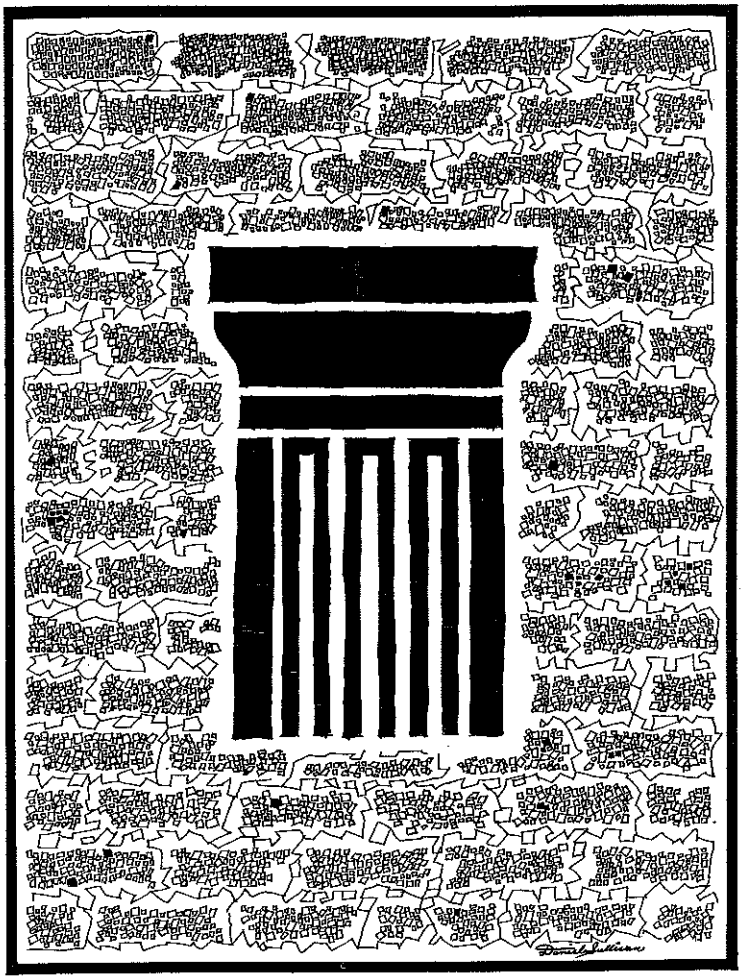

In the July Issue:

The First Annual Provocation Address

The 1967 Graduate Institute in Liberal Education

By ROBERT A. GOLDWIN

Everybody knows how an academic session ought to begin; that is, it properly begins with a Convocation ceremony and a Convocation Address. And everybody knows how an academic session ought to end; and that is, with a Commencement ceremony and a Commencement Address.

But if there is no Commencement, as in our situation, what kind of farewell ceremony and talk is called for? And what is such a talk called?

One of my colleagues suggested recently that if one begins with a Convocation, one ought to end with a Provocation. I thought that was an excellent suggestion, and so I have prepared this Provocation Address. I hope that the excellence of the suggestion will be appreciated, that a Provocation Address will become a tradition of the Graduate Institute, and that this address tonight will come to be known in later years as "The First Annual Provocation Address."

Provocation strikes me as quite consistent with the underlying idea of Commencement. It seems strange to some people, especially at first glance, that the ceremony marking the end of formal education is called Commencement. But the intention is, I think, very clear—that the best way to understand the end of formal education is as a true beginning. Commencement suggests that we look ahead; in the same sense, a Provocation Address should provoke us to look ahead. An educational provocation should seek to provide some beneficial irritant to keep us usefully active and thoughtful until next June. An academic provocation must seek to follow the example of the ancient gadfly.

We have spent the summer studying politics and society, and during that time we have read about and thought about and written about different kinds of communities and their underlying principles. What about this community, this Graduate Institute? What kind of society or community is it?

We can say of it that it is only temporary, because after eight weeks we are about to disband and disperse. We can say that it is not architectonic, because it is a community within many large communities. We can say that it is not even a political community, because whatever powers it exercises fall far short of political power. The question then is, in what sense is it a community? What has made us a community?

Now, certainly, the answer is not the residence we have shared, not the meals we have shared, not our outings, not our parties, not even our common interests and work. Nothing has made us a community if it is not the desire we all share to understand.

But one might object that the principle I have just stated is what characterizes every good school, and that there is nothing peculiar to this Institute in the shared desire to understand, however strong it may be. I think it is true, that objection, and worth thinking about, too, for the question "What is a school?" is a noble question. We are forced to go one step farther. What makes this school the community we have all felt it to be—unique in our experience, unique in our schooling experience?

This community has been characterized by one unusual fact that sets it off from other schools. We have lived for eight weeks in the presence of greatness. I do not mean the greatness of any one of us; I mean the greatness of the authors of the books we have studied. They, the great authors, have set the standards under which we have worked and lived this summer.

Now I must point out to you that the greatness of those authors has made us the victims and the beneficiaries of a ridiculous paradox. The paradox can be simply stated: they, the authors we study, are great; in fact, they are the greatest teachers available to us. Compared to them, to those giants of our civilization, we are pygmies. But because we chose to learn from the truly great teachers—and this is the ridiculous paradox—we have spent eight weeks unavoidably trying to tell each other, and ourselves, about the errors those giants made. It has been a common thing for one of us to say, "Now where Hobbes (or Aristotle, or Rousseau, or Marx, or Freud, or any of our authors)—now where Hobbes made his fundamental error," and so on. Is that not presumptuous? Of course

it is; worse than that, it is arrogant. What excuse can we possibly make? Our only excuse is that they made us do it. That is, the only way we can learn from those great teachers is for us to attempt to argue with them, which sometimes necessarily means to disagree with them. In order to be their humble students, we had to make ourselves their critics, which is arrogant.

That is the inescapable, ridiculous paradox involved in study of the sort we have been engaged in this summer. To learn from the greatest teachers, one must learn how to be humbly arrogant. Timidly, apologetically, hesitantly, docilely, but with arguments, we must say, "Excuse me, O Great One, but I think you are wrong."

Now what is the consequence of our having dared to live in the presence of greatness? If we had been thoroughly successful, I mean completely successful, no one of us could ever again be satisfied with, or tolerant of, the second-rate. We could not even settle for the first-rate, because greatness stands far above even the first-rate, the skillful, the excellent. But, unfortunately—or perhaps fortunately for the ease of our lives—we have not been that successful. We must surely understand and acknowledge that we have not learned how to share in the greatness of the great authors. But, it is not too much to hope that many of us have been affected in another way, that we have developed a preference, a strong preference, a growing preference, and perhaps a permanent preference, for excellence rather than the mediocre.

All of us know the Biblical story of Jacob, who one evening met a messenger of the Lord, and, for some reason, wrestled with him all night long. As morning approached, the messenger of the Lord asked Jacob to let him up. Jacob replied that he would only if the messenger blessed him. Part of the blessing was that a new name was bestowed on Jacob, "Israel," the one who wrestles with God.

We, too, have been wrestling with beneficent adversaries capable of blessing us. The authors we have wrestled with this summer may or may not be messengers of the Lord, but they are surely men from whom we may obtain a blessing through wrestling well. At this moment, when the wrestling is about to cease, what blessing shall we ask of them?

I make this suggestion—and let this be the provocation—that we ask them to bless us by making us as ambitious for excellence as they were for greatness. And, if, as a result, a strong inclination toward excellence works itself into the very constitution of our beings, then this community will persist, even though dispersed, but no other way.

I know the other members of the Faculty join me in thanking you for your diligence, your patience, your excellent good humor, your intelligence, and your devotion to teaching and learning. In short, we thank you for being the kind of people you are.

Robert A. Goldwin began his term as Dean of St. John's College in Annapolis on July 1, 1969. He was Associate Professor of Political Science and Director of the Public Affairs Conference Center at Kenyon College. He is Editor of the Rand McNally Public Affairs Series—volumes of essays which have grown out of Conference Center meetings among practicing political men, journalists, and academics. The volumes present responsible and authoritative statements of differing views on major public problems on a variety of subjects.

Some of the volume titles are *America Armed: United States Military Policy; A Nation of States: The American Federal System; Political Parties, U.S.A.; 100 Years of Emancipation; Left, Right, and Center: Liberalism and Conservatism in the United States; Higher Education and Modern Democracy: The Crisis of the Few and the Many;* and *A Nation of Cities: America's Urban Problems.*

Mr. Goldwin has also edited three readers in international relations. He is the author of "John Locke," in *History of Political Philosophy*, published in 1963 by Rand McNally, and he is presently writing a book on Locke. In 1966 he was named a Guggenheim Foundation Fellow.

He is a 1950 graduate of St. John's College and received his Ph.D. from the University of Chicago. He was one of the planners and the first director of the Graduate Institute in Liberal Education in Santa Fe. Since enrolling as a freshman he has always been connected with College activities. All those who have had the opportunity to observe and to admire his leading a seminar or conducting a question period know that his return to the College is indeed a coming home.

Mathematics As A Liberal Art

By SAMUEL S. KUTLER

Seminar Discussion on the Place and Extent of the Teaching of Mathematics in the Liberal Arts Curriculum*

SEMINAR PARTICIPANTS

The Instruction Committee of St. John's College
- Dr. Richard D. Weigle, President
- Dr. John S. Kieffer, Dean
- Mr. Robert S. Bart, Tutor
- Dr. Eva T. H. Brann, Tutor
- Dr. Jacob Klein, Tutor
- Mr. Samuel S. Kutler, Tutor
- Mr. Hugh P. McGrath, Tutor
- Mr. Dean R. Haggard, Tutor

Brother U. Alfred, F.S.C., Professor of Mathematics, St. Mary's College

Dr. Henry Alder, Associate Professor of Mathematics, University of California, Davis Campus

Brother T. Brendan, F.S.C., Associate Professor of Mathematics, St. Mary's College

Dr. Max Kramer, Professor of Mathematics, San Jose State College

Dr. Gordon Latta, Professor of Mathematics, Stanford University

Dr. Kenneth O. May, Professor of Mathematics, Carlton College, Visiting Professor of Mathematics, University of California, Berkeley Campus

Mr. John Thomas, Assistant Professor of Mathematics, University of San Francisco

Dr. Richard P. Wiebe, Assistant Professor of Mathematics, St. Mary's College

Dr. Lloyd Williams, Professor of Mathematics, Reed College

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* Taken from the "Proceedings of the Colloquium on The Liberal Arts Curriculum: Structure and Content, St. Mary's College, March 25th-March 27th, 1965," pp. 27-41.

Mathematics is a liberal art at St. John's College. Although four hours a week are set aside for a mathematics tutorial, the mathematics curriculum should not be set up or considered independently of the curriculum as a whole. Mathematical illustrations illuminate discussions in seminars and language tutorials, which in turn illuminate discussions of the methods, axioms, postulates, and definitions in the mathematics tutorials. Certain passages in Plato's *Republic* must remain dark unless illuminated by careful study of geometry. One cannot read far in the writings of Whitehead without wanting to know what experiments and what line of reasoning leads to the incredible postulates and conclusions of relativity theory. Every leader in a mathematics tutorial is engaged in teaching and learning in other parts of the program. This permits radical questioning beyond what is ordinarily considered to be within the boundaries of mathematics. It allows students and tutors to pursue lines of inquiry leading to relationships between the work of the mathematics tutorials and the seminar, language program, laboratory sciences, and music tutorial. By studying Euclid and Ptolemy in mathematics tutorial while they are reading Plato and Aristotle in seminar, by studying Newton's *Principia* . . . while they are reading Locke, Hume, and Kant, the students discover—without requiring sermons on the subject—relationships in and between what are conventionally regarded as separate fields of knowledge.

The chief specific aim of the mathematics tutorial, as stated in the catalogue, "is to give the student insight into the nature and practice of thinking, of reasoning that proceeds systematically from definitions and principles to necessary conclusions." And, one might add, to become familiar with those objects, such as number and figure, which are preeminently accessible to this kind of thinking. The student should learn what a demonstration is. He should learn this by understanding demonstrations, by criticizing demonstrations, and by performing demonstrations. Mathematics is a discipline in which the subject matter allows of great precision. If it is the case that politics, for example, does not allow of the same precision of argument, the student of the liberal arts should have

something to hold up as a model of that precision which he must always fall short of in a political discussion.

To what *extent* should mathematics be studied in a liberal arts curriculum? In an age dominated by modern science and technology the student should have enough theory and practice in symbolic mathematics so that he will not have to despair of being able to understand the discoveries and even of being able to criticize claims to authority made in the name of mathematical physics and mathematical biology.

Since no one can be considered to have received a good education if he accepts uncritically the opinions of the educators of his own times, the student should encounter alternatives to these opinions. At the present time many educators appear to be of the opinion that no child is too young to begin to learn mathematics from the point of view of the theory of sets. It seems that we may be approaching a time where no other way of mathematical thinking would be conceivable. At such a—so far hypothetical—time a liberal arts mathematics curriculum should draw material from any period of history that presents an alternative approach. At the present time it would seem to be worthwhile to study the first book of Euclid's *Elements* with an attempt to understand it not from a "higher" point of view, but as much as possible as Euclid himself understood it. Then proofs of the same theorems from Hilbert's axioms would provide a modern approach. Each study should enrich the other, and the student should then be in a position to begin serious and fruitful reflection on the nature of geometry.

The following review of the mathematics program at St. John's is not meant to suggest that St. John's has found the only correct road to a mathematics curriculum for liberal arts students. Many improvements have been made over the years and we try to remain open to suggestions for further improvement. We do believe, however, that the present mathematics program at St. John's is successful to a large extent, to a greater extent than any other program we know of, in meeting the aims of such a mathematics curriculum. To see more fully how the College understands these aims it is necessary to turn to the particulars of the program. We hope to emerge from the consideration of these particulars with opinions applicable to a mathematics program in any liberal arts curriculum.

In his freshman year at St. John's, every student begins with the *Elements* of Euclid. The freshman who thought that mathematics was only for those with a special aptitude finds himself actively engaged in discussion about mathematical principles: the definitions, the postulates, the common notions. Together with students who were sure that they had mastered plane geometry in secondary school, he begins to reflect on the nature of the mathematical objects and on the nature and kinds of mathematical demonstration that Euclid displays. Besides challenging and discussing the proofs given by his fellow students, he is acquiring the art of effectively demonstrating propositions himself, defending his proofs from objections, and explaining it to those who are having difficulty understanding the proof. Among the high points in the study of Euclid's geometry is the theory of ratios, in which the difficulties caused by the existence of incommensurable magnitudes are met by the Eudoxian definitions of same and greater ratio that contain the seeds of Dedekind's analysis of the real number system. The study of Euclid concludes with the construction of the five regular solids, which soon reappear in a seminar reading of Plato's *Timaeus* and again in his sophomore year when he reads Kepler's *Epitome of Copernican Astronomy*. In the last third of the year the attention of the tutorial is fixed on Ptolemy's *Almagest*. Here the student finds the theorems of Euclid extended to set up a mathematical science of the motion of heavenly bodies. His first experience with mathematical methods of approximation is in Ptolemy's construction of a table of arcs and chords that is equivalent to our trigonometric tables. The freshman mathematics program concludes with Ptolemy's theory of the sun's movement.

In the sophomore year the study of the Ptolemaic system of the world continues with the consideration of a theory of planetary motion. Before long the difficulties and complexities become apparent in Ptolemy's attempt to "save the appearances" by means of regular circular motion about the earth as center. The student is prepared for the transition to Copernicus's heliocentric theory, which is effected by proofs that show the mathematical equivalence of the two theories in accounting for certain basic measurable phenomena.

Apollonius's purely geometric treatment of conic sections is the next course of study. The student builds upon his understanding of Euclid's *Elements* to reach the culmination of Greek mathematics. In the last third of the sophomore year, analytical geometry is studied. Because of the previous work on Apollonius, an especially important proof is that every conic section represents an equation of the second degree and conversely. Here, and at other points in the study of conic sections, ancient and modern arts are brought to bear on the "same" objects, which because of radically different treatments are somehow not quite the same. The contrast between the treatments leads to the raising of far-reaching questions about these treatments and their objects. Assumptions and presuppositions are thus explored which otherwise might never have been brought to light.

In the third year the historical order of subjects is abandoned; that is, the calculus in its modern form is studied as preparation for the consideration of the roots of mathematical physics in the works of Galileo, Kepler, and Newton. (It should be said that the order of subjects in this program is not based on any theory of history, but on the opinion that in many, if not most, cases the order of insight, or natural order of conception and argument can best be understood by studies that follow the historic

development.) In the *Principia* . . . the student sees astronomy no longer treated only as a heavenly science but "heavenly and earthly motions brought under one law." There is an exciting moment when Newton seems to have grasped the notion of *limit* in its modern rigorous form, "For those ultimate ratios with which quantities vanish are not truly the ratios of ultimate quantities, but limits towards which the ratios of quantities decreasing without limit do always converge; and to which they approach nearer than by any given difference, but never go beyond, nor in effect attain to," and then he reverts to "till the quantities are diminished in infinitum."

In the fourth year there is a return to elementary geometry. Lobachevsky, in the uncertainty as to whether there is more than one line through a point that does not meet a given line, produces a consistent, perhaps unimaginable, geometry. Moreover, Lobachevsky insists that the choice between consistent geometries must be decided by astronomical observation. The student, returning to the demonstrations of elementary geometry, finds he is handicapped by being unable to use his images in quite the way he could with Euclid's geometry proofs. The student is compelled to re-examine his opinions about the nature of geometry; for example, a re-reading of a section on the transcendental aesthetic in Kant's *Critique of Pure Reason* is then in order. With these alternatives to Euclidean geometry having been examined, the groundwork has been laid for a consideration of more general geometry with the examination of the claim of Arthur Caley that projective geometry is all of geometry. The substance of that claim becomes clear when the non-Euclidean geometrics, as well as Euclidean geometry, turn out to be special cases when considered as subsets of the projective plane. The mathematics program concludes by extending the study of astronomy that began with Ptolemy, Copernicus, Galileo, Kepler, and Newton to the geometrization of physics proposed by Einstein in the theory of relativity.

Commentary By Brother U. Alfred

In discussing the mathematics program of the St. John's plan and its relevance for liberal education in general, there are some major problems. What is the standard of judgment? Liberal education from what one is able to read about it is an undefined quantity in the sense that we are blessed with innumerable divergent conceptions of its nature. Such a flexible yardstick does not lend itself to accurate measuring.

Accordingly, a mathematician might proceed in the first instance to note that the St. John's program has the characteristic of consistency. Starting with the concept of learning from the great teachers of all times and accepting the twofold nature of the liberal arts as manifested in the trivium and quadrivium, it is only appropriate to seek for works that incorporate classical development of mathematics either in its own right or in relation to other fields. . . .

One can go on to specific difficulties of a practical nature. The program evidently does not agree with the usual pattern of college education as exemplified in our country wherein students as a rule engage in some measure of specialization so as to be prepared for their specific subject area in graduate work or their life work after college. Possibly, the superior type of student can take the St. John's program and then go on to higher studies and without too much difficulty compensate for the lack of *ad hoc* work in his area of specialization. But I doubt if the generality of students would be able to do this. The problem then is thrown back to one of economics: so many years of schooling costing so much per year before one is able to arrive at the time of gainful employment. . . .

Next, while the emphasis on the great themes in mathematics and concern with mathematical classics has admirable features, it would seem to me to be carried to an extreme. Too much time and effort is spent on puzzling through obscure and involved approaches which have long been superseded. There is an answer, of course: this is the way to train the human mind; what the students do not get in mathematical content, they acquire in greater ability to analyze difficult language and piece together obscure thought processes. Such an answer carried to its logical consequences can arrive at the absurd conclusion that the more obscure and difficult a teacher is, the better he is This view could be very satisfying to some of the people who spend their years confusing the young mind in the classroom, but it hardly appears satisfactory from the standpoint of the young mind. . . .

Simply as a springboard for discussion, I would like to advocate the following as a minimum: In the freshman year, there should be a course along the lines indicated by Dr. Henry L. Alder in a recent article in the *American Mathematics Monthly* entitled "Mathematics for the Liberal Arts Students." This emphasizes the free operation of the human mind in its approach to quantity and form. Starting with a fully fabricated theorem such as is found in Euclid is quite artificial. Mathematics is never discovered in this state. Such formulations are the very last

stage in a process of development beginning with vague fumblings, proceeding by surprising intuitions, maneuvering by shrewd guesses, checking by numerous examples, arriving at a projected theorem, attempting to prove this theorem . . . and only after a long period of development when many such processes have been carried out, the full-fledged logical system *a la* Euclid is achieved. To start students at this end of the process is fine for exemplifying the logical structure of a mathematical system, but very poor as a means of giving them a mathematical experience.

In the upper division course, this would be the time to show students one or more mathematical systems including Euclid's, though it would not be advisable to go through the entire work. Here would be the place to consider those many fine topics treated in the St. John's program: rational and irrational number, limits, the nature of

calculus, the postulational approach to mathematics, what constitutes mathematics, the relations of mathematics and science, non-Euclidean geometry, the Dedekind cut, and so on. The historical significance of these ideas brought out especially by relating them to passages from the great works on mathematics should be considered essential. Finally, without becoming too technical, students should be brought to the very last word in modern mathematics—what it is doing, where it is going, its significance for the future of our culture.

Discussion

Mr. Klein: . . . it is perfectly conceivable to us that our mathematics program is not built in the right way. I think that what you said about Euclid representing a sort of last stage in the whole process of mathematical experimentation, as it were, is quite right. It is a sort of an accomplished affair, and to start with that is questionable. On the other hand, one could start the freshman year with the buildup of the number system. The reason—one of the reasons, not the only one—why we prefer our way is this, that it helps the rest of the program. While in the freshman year they are reading books written originally in Greek, the relation to Euclidean mathematics and Apollonian mathematics is much closer than if you start with the kind of mathematics which presupposes a totally different conceptual approach. That's one of the reasons why we prefer it. There are other reasons—let me not go into them now. On the very general question why mathematics should be studied at all, I should like to point out the fundamental fact that the way to learn is originally the mathematical way; there is something about learning mathematical relationships which presents the model of all learning, because of its precision and the necessary avoidance of all the sophistry which usually surrounds our way of talking. Furthermore, mathematics is, indeed, a way of speaking, a very strange way of speaking, because it is related to our use of signs, and although words are signs, the mathematical signs are different because they are not necessarily pronounced. They are written or diagrammed, put down somewhere on sand, or on paper, or on the blackboard.

I have, personally, a certain opinion—it may be totally wrong—that the development of mathematics consists in changing the nature of those signs with which mathematics originally started.* That is, originally mathematical signs were not symbols, but they became symbols later on. And this symbolic language is, of course, an incredible, powerful tool for our understanding, for understanding a) our world, and b) ourselves. So it seems to me that liberal education, if it is to exist, cannot possibly avoid studying mathematics.

. . .

Miss Brann: . . . Another topic that comes up and becomes very vital is: What are the objects with which mathematics deals? And since we begin in classical mathematics with systems which do have specific objects to be seen and imagined and analyzed, and then go on to the type of mathematics (first represented by analytical geometry) which does not apparently have such objects, this question is very quickly transformed into the following: Is mathematics primarily concerned with objects or with methods? And so we raise a second great topic the question: what is a method? Is there an objectless method? Does the object determine the method? Or the method the object? So when I began by saying that it probably would be accurate to say in some way that we don't study mathematics, this is what I meant. We're really interested in ways of *understanding* primarily, and if the particular theorems, the particular discoveries of mathematics are in some way curtailed, that may be deplorable from a different point of view, but it fits in with what we are trying to do. *Dr. May:* I'd like to ask a couple of questions whose answers will give me a better picture of what actually

* See Jacob Klein, *Greek Mathematical Thought and the Origin of Algebra*, translated by Eva Brann, with an Appendix containing Vieta's *Introduction to the Analytical Art* translated by the Reverend J. Winfree Smith, Jr., M.I.T. Press, 1968. (Ed.)

happens in class. I imagine you studying Euclid in the first year and, as we say, discussing the proofs. Now it's well known that Euclid is incomplete—his axiom system is incomplete—someone who's trained in modern mathematics would be able to demolish a good many of these proofs. Does it ever happen in your critical discussions that students realize on their own that things are missing—that the argument isn't complete? And does the instructor call this to the attention of the student?

Mr. Kutler: It certainly happens that students discover this, either by themselves or with the help of Thomas Little Heath, who has edited it, and filled it with scholarly comments of all kinds, historical and mathematical. Now, I'm not sure that Euclid, if he were alive—and maybe you could convince him—would agree with you that all the gaps are gaps. I'm not sure that the enterprise he's interested in is the same as the enterprise of modern mathematics. That is, I think Euclid's talking about triangles, not the ones you draw on the board but the ones in your imagination. But I think he expects you to look at those figures, or look at them with your mind's eye. So when you say in the first proposition in Euclid, "Well, look, he doesn't have an axiom which says that two circles are going to intersect," maybe he'd say "I don't need an axiom for that because it's about figures and we can see that there's a point inside and a point outside and we know what circles are, and of course they meet."

Dr. May: Do you stay within the Euclidean program and judge Euclid on the basis of what he was trying to do or do you also consider the possibility of other programs at the same time?

Miss Brann: This is another one of those large topics which arises very nicely within this framework. Most of our students have some sort of vague notion of, to use a technical term, an "axiomatic system," when they come to us. When we begin to study Euclid, one of the interesting topics to discuss is whether *this* is what they had heard rumors of in high school, whether Euclid's "system" is intended to be an arbitrary axiomatic system in the sense they imagined. Well, three years intervene, and we finally come to the senior year when we begin to study modern axiomatics, and it turns out that in fact there exists a world of difference between an Euclidean axiom and an axiom of Hilbert. And though it is in fact the case that we don't do justice to the ramifications of modern axiomatics, I think that we do do justice to the difference between the approaches. And this does make many students feel that they want to go on with the modern side.

. . .

Dr. May: . . . it seems to me that it would be better not to make it the concern to get to modern times from ancient times, getting modern ideas from old ideas, but to start with what we know now, and to use the old ideas to illuminate modern understanding. It seems to me that there are two aspects of mathematics—modern aspects—that one, I think, is neglecting. The first one is the enormous amount of mathematical information which makes people feel that one can't start with the present. On the other hand, one of the characteristics of mathematics in the last hundred years is a tremendous achievement in understanding the simple ideas of mathematics. And I think that this makes it possible by utilizing what we know about mathematics now to start with the very most modern ideas, to start with mathematics as it now exists, and present that to the beginning student. I think that by so doing, and only using the classical material as contributive, one would be able to achieve all the goals of the Program. Certainly one would teach logical reasoning and so on. I think you will do this far quicker by starting with what we now know about logical reasoning.

Mr. Kutler: The *quicker* there's no doubt about.

Dr. May: I think quicker and more deeply. The individual would even understand better the classical work in this area if you begin utilizing everything we know. So that I would say, instead of starting with the old and going toward the new, start with everything we know now.

Mr. Kutler: We do that with the calculus. I tried to say that. We do it with the calculus and then we read Newton's lemmas, and we get the tension in the other direction, the way you want to see it; that is, we see a struggle for something—somethimes Newton seems to have it as much as Cauchy had it. I do think it's bad if everything is presented too simply as a finished product. You see Brother Alfred's criticism about Euclid would apply pretty strongly to what you say now, that is, you don't see any struggle or groping to come up with this, but everything is presented as something all smooth with all the edges taken off.

. . . but you see one thing we do, and nobody has emphasized this, one reason why we like to do a lot of theorems in Euclid is it's the first, it's the beginning of having the students learn to demonstrate. And when they learn it, it's not by our lectures. We consider that a major thing—I don't know whether you agree with me or not.

Dr. Kramer: I agree up to a point. Too much time is spent, I think, on doing everything in Euclid. There are many methods of proof. Euclid practically restricts himself to one. Oh, he gives a token to the indirect method, but there is very little induction, nothing of mathematical induction, and he doesn't get involved in the laws of logic (for example, the law of the contrapositive) and things of this sort. So my feeling is this: I would like to see you cut back the number of theorems from Euclid—give the rest of the time to a consideration of a variety of methods of proof, and see what has evolved, for example, through the use of algebraic methods. I'm not saying you must disregard Euclid's work. With the statement that one must start with it, I agree a hundred per cent. My feeling is that you must cut back to make room for these other things.

Mr. Kutler: To make the points you want to make, it seems to me, that Euclid doesn't have this or doesn't have that, which we notice, time and again, would go in and out the ear of the student who hasn't worked with it long enough. They don't have any solid thing to base against the modern approach.

Miss Brann: Do not forget that many of these students are people who, in an ordinary college, would regard themselves as having a block against mathematics. . . .

. . .

Mr. Bart: I'd like to say just one word about the example that came up with continuity—two words. First of all, of course, continuity doesn't wait in our treatment until the senior year. That's manifest. It emerges the moment we try to look at a locus problem. We're immediately confronting the converse of the situation we've been getting with the conic section taken as a cut, in which it seems the figure is given in its continuity in the manner in which, say, Euclid gives it. When we try to look at the conic section as some kind of locus problem, immediately the question of continuity has to come up, and then we try to go back and ask ourselves to what extent and in what way Euclid presupposes it. But it doesn't seem to me certain that our notion about continuity, that is the notion we formulate in a mathematical system today, is the real starting point of the problem of continuity. Those definitions and those achievements really seem to me to have something in back of them, and what they have in back of them is really what Euclid starts with. Now at what moment one is to become articulate about the problem of continuity is not completely clear to me. . . . There are various approaches to these problems, but I'm also inclined to believe that there is merit in doing what we do, the obvious merit being that students who expect to have problems with math don't. The strange fact about our program is that nowhere is it more successful than in our math program, simply in the sense that within a week the students find that they don't have blocks, they don't have problems, we don't have to do handsprings, we just forget that, and it's extraordinarily rare that a student fails to come out with a profitable experience. I'm inclined to think that the Euclidean starting point is a perfectly good starting point. There was, it seems to me, in a number of remarks that have been made, the implication that we have improved on the Euclidean starting point, especially improved pedagogically. It's taken for granted that we've improved on it mathematically, and perhaps that's correct. Set theory doesn't seem to me—however central and, to many people, fun—it doesn't seem to me clear that it is as successful a starting point pedagogically.

Dr. Williams: Would simple group theory be a better starting point? It's much simpler. Geometry's tough. It's complicated.

Mr. Bart: That depends on what you're trying to do. That depends on whether you feel with Euclid that the objects of geometry have a givenness . . . or not. And it seems that really until the eighteenth century people were inclined to think so. I don't know. They might have been wrong, but they did have this notion.

Dr. Williams: Well, when you said "in back of it" you meant in time, that is, what people were doing when they stumbled onto the notion.

Mr. Bart: What they were doing was something like trying to describe a figure as a set of points. But of course if you haven't understood a figure as a set of points, the problem of continuity doesn't have the same prominence.

Dr. Williams: Well, maybe continuity should be postponed. I don't hold any brief for that particular topic, unless one is studying the history of mathematics. Then, of course, it is very central.

Mr. Bart: We're not pretending to be studying the history of mathematics for its own sake. It is very true that more than in anything else we do we follow an historical pattern in mathematics, but I think we would try to argue that we do so for two reasons, one pedagogical, and probably more importantly, the very great impact on the student of the transition from ancient mathematics to modern mathematics through the Cartesian revolution. The axiomatic method as we're understanding it, say especially under the aegis of Hilbert, is not the only starting point for the science of mathematics. In *fact*, not only in theory, it's not the only starting point. I agree with Mr. Kutler, I doubt very much that Euclid would agree that all of the gaps we find are gaps. I very very much doubt it.

Miss Brann: Let me try to say what Mr. Bart's saying in a somewhat different way. People do usually agree when they talk about modern mathematics of the types that have been mentioned, that the word "abstract" is a good word for it. Some of its beauty and simplicity comes from its "abstractness." Well, it seems to me that it's very hard to keep an interest in something abstract if one hasn't first become thoroughly familiar with the concrete underpinning from which it has been abstracted. It seems

to me that the mathematics that we do in the first three years, which is so closely associated with physics, or at least with objects of the imagination, is precisely the ground of concreteness from which the abstractions must be understood to have been made in order to seem formally beautiful. That is, they are the proper ways, or at least the most convenient ways, of viewing the things which are left behind. For what good are these new ways to the understanding if what has been superseded, if not presupposed, by them is not at some point recalled?

Dr. May: If one approaches mathematics by studying Euclid because he was a great mathematician, in the same way that one approaches philosophy by studying Plato and Aristotle because they were great philosophers, there's a difference in the outcome: some part of Euclid are timeless and they're incorporated in modern mathematics, and some are obsolete and confusing. Euclid suffered in many aspects of his work by simply not understanding things which now we do understand. And therefore by taking off from the modern ideas, we really hit the problems that are meaningful today with the understandings that we have today. So that I think that this prejudice in favor of the classics has led to the curriculum that is here.

Mr. Bart: You don't accept in the least Mr. Klein's suggestion, which we take extremely seriously, that there was a Cartesian revolution, and in making mathematics symbolic, mathematics was profoundly transformed?

Dr. May: I don't think there's any difference between using words and using any other symbols. Words are symbols just like the others. Nor do I think there's anything special about mathematical symbols on the alleged ground that you don't pronounce them. You do. There isn't a single mathematical symbol which you have which can't be read, and stated in words. We do it all the time. There's no essential difference there. This is not the revolutionary thing, although it is true that mathematicians have developed a more efficient language. This is just a matter of efficiency of communication, circulation, and so on. It has made possible things that couldn't be done otherwise, but that's not the essence of the change.

Miss Brann: You would agree that what you are now propounding is a doctrine of great importance and that it is, whether true or false, an opinion which one would need some years to investigate. That is, you wouldn't want us or anyone else to accept this opinion as simply true? But how else would one investigate whether it was true or not except by making the comparison?

Dr. May: Mathematic language is an extension. It includes the ordinary every day language and some additional symbols just as every other scientific language does. This little business of the nature of mathematical symbols is really a side issue.

Mr. Bart: For us, it simply isn't a side issue. The issue that we're facing really is to carry the students as far as we can back over the Cartesian revolution about the nature, not merely of mathematics, but a great many other things, to the point where the word "image" would no longer be a synonym for the word "symbol," as it's tended to be in literary discourse and elsewhere, and obviously as in your reaction to my remark; and to the point in which we would really see that the role which Mr. Kutler ascribed to the imagination is now meant in a rather literal sense, the very sense which, I guess, is so crucial to Kant—the role of the imagination and the role of the objects of mathematics as images. Now of course a great many of the gaps which we think we find in Euclid disappear. There aren't gaps from that point of view. There are gaps insofar as we are grappling with symbols, every meaning of which must be given through definition and axiom. But maybe it's not the case that all objects of mathematics are only given to us by definition and axiom. It's perfectly clear that a very long tradition of mathematicians who were not exactly fumblers did not entertain this point of view.

Samuel S. Kutler, tutor at St. John's College, is a 1954 graduate of the College. Before returning to Annapolis as a tutor, Mr. Kutler had risen from Assistant and Associate Mathematician to Mathematician at the Applied Physics Laboratory of The Johns Hopkins University. He has lectured on Cantor's mathematics of the infinite and on Euclid's *Elements.*

The Teaching of Theology to Undergraduates

By the Reverend J. WINFREE SMITH

Why should theology be taught to undergraduates and how should it be taught? Before dealing with these questions we should have some rough definition of theology. As the origin of the word suggests, theology can mean any reasoning about God or what relates to God without specification as to what is meant by God or the possible source and means of one's knowledge of God. So it could mean what Aristotle calls theology, which is identical with first philosophy or metaphysics. But we shall mean by theology an investigation or a teaching that is concerned with the God of the Bible and the tradition that springs from the Bible.

We may assume that the education of undergraduates has as its aim not to train them in some skill which will pay well after graduation, unless the words "pay" and "well" be taken in a highly metaphorical sense. It has as its aim the training and informing of their souls. This means that they have to be led to know their own souls. The fact is that there is no man living in the modern world whose soul is not already touched by theology. He cannot know his own roots without knowing theology. This does not mean that modern thought is a simple derivative of theology and ultimately of the Bible. It does mean that in order to understand modern thought, i.e., in order to understand ourselves, we have to go back to the beginning of modern thought.

Modern thought originated in a breaking away from ancient thought, both from classical philosophy and from the Bible. The education of modern man, therefore, requires that he go back and seek to understand this breach, to see whether it was a total breach or a partial breach. At the very roots of modern thought there is an argument which is basically a theological argument and which cannot be dealt with fairly without knowledge of the ancient tradition of theology. This is one reason why theology is essential to liberal education.

There is a second reason, which is perhaps more important and which is quite independent of any consideration of the history of thought. During the years that an undergraduate is in college he should be examining in a leisurely and ordered way the basic questions of the meaningfulness of his own life, of human life in general, and of the world as a whole. All such questions become ultimately theological questions. One can understand what Laplace meant when he said he had no need of the hypothesis of God. Modern physics can proceed with its theories, its experiments, and its measurements, to its discoveries without reference to God. But if one stands just a little way outside of modern physics, one can ask what its meaningfulness as a whole is and this necessarily involves one in the question of heaven and earth in general and whether in the beginning they were created by God. There is no area in which human inquiry, if pressed far enough, does not lead to theological questions.

Men are generally interested in such questions as: Is there a God, or not? If so, is he a God who cares for men or one who does not? If he is a God who cares, is he limited or not limited in what he can do for me? Can he, for example, raise them from the dead? What does his care imply with respect to what man should do and what he may hope for? Theological education feeds the soul of the undergraduate by acquainting him in a more or less thorough way with the serious and well-reasoned answers that might be given to the questions, answers that are rich and far-reaching in their implications. It gives him much to wonder about and to explore with his mind and heart.

The conclusion to be drawn is that theological education is essential to liberal education, whether the educational institution be a secular one or a religious one. In the secular institution the study of theology cannot be thought of as taking faith either as its premise or as its conclusion. The secular institution cannot assume the truth of the Bible or the dogmas of faith. But it must assume that the Bible and the dogmas of faith make a serious claim to being the simple truth, a claim that is well worth examining and exploring. No doubt both teachers and students will bring to such a study special prejudices and feelings, of which they must constantly be aware. It is none the less possible for believers and non-believers to apply to the Bible the art of communal discussion with a view to finding out what it is saying in its own terms and on what its claim to truth rests.

In a college with a religious commitment the teaching of theology would mean something more. For a man of faith, piety is the necessary motive for any study, and one would not engage in theology if one did not regard the study of theology as a pious work. Piety for a Christian means the acceptance of the Bible and the dogmas of faith as truth given by God. It is none the less the case that these given truths have to be appropriated. The believer has to make them his own. One way he does this is through the activity of his intellect, by which he seeks to deepen his own understanding of the revealed Word of God. A liberal arts college with a religious commitment has a duty to assist the undergraduate believer in this enterprise. The enterprise should not be understood too narrowly. Theology must be seen as bearing upon questions that can take their origin in anything with which the undergraduate may be concerning himself. If theology so interpreted is not the queen of the sciences, it is still the center toward which all thought moves, by whatever circuitous paths.

Liberal education in a liberal arts college, while its aim is to train and inform the soul, cannot save the soul. Only God can do that, and the institution that God uses for that purpose seems to be, not the college, but the Church.

The Reverend *Joseph Winfree Smith, Jr.*, tutor at St. John's College, received his B.D. from the Virginia Theological Seminary and his Ph.D. from the University of Virginia. He was Rector of St. Paul's Church, Ivy Depot, Virginia, from 1939 to 1941. In 1959 he was awarded the Addison E. Mullikin Tutorship. He has lectured on Aristotle's *Metaphysics*, Aristotle's *Ethics*, John Calvin, Ptolemy, and Kepler's astronomy. Students and tutors have profited from his notes on the number and ratio books of Euclid, his paper on Ptolemy's "Theory of the Moon," and his introduction to and translation of Viéte's *Introduction to the Analytical Art*. For some twenty-five years students have benefited from his Tuesday evening extra-curricular classes on the New Testament.

NEWS ON THE CAMPUSES

Graduation in Annapolis

The 177th commencement exercises of St. John's College in Annapolis were held on Sunday, June 8th, under the Liberty Tree on the front campus.

The Invocation was delivered by the Reverend Joseph Hemighaus, Assistant Pastor, St. Mary's Church, Annapolis. Jacob Klein, tutor at the College since 1938 and former dean, gave the graduation address.

Graduating *Magna Cum Laude* was Robert Jerome Benton, Raleigh, N.C.

Cum Laude graduates were Mariam Alice Cunningham, Edmond, Okla.; Linda Ellen Davenport, New Hope, Pa.; Bernard Mark Davidoff, Philadelphia, Pa.; Anne Barbara Lyons, Westport, Conn.; David Eugene Riggs, Evansville, Ill.; and Catherine Allen Wagner, Shoreham, Long Island, N.Y.

Those receiving degrees *Rite* were: George Michael Anthony, Brandon, Ore.; Meredith Artis Anthony, Washington, Pa.; Joseph Preston Baratta, Sylmar, Calif.; Mark Israel Bernstein, Brooklyn, N.Y.; Gabrielle Harris Bershen, New York, N.Y.; Dorothy Louis Brodie, Brooklyn, N.Y.; David Wade Caruthers, Cheshire, Conn.; Robert Browne Davis, San Francisco, Calif.; Margaret Ann Escher, New York, N.Y.; Regina Clare Forsyth, Houston, Tex.; Benjamin Spencer Franklin, Jr., Bala-Cynwyd, Pa.; Thomas Powick Geyer, Pottstown, Pa.; Janet Anne Gleason, Roanoke, Va.; Philip Gordon Holt, Bethesda, Md.; Martin Kalmar, Flint, Mich.; Blake Landor, Highland Park, Ill.; Deborah Adelaide Moll, Oxford, Md.; Joan Jacqueline Mooring, Braddock Heights, Md.; Gregg Dennis Rains, Weymouth, Mass.; David Leonard Simon, New York, N.Y.; Karen Stagg Simon, Valley Stream, N.Y.; Cheryl Elizabeth Sirofchuck, Sutersville, Pa.; Anthony Jay Snively, III, Washington, D.C.; Merrill Richard Stevens, University Park, Md.; Mary Fowler Teed, Annapolis, Md.; Linda Margaret Torcaso, Wheaton, Md.; Jeannine Pennington Watson, Bel Air, Md.; and H John Witman, III, Yardley, Pa.

Included in the graduation ceremonies was Richard Tower Congdon, DeKalb, Ill., 1952.

Mr. Klein was recognized by the Board of Visitors and Governors and the College for his thirty-one years of service to the College. A scroll signed by Mr. Walter F. Evers, retiring chairman of the Board, and by President Weigle was presented to him.

Retiring Dean Kieffer was also honored by the Board and was presented a scroll recognizing his forty years of service to the College in many capacities, including president.

A Faculty Resolution was then presented to Mr. Weigle honoring him for his twenty years of service and guidance as president of St. John's College.

The Benediction by the Reverend Hemighaus concluded the ceremonies.

Second Santa Fe Commencement

The second commencement day at St. John's College in Santa Fe began at 11:00 a.m. with a baccalaureate service with visiting lecturer Bishop James P. Shannon as speaker.

The invocation and benediction at the exercises was given by the Reverend Lowell Russell Ditzen, director of the National Presbyterian Center in Washington, D.C.

Principal speaker at the graduation was Mr. Adolph W. Schmidt, former chairman of the Board of Visitors and Governors and Governor and Vice-President of T. Mellon and Sons of Pittsburgh, Pa.

Karen Lee Jurgensen, Albuquerque, N.M., and David Alexander Sackton, Cambridge, Mass., graduated *Magna Cum Laude.*

Cum Laude graduates were Margaret Louis Blum, Washington, D.C.; Vicki Sue Brown, New York, N.Y.; William James Cromartie, Jr., Chapel Hill, N.C.; and Michael John Hodgett, Wink, Tex.

Receiving degrees *Rite* were Frank Hudson Adams, Chestnut Hills, Mass.; Paul Fleitmann Bunker, Santa Fe, N.M.; Lynn Ellen McClive Butler, Buffalo, N.Y.; William Roderick Butler, Lancaster, Tex.; Daniel Cleavinger, Albuquerque, N.M.; Raymond Jay Drolet, Farmington, N.M.; Craig Fansler, Sun City, Ariz.; Shirley Jean Cushing Flint, San Jose, Calif.; James Morrow Hall, Albuquerque, N.M.; Melissa Ann Nettleship, Fayettesville, Ark.; Claudia Nordstrom, South Nyack, N.Y.; Joe Pratt Reynolds, Arlington, Tex.; Robert Lessing Rosenwald, Jr., Santa Fe, N.M.; James Austine Scanlon, Upland, Calif.; Marilyn Joyce Avery Soon, Tulsa, Okla.; Thomas Evans Stern, Palo Alto, Calif.; John Harvey Strange, San Antonio, Tex.; Lee Tepper, Washington, D.C.; Joseph Hicks Tooley, New York, N.Y.; Carol Ann Lightner Tucker, Albuquerque, N.M.; Steven Lee Tucker, Albuquerque, N.M.; and Michael Anthony Wiener, Sausalito, Calif.

The Class of 1969 graduated 63 seniors on both campuses.

Awards and Prizes Presented at Both Commencements

Awards and prizes at the two com-

mencements were presented to the following students:

To the Senior who has the highest standing, a silver medal, offered by the Board of Visitors and Governors: (A) Robert Jerome Benton, (SF) William James Cromartie, Jr., and David Alexander Sackton.

To the member of the Senior Class who writes the best Senior essay: (A) Dorothy Louise Brodie; Honorable mention, Joseph Preston Baratta and Anthony Jay Snively, III, (SF) Vickie Sue Brown; Honorable mention, Margaret Louise Blum.

To the member of the Junior Class who writes the best annual essay: (A) Marielle Mikah Hammett; Honorable mention, Diana Owen Runyon, (SF) James Frederick Scott; Honorable mention, Michael Joseph Landry.

To the member of the Sophomore Class who writes the best annual essay: (A) Katherine Elisabeth Jackson; Honorable mention, Jeffrey Coleman Kitchen, Jr., (SF) James Christopher Brown and Jenny Frances Calm.

To a member of the Freshman Class who writes the best annual essay: (A) Deborah Jessica Letven, (SF) John Stephen Denney.

To the student who submits the best English translation of a Greek poem: (A) Mark Leland Haynes, (SF) Edward Gerald McGrath.

To the student who submits the best English translation of a French poem: (A) Meredith Artis Anthony, (SF) James Dale Danneskiold and Donald Hugh Whitfield.

To the student who submits the best English poem: (A) Anthony Jay Snively, III, (SF) First prize, James Frederick Scott; Second prize, Jonathan Lippitt Brewer and Kerry Martin Prechtel.

To the member of the Freshman or Sophomore Class who submits the most elegant solution of a mathematical problem: (A) Jeffrey Coleman Kitchen, Jr.; Honorable mention, Jeffrey Sonheim, (SF) No prize.

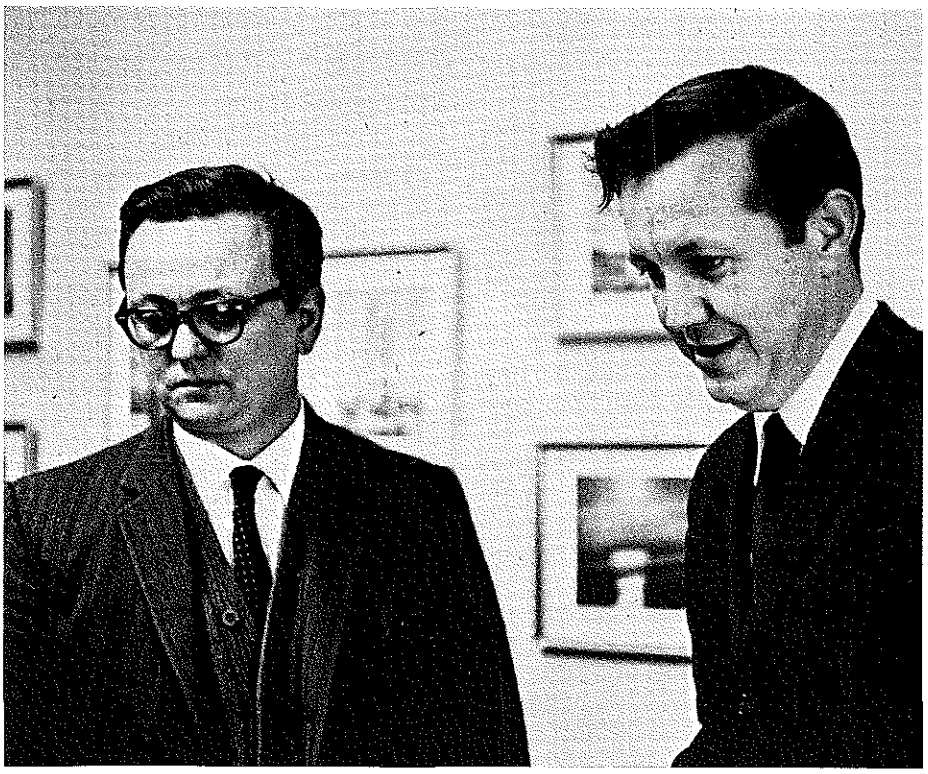
To the member of the Junior or Senior Class who submits the most elegant solution of a mathematical problem, or submits the best short essay on a mathematical topic: (A) Anthony Jay Snively, III; Honorable mention, Dikran Kizilyan, (SF) Michael Joseph Landry.

To the student who submits the best brief comment on a piece of music: (A) No prize; Honorable mention, Jeffrey Coleman Kitchen, Jr.

To the student who submits the best musical composition or the best commentary on the song, "*An die Musik*," by Schubert: (SF) Joe Pratt Reynolds.

To a Junior for academic achievement, constructive membership in the College community, and commitment to post-graduate study, the Duane L. Peterson Scholarship: (A) Edward Michael Macierowski, (SF) Michael Joseph Landry.

To the member of the Junior Class considering teaching as a career, a book award given by Teachers College, Columbia University: (A) Richard Delahide Ferrier.



Assistant Dean Robert L. Spaeth meets with Annapolis Mayor Roger W. Moyer to discuss campaign plans before the May 13th election. Mr. Spaeth's initiation into politics was successful with his election as alderman from the third ward, while Mr. Moyer was voted a second term in office.

Assistant Dean Elected Annapolis Alderman

Robert L. Spaeth, assistant dean and tutor, was elected alderman from the third ward in Annapolis, on Tuesday, May 20th, by a vote of 426 to 327. He defeated the Republican candidate, Mrs. Anthony M. Leigh.

On Thursday, May 15th, on the editorial page of the Annapolis *Evening Capital* Mr. Spaeth was endorsed in the following terms: he "is not the kind of college professor-politician who would permit pendantry to block common sense. He is the kind who will roll up his sleeves and work toward fair, reasonable and productive conclusions."

The editorial also spoke of his excellent grasp of what the city's problems were and his keen sense for the kinds of solutions they required. He was endorsed also by the Annapolis Committee for Good Government and by the United Democrats of Anne Arundel County.

In his campaign Mr. Spaeth stressed 1) the need for a street parallel to West Street, 2) holding the line on taxation of property owners, because the property tax as now constituted is too regressive, 3) continuing the improvement of the Annapolis police force, 4) the need for a better Historic Ordinance (controlling building in the downtown area for the purpose of preserving the historic character of the city), and 5) the need to improve housing conditions for many of our citizens, which involves expanding urban renewal and involving Negroes in every facet of the city's progress.

Mr. Spaeth had won the Democratic primary on Tuesday, April 15th, by a vote of 300 to 245.

To the best of our knowledge, this is the first time in St. John's history that a tutor has been elected to the office of alderman in Annapolis.

Navajo Student Moves In Two Worlds At St. John's

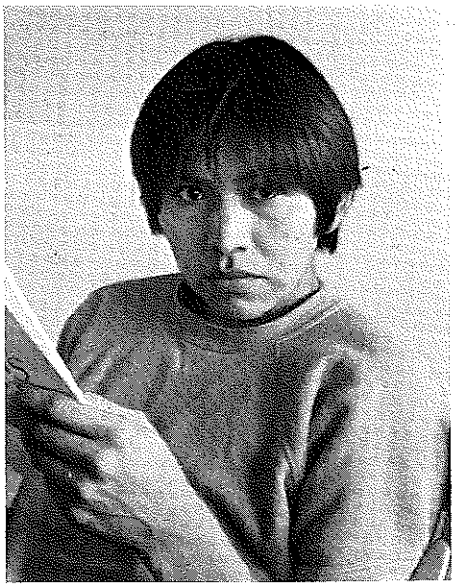
When Benjamin Barney was a little boy in a government school on the Navajo reservation, he had two great desires. One was to go to college; the other was to remain true to the Navajo way. His teachers told him to forget both ideas. He did not.

Mr. Barney is now going into his senior year at Santa Fe, and he tries to weave together the best from both his worlds. In his three years at St. John's, he has found that the study of various philosophies has led to the re-examination of his own beliefs. As a result, he reports "my Navajo religion has become more important to me."

At St. John's he has especially enjoyed studying Greek and French, discussing the philosophy of Plato, and analyzing Euclidean propositions. When home with his family near Lukachukai, Arizona, he enjoys talking to his "traditional" Navajo parents about the meaning of life, participating in their religious rites, and practicing the ancient arts and crafts of his people.

After he graduates he would like to go into education, preferably of Indian youth. He has already had some instructional experience in local schools and at the Demonstration School of Rough Rock, Arizona.

Benjamin Barney



Public Readings Held at the College

A series of literary readings at the College attracted favorable attention this past school year in Santa Fe. Participants included poets Bert Meyers, Michael Jenkins, Peter Nabokov, Robert Creeley, W. S. Merwin, Richard Brautigan, and Barrett Price, as well as W. Warren Wagar, who is best known as an historian and author of *The City of Man*. Tutor Charles Bell read excerpts from his new novel, *The Half Gods*, in addition to some of his own poems. Another tutor, Stuart Boyd, read from the works of Robert Burns "in an authentic accent."

Several students also read their own poems, including seniors Frank Adams and Vicki Brown, junior James Scott, sophomores Jonathan Brewer and Vicky Manchester, and freshman Kerry Prechtel. A reading in honor of the 160th anniversary of Abraham Lincoln's birth was given by sophomores Ralph Esdale and Steven Moser and freshmen Seth Cropsey and Stephen DeLuca. Dramatic readings of *Faustus* and *Heartbreak House* also were presented by students and faculty during the year.

Record Enrollment Expected in Santa Fe

St. John's will enter its sixth academic year in Santa Fe this fall with an expected enrollment of about 275 students. This will be the largest since the College opened in 1964 and will place it well on its way to the 300-plus projected for the fall of 1970. This incoming freshman class of 125 should be among the most able in the history of the Santa Fe campus. More than half of the applications approved through May ranked in the top ten per cent of their high school classes. Admissions Director Douglas Price and his assistant, Gerald Zollars, a 1965 alumnus, have visited numerous cities in the West this year to talk with prospective students and their parents.

Thirty scholarships worth $6,000 each have been awarded by St. John's to outstanding high school seniors in Arizona, Colorado, New Mexico, Oklahoma, and Texas, planning to attend college this fall. The Southwest Scholars Program was started last year by friends of St. John's to help students from this region on the basis of academic merit and ability.

Woodward Hall Renovated

Woodward Hall has been completely renovated and library books again fill its interior.

Annapolis Treasurer Charles T. Elzey accepted the building on behalf of the College from W. H. Ward Construction Co., Inc., on Wednesday, May 7th. Rogers, Taliaferro, Kostritsky & Lamb (now RTKL, Inc.) redesigned the building, with furnishings by The H. Chambers Company, interior designers of Baltimore.

On Thursday, May 15th, and on Saturday, May 17th, students, faculty, and staff undertook the enormous task of transporting over 42,000 volumes from their two-year temporary dwelling, Mellon Hall, across campus to Woodward Hall. Books were carried in coded bags to predetermined locations in the library.

There were some exciting moments on Thursday morning when "Eyewitness News," Channel 13, WJZ-TV, in Baltimore, arrived to film the move. A featurette on the move appeared that evening on the station, under the title, "A Different Kind of Student Demonstration at St. John's."

On Tuesday, June 10th, a preview showing of the library for the Friends of St. John's Committee as well as members of the press was held. President Weigle and Committee Chairman Richard F. Blaul, a 1932 alumnus, made welcoming remarks, after which Librarian Charlotte Fletcher and staff gave a tour of the building. Faculty wives were hostesses at the reception.

Formal dedication of Woodward Hall will be on Saturday, October 18th, during homecoming activities at the College. (See back cover.)

Board of Visitors and Governors Elects Woman As Chairman

Mrs. Margaret (Peggy) Driscoll of Santa Fe is the new chairman of the College Board of Visitors and Governors elected during the meeting on May 31st in Santa Fe. Mrs. Driscoll, a widow, replaces Walter F. Evers of Cleveland, Ohio. She has been on the Board since 1965.

Also elected to the Board were Jack M. Campbell, former governor of New Mexico; John Matthews, Abilene, Texas; Mrs. George Roudenbush, St. Louis, Missouri; and Mrs. Howard Sirak, Columbus, Ohio.

College officials believe Mrs. Driscoll may be the first woman ever selected as Board chairman.

Mr. Weigle Honored in Santa Fe

One of the highlights during graduation week in Santa Fe was a May 31st party given by Mrs. Ruth Hurley for the Board of Visitors and Governors. During the evening Mr. Weigle, who is celebrating his twentieth year as president of St. John's College, received three gifts.

One was a book conveying expressions of appreciation to him from all present and past Board members. Another was a large sterling tray bearing Mr. Weigle's name and the anniversary date, plus the engraved signatures of all the Board members who have served during those twenty years. He also received an oil portrait by Charles Thwaites.

College Honors Kieffers

A reception in honor of Mr. and Mrs. John Spangler Kieffer was held on Monday, June 9th, in the lobby of the Francis Scott Key Memorial Hall.

Tutors Barbara H. Leonard and Robert S. Bart were reception co-chairmen.

Tutor Ford K. Brown expressed the College's gratitude to the Kieffers and presented them with a silver tray engraved with Mr. Kieffer's name and the dates of his deanship in Annapolis.

Bishop Shannon Named Santa Fe Vice President

The Most Reverend James P. Shannon, former Auxiliary Bishop of St. Paul-Minneapolis, has been appointed tutor and vice president of St. John's College in Santa Fe, President Weigle recently announced.

Bishop Shannon, who attended a summer course at St. John's in Annapolis in 1941, has a master's degree in literature from the University of Minnesota and a doctorate in history from Yale University. He served as president of the College of St. Thomas for ten years. He also has studied at Oxford University.

Assistant Dean Visits College Abroad

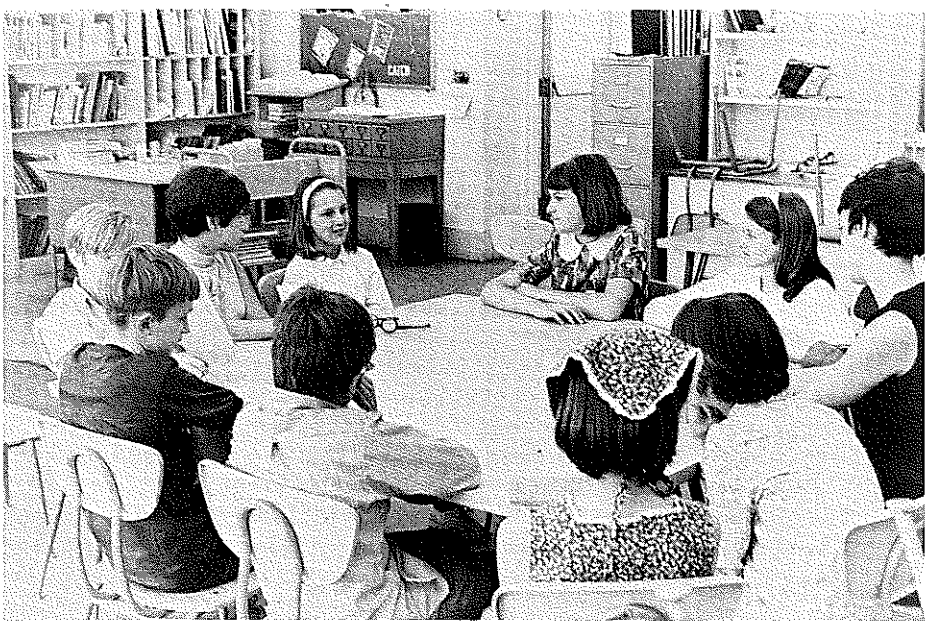
In March Barbara H. Leonard, tutor and assistant dean, participated in a Comparative Education Seminar that visited schools, colleges, and universities in England, Russia, Austria, and Germany. Seminar members were college and university presidents, deans, professors, and secondary school administrators.

Secondary and higher education was discussed with students, faculty, and staff at the University of Leeds and Trinity and All Saints College in England, the University of Moscow in Russia, the University of Novosibirsk in East Siberia, the University of Vienna in Austria, and the Free University of West Berlin in Germany. The Seminar spent one day in East Berlin as guests of East German educators.

Talks were held with the Ministries of Education in all four countries and with representatives of the Trade Union of Education and Scientific Workers of the U.S.S.R. Topics discussed included administration and organization, professional appointments, ranks, salaries, and policies, student organizations, student life, stipends, and problems.

Miss Leonard found conversations with students from the Free University in West Berlin about causes of student unrest particularly interesting. It was reported to her that many who study political science, sociology and economics there cannot find jobs based on their specialties and some

Severna Park, Maryland, Jones Elementary School student Mary Louise Jones raises a point during a junior great books seminar led by St. John's College students Blanche Nusbaum and Susan Mackey. The seminar is similar to one directed by Mrs. Nelson (formerly T. K. Thomas) last semester at an Annapolis elementary school. (*Photo by Tomatsu Nakata.*)



enroll in theology with a view to using the pulpit as a platform to espouse their social and political convictions. With no time limit on preparation for academic degrees opportunities are opened for some to become what amounts to professional student revolutionaries. She heard of one woman, a revolutionary leader, who had been a member of the Student Council since 1958.

Annapolis Faculty Activities

Douglas Allanbrook recently signed a contract with the international music publishing firm of Boosey and Hawkes. The company will publish his "Four Orchestral Landscapes — Symphony No. 3" and "Forty Changes" this year.

Mr. Allanbrook will be on sabbatical leave during 1969-1970.

Gisela Berns became an American citizen on May 29, 1969. Mrs. Berns prepared for her citizenship examination by studying junior and senior seminar readings in *The Constitution, The Federalist, Speeches of Lincoln,* and the excellent textbook on American government by sometimes St. John's lecturer, Martin Diamond, *The Democratic Republic* (Rand McNally, 1966). Her witnesses were Tutor Emeritus Simon Kaplan and Tutor Robert Williamson. Mrs. Berns received her doctorate in classics and philosophy from the University of Heidelberg, Germany.

Laurence Berns gave two lectures—"Rational Animal—Political Animal," an analysis of the relation of nature and convention in speech and in politics, and "Piety in *King Lear*," under the auspices of the Graduate Program in Politics and Literature at the University of Dallas in March. He reports a lively question period followed each lecture.

Howard J. Fisher visited three public high schools, Evanston Township, Lake Forest, and Deerfield, and one preparatory school, Lake Forest Academy, in the Chicago metropolitan area in the middle of May as part of the Faculty's effort to engage secondary school students' interest in the liberal arts.

Harvey Flaumenhaft was married to Mera Joan Oxenhorn on Sunday, May 18th, at Westbury Manor, Westbury, Long Island, New York. The ceremony was performed by Rabbi Oxenhorn, the bride's uncle. Mrs. Flaumenhaft is in the process of completing work for a doctorate in English literature from the University of Pennsylvania.

Harry L. Golding presented an hour lecture on Friday, March 28th, at the College of Steubenville, Ohio, entitled *Relativity Theory: An Introduction and Some Philosophical Aspects.* The lecture was sponsored by the philosophy department of the college.

John S. Kieffer, retired dean of the College in Annapolis, will be on sabbatical leave for 1969-1970.

Samuel S. Kutler visited two public high schools, Edina and St. Louis Park, and three preparatory schools, Northfield Collegiate, Blake, and St. Paul Academy in the Minneapolis, Minnesota, area in early May as part of the school visiting program. (See news item about Howard J. Fisher.)

Mr. Kutler taught thirteen classes and talked with faculty and guidance counselors. At a joint meeting of Blake and Northfield Collegiate he met about a hundred faculty members and their wives and spoke briefly on *The Distinction Between Education and Training.* A lively discussion period followed the lecture.

He reports his most successful sessions were based on exploring sections of Plato's *Meno* with students. After getting the students to share Meno's perplexity about how to define excellence, reading and articulating his famous paradox about learning and analyzing the slave boy scene, it became evident to the students that mathematical arts, the ability to interpret myths and philosophical discipline were needed, all together, in order to begin to understand both the problem and the reading.

Rosemary Lauer appeared at a forum entitled *The Invisible Tyranny?—Academic Freedom and Theology in the Catholic University,* on Tuesday, April 22nd, at Boston College.

Barbara H. Leonard will spend five weeks in Ceylon and South India this summer. She will also visit Lady Doak College and American College in Madurai, South India, where she taught as a Fulbright Lecturer and Honorary Professor of Zoology in 1962-1963. Miss Ida Doraiswamy, tutor at St. John's in Annapolis in 1964-1966, is chairman of the mathematics department at Lady Doak College.

Miss Leonard intends to visit some of the Greek islands on her return.

J. Winfree Smith will be on sabbatical leave during 1969-70.

W. Kyle Smith, tutor emeritus, led two classes at the United States Naval Academy on the Brazilian novel *Gabriela, Cloves and Cinnamon.* He is preparing a study of Calvin's views on the ethics of war for a seminar in the philosophy of war, also at the Academy.

Mr. Smith is a member of the Board of Directors of the Westminster Foundation of Annapolis, an organization that is concerned with religious work among students in the Presbyterian churches in the United States.

Mr. Smith has also been participating in "Dialogue," a group composed of Negro and white Annapolitan citizens who are interested in improving race relations in their city.

Robert L. Spaeth led a seminar for Oak Ridge, Tennessee, secondary school students on Thursday, March 27th, to exhibit the St. John's College seminar technique. Open to the public, the seminar centered on Volume One of Alexis de Tocqueville's *Democracy in America.* Mr. Spaeth's visit was part of an exchange program between Oak Ridge scientists and Annapolis and Santa Fe tutors.

Two Freshmen Lead Girl Scout Troup

Two freshmen girls at Santa Fe have helped a troop of Girl Scouts in the fifth grade of a local public school develop a special project in sign language for the deaf.

Ann Miller of Lubbock, Texas, and Molly Porter of Shaker Heights, Ohio,

Santa Fe graduates march into the Student Center auditorium for Commencement Exercises on Sunday, June 1st. (*Photo by Karl Kernberger.*)

worked with the girls in learning to communicate with the signs and in a production of *The Wizard of Oz* carried out in sign language.

Performances were given in town and at the State School for the Deaf, which is located in Santa Fe. Both Ann and Molly are "early-enrollment" students who came to St. John's after their junior year in high school. Ann, who had training in Scout leadership, conceived of the project after viewing a performance of the National Theatre of the Deaf.

Activities of President Weigle Are Varied

President Richard D. Weigle was invited to serve as a consultant to the Curriculum Revision Committee of the University of Notre Dame on Monday, May 19th. Teaching and administrative personnel at the university wished to confer with Mr. Weigle regarding Notre Dame's optional liberal arts program, called the General Program of Liberal Studies. He was asked to discuss the educational ideals embodied in the St. John's curriculum.

Mr. Weigle delivered a commencement address, "The Liberal Arts College: Anachronism or Paradigm," at The Colorado College on Monday, June 2nd. The college then granted Mr. Weigle an honorary doctor of laws degree.

Our president also appeared on WBAL-FM radio on Saturday, May 10th, on a program entitled "Molly Martin Presents A Day In Annapolis." Miss Martin featured the city during a thirteen-week series.

Mr. Weigle discussed the uniqueness of the College curriculum as well as his background with the State Department and his service with the U.S. Army Air Force as a captain in China.

Earlier during April a talk by Mr. Weigle was tape-recorded by the United States Information Agency for a "Voice of America" broadcast.

Tutor Elected Head of the State Psychological Assn.

The New Mexico Psychological Association has elected tutor Stuart Boyd of St. John's as president for the coming year. Mr. Boyd has degrees in philosophy and psychology from Aberdeen University in Scotland. He has been a tutor at St. John's since 1966, teaching mathematics, French, and science. He also has been in charge of student programs working with underprivileged children in Santa Fe, patients at the State Mental Hospital, and inmates of the State Penitentiary. He is a Fellow of the American Psychological Association, a member of the Rocky Mountain Psychological Association, and a Certified Clinical Psychologist.

Stringfellow Barr Lectures on Both Campuses

Stringfellow Barr, co-founder of the St. John's academic program and former president of the College, visited the Santa Fe campus on April 25th. His lecture on "The First World Revolution" attracted the largest crowd of the year and it was necessary to hold the discussion period in the dining hall to accommodate all the students and townspeople who came.

Mr. Barr visited the Annapolis campus on May 2nd to lecture on "Socrates and the Multiversity." His lecture was the first given as part of the Scott Buchanan Memorial Lectureship established in March, 1968, by friends, students and tutors in honor of the late former dean. The Conversation Room was filled to capacity by inquisitive students eager to converse with one of the founders of the program.

James I. Gilbert

James I. Gilbert, artist-in-residence at the College in Annapolis, died Saturday, March 29th, at his home in Martha's Vineyard, Massachusetts.

Mr. Gilbert was professor of humanities at the University of Chicago before joining the Faculty in 1962. His spirited presence on campus is sorely missed especially by the many students and townspeople who profited from his instruction and example in the Art Studio.

A collection of his paintings was presented at the galley in Santa Fe at the end of the school year. A similar collection is planned for showing in Annapolis in the fall.

ALUMNI ACTIVITIES

PROFILES: MEET OUR ALUMNI

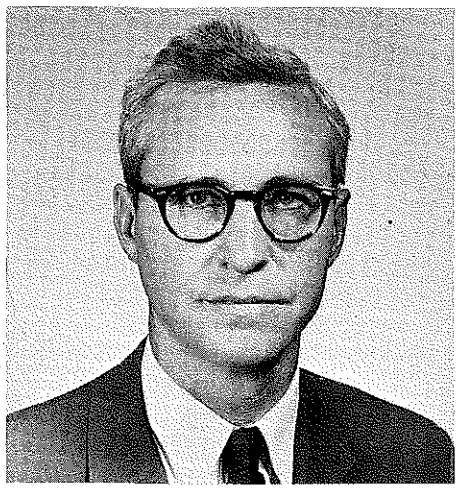
The Alumni Association of the College last fall completed a two-year study of Alumni-College relations. Among the resulting recommendations was a suggestion that the College publicize more widely what its graduates are doing.

Although the primary purpose of that suggestion was to bring together several different elements of our alumni body by introducing one to the other, such publicity might also help answer the oft-asked: "But what do your alumni do?"

From time to time, then, the Profiles feature will appear in this section of The College. *Our purpose will be to acquaint alumni with each other, and to show those outside the "family" what some of our graduates are doing with their lives.*

Our first two subjects are a college French teacher and a research neurologist who is also a teacher. We think that you will enjoy meeting them.

Morris A. Parslow, 1945



Morris A. Parslow was born in Williamston, Michigan, graduated from Muskegon High School, and attended Muskegon Junior College and Albion College before coming to St. John's.

Like many who entered college in the late thirties and early forties, Mr. Parslow found his education interrupted by the war. As a result, he spent almost two years on campus, served in the Army for three years, and returned to the College in 1946. He received his bachelor's degree two years later.

Following graduation, Parslow studied in France for two years, first at the University of Grenoble, then at the University of Strasbourg. In 1950 he entered graduate study at Princeton University as a junior fellow in romance languages. The following year he became a Herbert Montgomery Bergen Fellow in modern languages, and received his M.A. degree in French in 1952. Continuing with the study of French at Princeton, he earned the Ph.D. degree in 1954.

Parslow started his teaching career while still at St. John's as a student tutor during his senior year. While at Princeton he was a teaching assistant, and from 1953 to 1959 he was first an instructor and then an assistant professor at the University of Chicago. In 1959 he became an associate professor at the State University of New York, Long Island Center. He has been at Grinnell College, Grinnell, Iowa, since 1962, and is currently a professor of French.

Mr. Parslow is married to the former Michele Milliat of Grenoble, France. With their three sons and a daughter they make their home in Grinnell. Mr. Parslow's brother Robert, an assistant professor of linguistics at the University of Pittsburgh, is a 1951 graduate of the College.

Our second *Profiles* subject, Henry B. Higman, was born in Millington on Maryland's Eastern Shore. After graduation from Millington High School he came to St. John's in the fall of 1944. Like Mr. Parslow, he found his college interrupted by the war; his graduation *cum laude* occurred in 1950, as of the Class of 1948.

Higman continued his schooling first at the University of Delaware for a summer, and then as a pre-medical student at the University of Maryland during 1950-1951. He entered Maryland's Medical School in 1951, and received his M.D. degree four years later.

The new doctor interned for one year at the Delaware Hospital in Wilmington, and then spent three years' residency in neurology at the Charity Hospital of Louisiana. During the period 1959-1962, Dr. Higman held a special training fellowship in neurochemistry at the National Institutes of Health, and was a research fellow in biochemistry at Columbia University.

Higman spent the next two years as an instructor in neurology at the Louisiana State University Medical School,

Henry B. Higman, 1948

then four years as an associate professor of neurology at the University of Illinois Medical School. While at Illinois he was also attending neurologist at Presbyterian-St. Luke's Hospital in Chicago.

In 1968 Dr. Higman moved to the University of Pittsburgh School of Medicine as professor and first chairman of the then-new Department of Neurology, the position he holds today.

A frequent contributor to professional journals, Higman's articles reflect his special research interest in the chemical basis of neural transmission.

He is a member of the U. S. Public Health Service Advisory Committee on Neurological Training, as well as a member of several medical organizations.

Dr. Higman lives with his wife and four children—two boys and two girls —in Upper St. Clair Township, Pennsylvania. Mrs. Higman is the former Betty Jean Rusteberg of Annapolis, sister of A. Irwin Rusteberg of the Class of 1930.

Award of Merit

The Alumni Award of Merit, first awarded in 1950, may be awarded annually at the discretion of the Board of Directors of the Alumni Association. The Award is made to an alumnus for "distinguished and meritorious service to the United States or to his native State or to St. John's College, or for outstanding achievement within his chosen field."

Association President Darrell L. Henry asks that confidential letters of nomination be submitted to him no later than August 29th. Letters may be sent to Mr. Henry at the Alumni Office at the College. Each letter should contain sufficient information about the nominee to permit thorough evaluation by the Board of Directors.

Previous recipients of the Award have been:

1950	Amos Francis Hutchins, M.D.	'06
1951	John Vincent Jamison	'05
1952	Lynde Dupuy McCormick	'13
1953	Robert Otis Jones	'16
1954	John Triplett Harrison	'07
1955	William Lentz	'12
1956	Thomas Parran, M.D.	'11
1957	Thomas Bourne Turner, M.D.	'21
1958	Walter Scott Baird	'30
1959	William Childs Purnell	'23
1960	J. Ogle Warfield, Jr., M.D.	'19
1961	Robert Franklin Duer, Jr.	'21
1962	Richard Herman Hodgson	'06
1963	No award made	
1964	C. Carey Jarman	'17
1965	William Cranmer Baxter	'23
1966	John Charles Donohue	'35
1967	John Wesley Noble	'17
1968	George M. Gelston	'35

Homecoming

Make your plans now to attend Homecoming on October 17th and 18th. There is no Navy football game in town that weekend, so plan to stay overnight. Classes with numerals ending in 9, plus '44, are encouraged to hold their reunions that weekend.

The feature event will be the dedication on Saturday afternoon of the new library building, Woodward Hall. In addition, the Board of Visitors and Governors is meeting in Annapolis on Saturday, so here is a chance to meet and talk with the governing body of the College.

We hope to have the Homecoming Dinner in the gymnasium, so that the faculty and the senior class can be included. To our knowledge, this will be the first time that alumni, faculty and seniors have all attended the dinner. It should be a great step toward making Homecoming a community affair.

Tentative Schedule:

Friday, October 17th:

Afternoon:	Alumni Seminars
Night:	Lecture or Concert

Saturday, October 18th:

Morning:	Alumni-Student discussion on Graduate Schools. (Board of Visitors and Governors meeting.)
Noon:	Buffet luncheon.
Afternoon:	Alumni Annual Business Meeting. (Board of Visitors and Governors meeting.) Dedication of Woodward Hall; tour of building.
Evening:	Reception, Alumni, Faculty, Seniors, Board members, and special guests.
Night:	Dinner for Alumni, Faculty, Seniors, and Board. Dance, entire community.

Picture

We received quite a response from the "old timers" to the back cover picture in our April issue. Even a current student was among those who helped identify the thin-clad stalwarts: he knew Louis Clark from St. Paul's School.

Our sincere thanks to H. Monroe Helm '25, A. M. Cunningham '26, Louis D. Clark '27, Frank H. Kaplon '29, Ralph S. Guth and R. Ellis Mitchell '30, James W. Crabbe and Robert G. Woodman '32, and Edward E. Gray '34. Congratulations to Mitchell and Kaplon who identified all seven men correctly.

The picture is of the varsity track team of 1927, and appeared in the 1928 *Rat-Tat*. From left to right: William J. Humphreys '27, team captain; Thomas Van Clagett, Jr. '30 (deceased); Lawrence M. Taylor, Jr. '29 (deceased); Frank H. Kaplon '29; Louis D. Clark '27; Rev. Charles M. Robinson '29; and E. Rochester Bryant '27, team manager (deceased).

The mile relay team of Humphreys, Clark, Clagett, and Robinson won the Small College Championship of Maryland in 1927, and finished third in a field of seventeen colleges in the Penn Relays in Philadelphia.

Charter Flight

Interested in a trip to Switzerland? Or to anywhere in Europe or the Mediterranean? We may have just the trip you have been waiting for.

The Alumni Office is investigating

the feasibility of sponsoring a charter flight late next winter (to take advantage of lowest rates). For a group of 75 alumni (wives and children are also eligible), the individual round-trip fare via DC-8 jet will be about $156. How can you afford to stay at home?

The group will fly from Baltimore to Zurich and Geneva, and will return from those cities two weeks later. From Geneva those who wish to go further south can obtain excellent connections. The fare covers the specified flights to and from Europe only.

A complete announcement, with a reservation form, will be sent during the summer. Think of the fun you can have touring, skiing, or just sitting in the sun. Make your plans now to join the St. John's College Alumni Charter.

Alumni Delegates

Again this year, St. John's College was invited to inaugurals, dedications, and convocations at other institutions. Mr. Weigle attended two inaugurals himself: that of Edward M. Levi as president of the University of Chicago, and that of John J. Pruis as president of Ball State University.

Alumni were invited to represent the College at other ceremonies. We are grateful for the willingness with which they responded.

These alumni represented the College at the following ceremonies: S. *Paul Schilling* '23, the inauguration of Morris B. Abram as president of Brandeis University, October 6; *John Kinloch* '47, the inauguration of James R. Lawson as president of The Fisk University, October 6; *J. Jeremy Bodine* '63, the inauguration of Theodore D. Lockwood as president of Trinity College, October 12; The Honorable *J. Dudley Digges* '33, the dedication of the new campus of the Charles County Community College, October 12; *Stephen W. Bergen* '45, the inauguration of George H. Williams as president of The American University, October 16; *Alfred Geier* '54, dedication of the new campus of the Rochester Institute of Technology, October 19; *T. Lansdale Hill* '41, the inauguration of the Very Reverend Thomas D. Terry, S.J., as president of the University of Santa Clara, October 24; *Walter Schatzberg* '52, the 125th anniversary convocation of the College of the Holy Cross, October 26; *John D. Alexander, Jr.* '53, dedication of new buildings at Towson State College, November 2; *William A. Darkey* '42, the inauguration of Ferrel Heady as president of the University of New Mexico, November 9; *Jerome D. Goodman* '34, dedication of the new campus of Bentley College, November 11; *Pasquale L. Polillo* '56, the inauguration of the Very Reverend Terrance Toland, S.J., as president of St. Joseph's College, November 14; *Edwin F. Heinen* '39, the inauguration of Allyn P. Robinson as president of Dowling College, February 2; *Herbert K. Mohn, Jr.* '68, the inauguration of Robert S. Eckley as president of Illinois Wesleyan University, March 22; *John W. Boucher* '29, inauguration of Kermit A. Johnson as president of Alabama College, March 25; *Neal R. Gross* '65, dedication of Herbert H. Lehman College of the City University of New York, and the inauguration of Leonard Leif as first president, March 28; *George O. Kunkle, Jr.* '62, the Centennial convocation and inauguration of Vivian W. Henderson as president of Clark College, April 19; *Mrs. William Aston* '55, the inauguration of James A. Butcher as president of Shepherd College, April 19; *John D. Mack* '45, the dedication of the Elizabeth Seaton Library of the College of Mount Saint Vincent, April 19; *Joseph C. Hofmann, Jr.* '42, the inauguration of Ronald G. Weber as president of Mount Union College, April 25; *Charles J. Kibler* '36, the inauguration of John A. Fincher as president of Carson-Newman College, April 29; *William J. King* '38, the inauguration of William H. Wagoner as president of Wilmington College, May 1; *Michael C. Keane* '45, inauguration of Herbert Schueler as president of Richmond College of the City University of New York, May 9.

CLASS NOTES

1912

Philip L. Alger was honored by the First Unitarian Society of Schenectady, N.Y., recently when he received the Charles Proteus Steinmetz award for outstanding community service. The award cited Mr. Alger's work with the Freedom Forum, United World Federalists, and the Citizens League, as well as with local civic organizations. We can also report the publication of a new book co-edited by Mr. Alger, *The Life and Times of Gabriel Kron*, and the publication of the second edition of his *Mathematics for Science and Engineering*.

1927

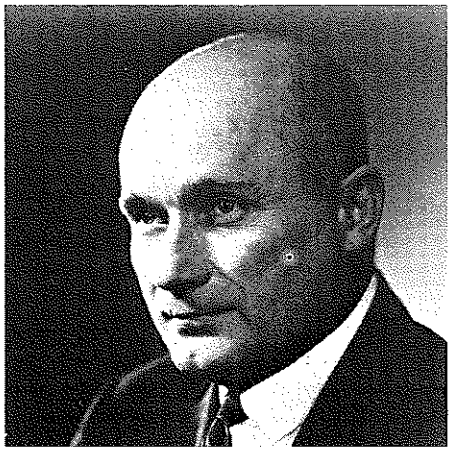
Elmer M. Jackson, Jr., has been awarded the Maryland Library Association's Trustee' Citation for 1968, in recognition of his "distinguished leadership" in the Annapolis and Anne Arundel County Library Association.

1932

Richard F. Blaul has been elected president of the Anne Arundel County YMCA for 1969. Mr. Blaul recently also assumed chairmanship of the Annapolis committee of the "Friends of St. John's."

1935

Major General *George M. Gelston*, Adjutant General of Maryland, was co-chairman (with Senator Joseph D. Tydings of Maryland) of the first Lacrosse Heroes Banquet on June 6 in Baltimore. In addition to playing on Towson



Lloyd F. Taylor, 1939

High School's first lacrosse team, Gen. Gelston played at St. John's and later helped coach at Boy's Latin School.

1936

George T. Wingate in March was named to the newly-created position of coordinator of government activities for the Goodyear Tire & Rubber Company's Chemical Division. Mr. Wingate will remain in Washington, D.C., where he has been since joining the company nine years ago.

1938

A note from *R. Cresap Davis*, too late for the last issue, reveals that he has left his full time law practice in Annapolis, and is now on the faculty of Frederick Community College. In addition to teaching a variety of legal and business courses, Mr. Davis maintains a law practice in Hagerstown.

James L. McCully was recently appointed to a two year term as chairman of the Board of License Commissioners of the Baltimore City Liquor Board.

John C. Wagner writes that he is a metallurgist with the U.S. Army Systems Command in St. Louis, Mo. He works with materials selection and failure analysis in connection with Army aircraft.

1939

Frederick R. Buck has become president of the Title Guarantee Company of Baltimore.

Richard W. Snibbe, an architect in New York City for 28 years, has been elected to the College of Fellows of the American Institute of Architects. Such election is a lifetime honor bestowed on members who have contributed notably to the advancement of the profession of architecture.

Lloyd F. Taylor in March was elected president of Standard Kollman Industries, Inc., after six years as president of one of the corporation's principal subsidiaries, Casco Products Corporation. Standard Kollman is a diversified manufacturer of aircraft instruments, optical equipment, automotive accessories, and elec-

tronic components. Mr. Taylor and his wife live in Bridgeport, Conn.

1947

The Rev. *Samuel B. Bird, Jr.* became rector of the Episcopal Church of the Redeemer in Pelham, N.Y. in March. Prior to moving to Pelham, Father Bird was for seven years rector of the Church of the Resurrection in Hopewell Junction, N.Y.

1950

In February, *W. Bernard Fleischmann*, head of the comparative literature program at the University of Massachusetts, gave a series of six lectures (one delivered in German) at the University of Tulsa. Mr. Fleischmann is an alumni representative on the Board of Visitors and Governors of the College.

1953

Glenn Yarbrough continues to make news across the country with his popular college concerts and his recordings. He recently recorded a number of songs by poet and composer Rod McKuen, his partner in a recording firm. In addition to his wide-ranging interests in boating, music, and the college generation, Mr. Yarbrough is deeply involved in founding an experimental school for orphans near Lake Hemett, California.

1960

Carol Haynie writes that she is in her tenth year of teaching, currently in the Lodi California Unified School District. She teaches a combined first and second grade, and believes that St. John's "did a wonderful job" of preparing her for teaching.

John R. Jacobson, for the past year an officer in the division of Continuing Education of the State University of New York, Albany, will become the executive director of the Associated Colleges of the Mid-Hudson Area this summer. The Association is composed of eight colleges, and is concerned with cooperative programs between the colleges.

1961

Stephen Morrow is bureau manager for United Press International in Baltimore.

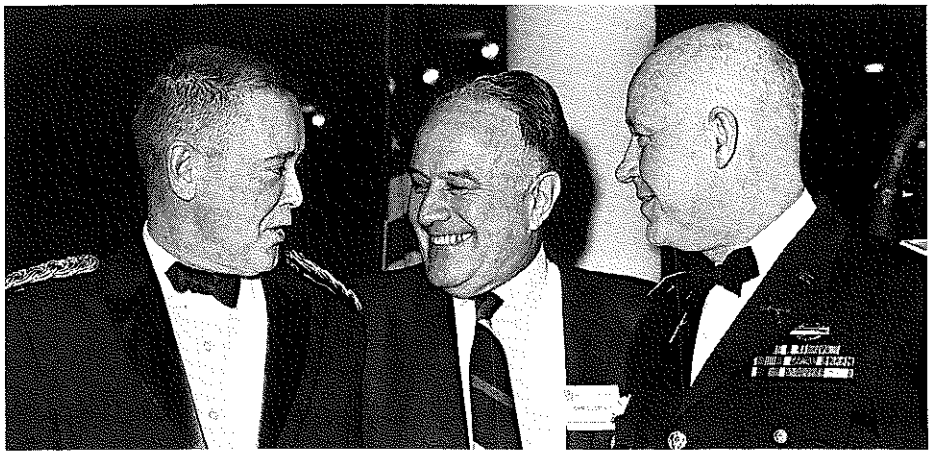
Harrison Sheppard writes that on April 24 his wife Joy presented him with a baby boy, their first child, Justin Andrew Sheppard. Mr. Sheppard, formerly with the Justice Department, is now Attorney Advisor to Federal Trade Commissioner Philip Elman.

1962

Judith Mary Levine and magazine cartoonist Mort Gerberg were married on February 1 in New York City. Mrs. Gerberg completed her undergraduate work at Columbia University, and holds an M.A. degree in art from New York University. The couple reside in Greenwich Village.

1964

Sara (Hobart) Homeyer writes that husband Charles will enter the military service at an early date. She and son Peter will visit with grandparents until Charles is settled.



Three members of the Class of 1935 meet at the sixth Annual Scholar-Athlete Award Dinner in Baltimore. Left to right are: Major General *George M. Gelston*, Adjutant General of Maryland; *John C. Donohue*, co-chairman of the Dinner; and Colonel *James L. Hays, III*, director of Selective Service for Maryland. The Dinner is co-sponsored by the Greater Baltimore Chapter of the National Football Foundation and Hall of Fame, and the Quarterback Club of Baltimore. (*Photo by Chuck Hickey.*)

1966

The engagement of *Richard F. Fielding* and Miss Sara E. Melzer was announced in April, with a July wedding planned. Mr. Fielding is a doctoral candidate in political philosophy at the University of Chicago.

Carole (Picardo) Kelley writes that she and *Loren* '67 are "alive and well and in Italy," where he works for an American company on a contract with the Olivetti Corporation. Mrs. Kelley says that it is an interesting experience to set up housekeeping in a town where no-one speaks English. The Kelleys live in an old stone house in Ivrea, in the Italian Alps, and may be reached c/o Olivetti D.S.I., 10015 Ivrea, Italy.

Peter Morosoff, 1st Lieutenant, Marine Corps, was wounded in Vietnam February 25, by grenades when North Vietnamese soldiers overran a hill being held by Marines three miles below the Demilitarized Zone. Hospitalized for two weeks in Vietnam and two weeks in Yokosuka, Japan, he was taken to St. Alban's Naval Hospital in New York City. He visited the College May 21 enroute to Camp Lejeune, North Carolina, where he will be an artillery officer with the Second Marine Division.

1967

Arthur Kungle, Jr., is employed by the Air Quality Control Section, Division of Environmental Services, Anne Arundel County Health Department.

1968

Donald A. Booth, a visitor to the campus in April, has completed Navy officer training and as of that time, was training in submarines in New London, Conn.

Todd Everett (SF) is now free-lancing in Los Angeles.

Antigone G. Phalares (SF) taught second and third grades in Tanana, Alaska, this past year. Tanana, about 100 miles northwest of Fairbanks along the Yukon River, has a large Indian population. Miss Phalares, in proper Alaskan spirit, entered and placed second in the 1969 Tanana Winter Carnival Cheechako Dog Race. (For those not raised on Jack London, a *cheechako* is a tenderfoot in Alaska.)

Jonathan Sinnreich and *Masha Zager* '70 married on December 29, 1968, in New York City.

Susan Turnbull (SF) and Eleftherios Zagoras were married last November in Los Angeles. The couple are now living in Athens, Greece, where Mr. Zagoras is with Olympic Airlines.

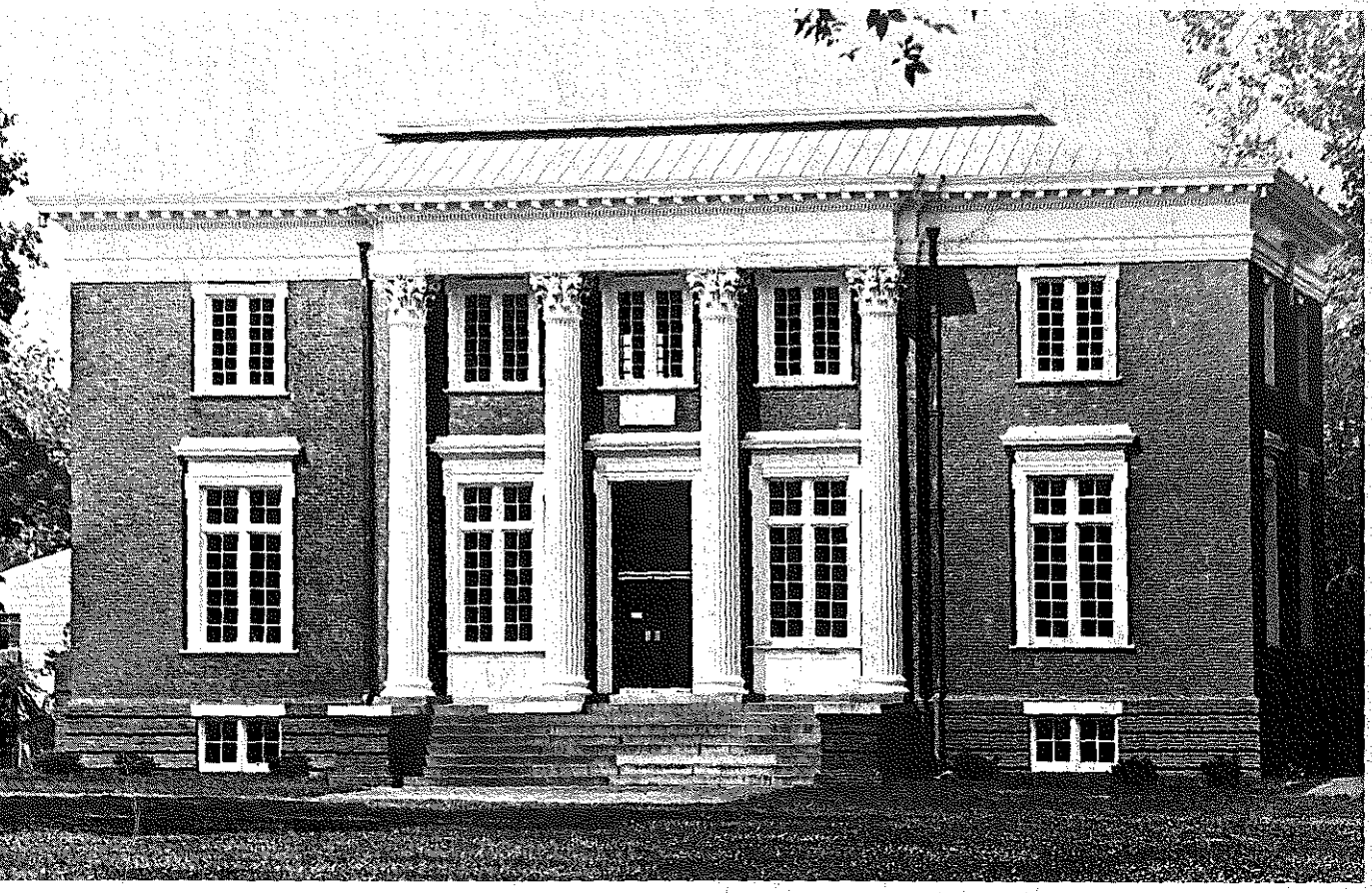
Frederick R. Wicks (SF), who came to St. John's from Alaska, is another alumnus now teaching there. He teaches third and fourth grades in Nondalton, an Indian town about 175 miles southwest of Anchorage. Mr. Wicks plans to enter the Starr King School for the Ministry (Unitarian-Universalist) in Berkeley, California, this coming fall.

In Memoriam

~~1910~~—Newton B. Collinson, Edgewater, Md., April 14, 1969.

~~1915~~—Herbert E. Jump, Easton, Md., April 16, 1969.

~~1937~~—Rev. Christian Neumann, Ellicott City, Md., May 16, 1969.



Woodward Hall, St. John's College, Annapolis, Maryland
(Photo by Tomatsu Nakata)

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