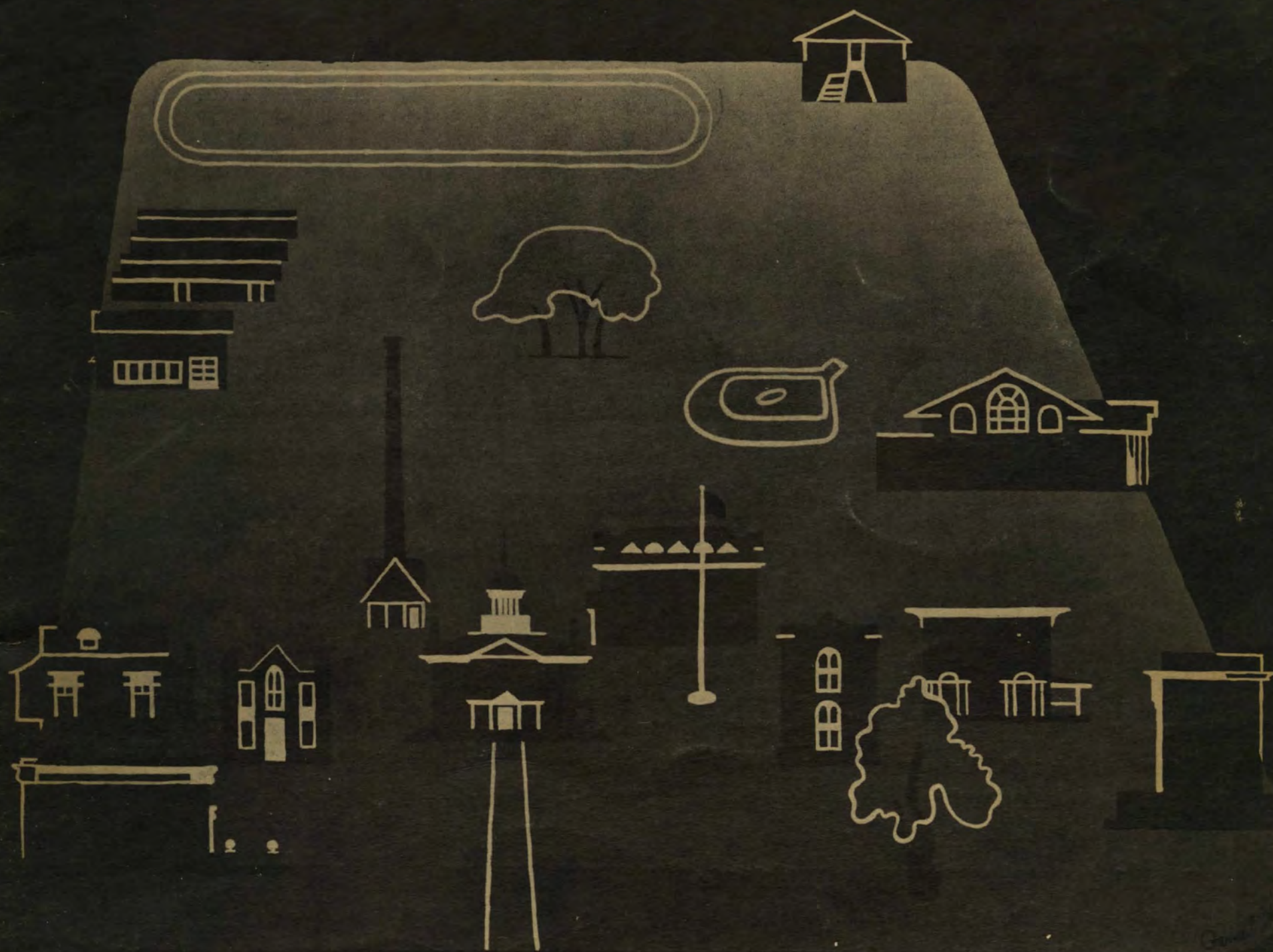


THE
NINETEEN FORTY-EIGHT
YEARBOOK



ST. JOHN'S COLLEGE
ANNAPOLIS, MARYLAND



The Yearbook is published by the Junior Class of St. John's College: John S. Kieffer, President; Raymond N. Wilburn; Dean, L. Harvey Poe, Assistant Dean; Logan Morrill, Vice President, Harrison Fiddesof, Treasurer, Miriam Strange, Registrar; Charlotte Fletcher, Librarian; J. Oliver Purvis, College Physician; Archibald McCourt, Superintendent of Building and Grounds, Seward and Monde, Auditors.

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ST. JOHNS COLLEGE YEARBOOK

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“John Spangler Kieffer, do you swear that you will perform diligently and faithfully, to the best of your skill and judgment, and without partiality or prejudice, the duties of the President of St. John’s College? And do you further swear that you will bear true allegiance to the State of Maryland and the Laws thereof?”

“I do.”

The Inauguration

On the morning of the twenty-fifth day of October, 1947, St. John's College faced a great and momentous event, the official installation of its new President, John Spangler Kieffer. The inauguration was a milestone in the history of the New Program. It marked the formal accession of the first successors of the founding fathers. At the same time, it was a recognition of our worth by the several score sister institutions who had sent their delegates to the ceremony.

The inauguration provided a medium for the delegates and ourselves to reflect on the college's goals and purposes: The spirit and tradition of the Liberal Arts, as we know it, is a very powerful, but very elusive being. It cannot be constituted in bricks and mortar, but must be possessed by a firm mind, as the birds of the Theatetus must be possessed by a firm hand. The conferring of the trust of the college upon Mr. Kieffer was in fact a reaffirmation of the pledge to keep this spirit and tradition in St. John's College. That the delegates bore congratulations to Annapolis was assurance that "our" revolution had been accepted as fact. They were honoring us because we were thought to have that spirit, or purpose, which would make us free, intellectually responsible citizens. It was a moment to pause and reflect unashamedly upon our worth and

our high purpose. To the optimistic, it was a memorable occasion.

The initial impact of the gigantic plans of the administration on the student body was a notice posted by Miss Alexander to the effect that no lunch would be served to students on the day of the inauguration. We were instructed to pick up box lunches in sacks at breakfast that morning. The morning was Saturday, and those who cared about breakfast or lunch were few. By about ten o'clock, most were wandering incoherently, looking at the sightseers and then in turn wondering how so many people found out about *us*. Standing in small groups, we felt a companionship, a sole comfort amid the morass of events to which we were somehow strangers. Those who had any presence of mind secured a program in the bookstore which told what it was all about. The program listed all the delegates from schools and learned societies who accepted invitations. We amused ourselves by counting and deciphering the degrees and appellations of our visitors. It seemed that everyone was representing something, and we wondered whether we should departmentalize our faculty for the sake of consistency. As the hour approached noon, the delegates became increasingly numerous and increasingly beautiful. Our amusement





became more complicated as a consequence. The colors of the gowns now had to be matched with the degrees and the wearers.

As one strolled out of the Coffee Shop into the menagerie of color, there was a feeling of being trapped by the impending ceremonies. The result was a rather flippant and self-conscious attitude toward the whole affair. All of the student body had been invited to participate in the events, and this meant lining up by classes (without our lunches) on the back sidewalk of McDowell, and then leading the procession to the Liberty Tree. Many preferred to be aloof spectators, and consequently there was a rather sparse representation of students. In solemn cadences, we sauntered down the front walk, and as we approached the Liberty Tree, split our file and aligned ourselves on either side of the walk, forming a gallery of unfinished pictures for the delegates, alumni, and faculty to admire. The solemnity became unbearable, and we were often reduced to laughter, when an old alumnus was heard saying, "Yes, I think St. John's is safe in the hands of these young men", or when Mark Van Doren passed, conversing about the beautiful trees hereabouts. We were never quite sure who was laughing at whom.

The formal ceremonies began with the Invocation, delivered by the Reverend William Kyle Smith. The Governor of Maryland then gave the introduction of Mr. Richard Cleveland, the chairman of the Board of Visitors and Governors. In addition to the fact that Hagerstown was a common home town to himself and Mr. Kieffer, Mr. Lane was impressed with the fact that our college had more delegates to its president's inauguration than the University of Virginia had at analogous ceremonies a few weeks previously. Following his introduction, and a

few congratulatory remarks, Mr. Cleveland administered the Oath of Office to Mr. Kieffer. (This will be discovered, in part, under the picture of the ceremony).

Mr. Kieffer's message was eagerly expected. It was remembered that in his administration in the previous year, there had been a revision of the laboratory program, and a consequent rebalancing of the mathematics tutorial with respect to the laboratory. The principles involved, and even the changes themselves were not clearly promulgated to the student body, and we wondered whether the rebalancing supposed new principles. These suspicions had never been completely dispelled, and we were looking forward to a clarification of Mr. Kieffer's position. It was an exacting but well met test. Although the contents of the address showed no deviation from the college's formal statement in the catalog, (he said, in fact, "I make no proclamation of new policy"), it was the first time in a long time that a public restatement had been given on campus with such eloquence. We happily re-heard that "the seminar is the heart of our teaching", and that the "seminar reading list is strengthened and indeed made possible by scientific and artistic practice with language, mathematics, and the laboratory . . ." In the coming year this was



to become a heated debating point, and it was good to hear from Mr. Kieffer in the beginning that the purpose of the laboratory had not been revised along with its form. He characterized the inroads of the natural sciences into college curriculums as a "balkanization of the imperium of the mind". To this he opposed the presupposition of the St. John's curriculum that "there is a unity of knowledge which informs men's efforts to understand, and that in the Great Books of Western Civilization men's successes and fruitful failures have been recorded". One could not help feeling that the opportunity to impress the hundreds of delegates present with the value and purpose of the St. John's curriculum was not being wasted.

Following Mr. Kieffer's address, the Reverend Henry Pitney Van Dusen, President of Union Theological Seminary, spoke on *Education in Crisis*. Mr. Van Dusen refreshed our memories concerning the origin and decline of the American Universities, their beginnings as institutions for classical and religious studies, their multiplication and secularization due to the pressure of accumulated technical knowledge, and finally the present stage, which he described as the "bargain counter" theory of education.

Mr. Van Dusen cited the awakening of American educational institutions to the problem, and the attempts of some of them to right the situation. As to the motivation for this, he declared that it was largely pragmatic: "To turn forth a generation of national leaders possessed of a 'common universe of discourse' through acquaintance with the same subject matter, and thus to prepare a seedplot for the reintegration of American Cul-



ture is a counsel of expediency, and possibly of despair." The allegiance of learning, he said, when true to itself, can only be to TRUTH. The two assumptions underlying reform movements are the "organic unity of truth", and "the nature of man", (as composed of body and soul). Drawing Theological implications from the assumptions, Mr. Van Dusen decried education for the intellect without a studied formation of the soul as well. Some were shocked by Mr. Van Dusen, thinking that Mr. Kieffer had offered *the* solution to the problem not ten minutes previously. Sceptical considerations aside, Mr. Van Dusen did the occasion great service by his address.

The ceremony was terminated with the Benediction, and the faculty and delegates marched back to the school house whence they had come.

At this point the recollections become rather indistinct. Very shortly after the recessional Scott Buchanan was found alone in the Coffee Shop — drinking coffee. He wasn't up in the Great Hall removing cap and gown, for he had had no one to represent. This seemed hardly just, but we happily surmised that our former Dean was excluded by some technicality governing the participants of inaugural ceremonies. Outside, Mr. Kieffer and Mr. Barr were posing for the cameras. Carvel was welcoming old grads, and suddenly friendly under-grads in the Tap Room.

The college and the New Program thus began a new period. A change in administration, though perhaps not so shocking in itself, heightened the confusions and apprehensions that had for some time been growing in the student body. Perhaps the important question for the year was the source of this apprehension, and the college's reaction to it. It is hoped that this book will enlighten future understanding of the problem.

The Curriculum

INTRODUCTION

Much of the campus melancholy during the past year was over the curriculum. When one saw sophomores run screaming from the laboratory, or a certain junior tutorial on the verge of vertigo after each morning session, one knew that there was a strong student interest in the present state of the curriculum. Forums were held, the Dean's carpets were worn thin by malcontents and serious criticsers of the curriculum's execution, and the cynical mode of dissatisfaction became the order of the day.

What was wrong? Was the catalog too idealistic, or the practice of its tenets too pedestrian? Had the college psyche departed with Messrs. Barr and Buchanan? Was the laboratory being handled by a group of mad men whose sole purpose in life was to taint St. Johnys with tastes of the natural sciences? Were the seminar leaders incompetents? Were we caught in a Spenglerian decline, and as one student put it, imitating the

educational cycle from Greek Academy to Lysee to modern elective system? All these critiques and more were hurled at that once proud curriculum-in-action which previously had enjoyed almost absolute immunity from criticism. As to the reason for the discontent, and a justification of the above critiques, no absolute answer is possible. Morale was generally low. Fascination and enthusiasm for the reading, tutorial and lab work was no longer a driving force to the great number of the student body. The freshmen learned to say "We've been robbed". The revolutionary aspects of college activity had departed. Self-responsibility on the part of the individual was not fully recognized.

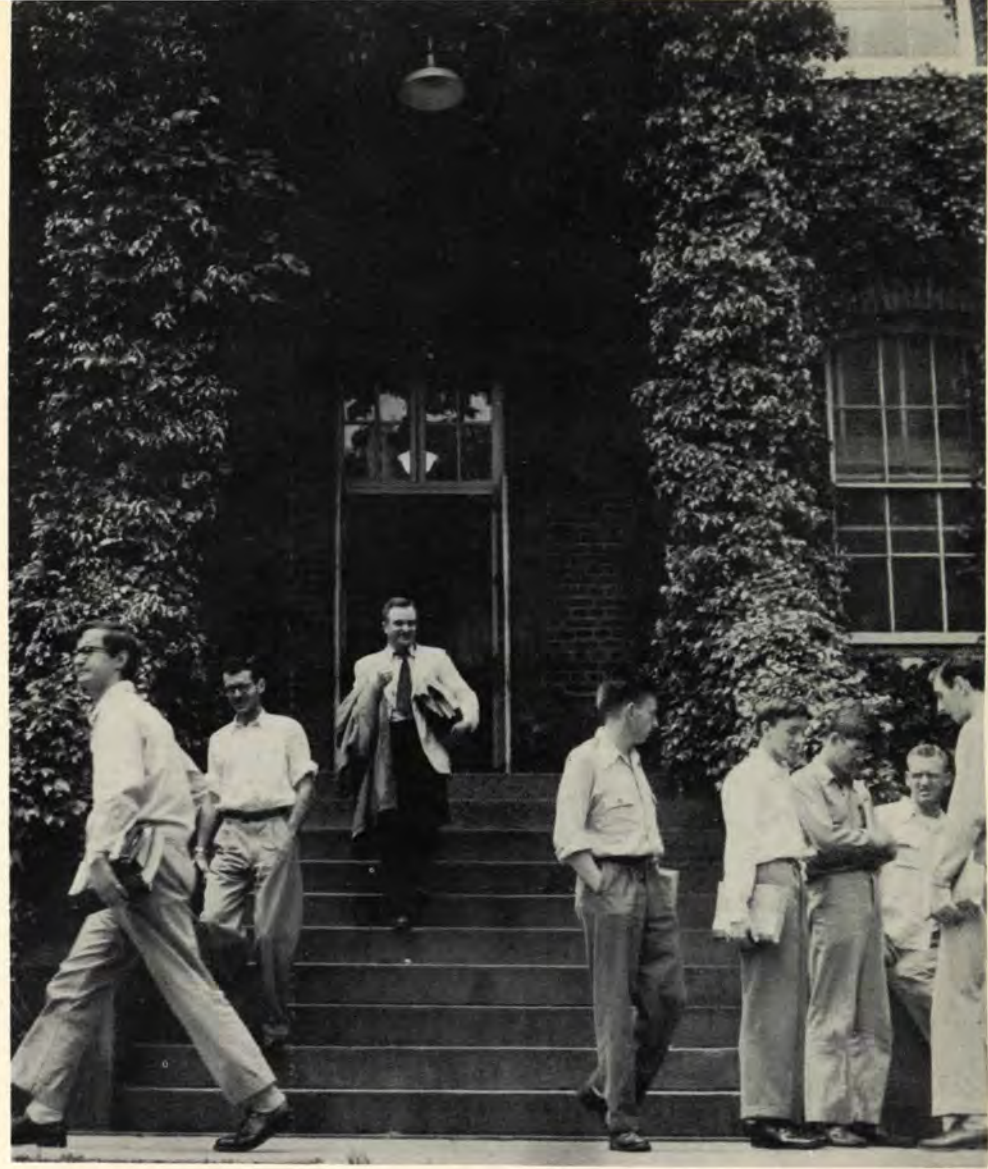
Few, it seemed realized that the very problems that goaded them most were not new, but culminations of problems that were present even in the "Golden Age". Many seriously believed the myth of the "Golden Age", and were ulcerously bitter about the last two years of college history.



The myth, however, seemed to provide no answers to current problems other than a plaintive "I remember when . . .". It may be quite true that before the war, there was a general unity of purpose and understanding among faculty and student body about the curriculum, and that everybody though the particular methods of curricular activity engaged in were nothing short of archetypal. Great harmony resulted; everyone was satisfied and happy. The question still remains of how well the "Golden Age" recognized *its* curricular problems, and how honest a spirit of self-criticism it possessed. The times that were idyllic as far as attitude was concerned were capable of producing doctrinaires, even to the point of proper vocabulary.

We move in perhaps a more honest, if more pedestrian era of college history. Our dissatisfaction and terrible *esprit* may be the effects of an awakening to curricular problems hitherto unseen. A thesis of Discovery, Purgation, and Wise Progress is hesitantly advanced. May it at least serve as some summation of the present College scene, with a lead toward resolution of present problems.

There follow reviews of the several branches of the curriculum-in-action during the past year. They are based largely on discussions in and out of forums, and attempt to present the problems that must be faced to understand the current dissatisfaction with things curricularwise. It has not been thought necessary to debate the methods of particular individuals, though the battle between the Prussian marinet, the romantics, and the "Liberals" should not be forgotten. Finally, this review does not attempt to be a tribunal, but seeks only to present a history and comment.



TUTORIALS

The mathematics and language tutorials have never posed such knotty problems of their own integration with the rest of the program in the way that the laboratory has. It has always been very easy to say whether the close study of any particular book in the tutorial is related to the seminar or the laboratory or is not. An *explication du texte* of the *Republic* or the *Categories* is obviously related to a reading of these books in the seminar. This makes the seminar possible. It is just as obvious that the reading of *Manon Les Caut* in French tutorial has nothing to do with any of the Great Books of the third year. The fact that nearly all the issues of relatedness that arise here are almost all as clear cut as these is one reason why the tutorials have seldom had to undergo the murky reflections which always accompany laboratory discussion.

The tutorials have often been considered as twin satellites revolving about the seminar and the laboratory, and to some extent about each other. This is a good way to look at them, but when the relations between seminar and laboratory become obscured, questions arise as to the roles of the tutorials. The tutorials can only revolve about both seminar and laboratory when



the latter are quite closely connected. When there is a disjunction between seminar and laboratory, the satellites must choose which of the great bodies they will grace with their revolutions or else maintain erratic and anomalous orbits about both.

The mathematics tutorial recently has had to devote more time to equipping the student with the methods of analysis which the stepped-up lab program demands. Consequently, there has been less time for developing a command of ratio and pro-

portion which synthetic mathematics embodies with more charm and finesse, and which is more valuable to the seminar. Another sign of the demand for greater speed is the increase of work at the blackboard at the expense of oral recitation, probably adopted because the St. Johny has two hands but only one mouth.

The tutorials of the first two years met the challenge of the accelerated lab program in a different way than those of the last two. In order to make room for the increased amounts of analytic mathematics that was injected into the senior, junior, and third term of the sophomore tutorials, all the pre-Cartesian mathematics was pushed back into less than two years. This was done largely with the intent of facilitating cooperation with the lab program, but in several cases the relations between the math tutorials and the laboratory were better characterised by a hearty good-will than by intelligent cooperation. For example, one junior tutorial spent a term in learning vector analysis and other methods of the calculus which would help them in solving the problems of classical mechanics which they were re-creating in the laboratory at that time. However, no solutions by those methods were acceptable by the laboratory staff, so the intended immediate result of that tutorial's labor was as naught.

The language tutorial has also found itself with a changed role, that of a buffer state between the increased demands that the math tutorials and the laboratory make upon the student's time,

and the seminar. For some reason, the students place the lowest premium on the language tutorial and consequently it is always the first to suffer whenever there is a test or 'written lesson' to be given in the laboratory or mathematics tutorial. This situation is augmented by the necessary enlarging of the language tutorial to seminar size. The tutorial shows its suffering either in the poor quality of work done or else in a large drop in attendance. Fortunately, the seminar is spared the direct depredations on the quality of the work done which it would feel if the language tutorial were not there to absorb the blow; but it is affected indirectly, since it cannot depend on the laboratory to do a consistently good job in performing a close reading of the books to be discussed in seminar.

Several of the language tutorials, especially those of the first year, have decided to do something about the long-standing criticism that the St. Johny cannot write. As most students immersed in their term papers will admit, competency in writing is a habit, and like all virtues it must be practiced to be perfected, and we are far from perfect. Many tutors have rather successfully improved this situation by the device of requiring several papers a term from their students. This action, in the face of all the external pressures that the language tutorials have had to bear, is nothing short of heroic.

THE SEMINAR

"The seminar is the substantial focus of the Program", Mr. Kieffer had said. This image was used many times during the year's discussions. The problem was, were the peripheral classes contributing their due to the seminar, and was the seminar, in turn, enlightening them? The poor emotional results of the other classes obviously did the seminar no good. The problem of the tutorials has been characterised as resulting from the "loss" of integration; this loss was felt at the focus as well.



The reading of the Great Books and the seminar discussions of them should be a highest kind of activity for the St. John's student. The thrill and excitement of insights into a tradition, the deep appreciation of great poetry, and the amicable dialectic on the same, should be the most rewarding and the most pleasurable activities in which the student can engage. For some reason, many seemed to be lacking in that kind of stimulation and conviction that would make seminar activity enjoyable. Some claimed that "nobody talks about the Books an more". Why should this situation arise? Perhaps it was not the seminar that was being critized, but the lack of leadership necessary to start intellectual crusades.

The writing of annual essays, and the examinations upon them have been associated with seminars by traditional practice. The success of these essays and examinations might therefore be a good measure of the seminars that precede them. From considered opinions on the merits of the theses and examinations of 1948, the efficacy of the seminar in this respect may indeed be questioned. Writing demands close reading, and a well-conducted oral examination demands considerable skill in the dialectical art. Four years of present seminar practice, it seems, does not necessarily guarantee either. Allied with this is the gradual awakening to the fact that *good talk* is fleeting, and that more than a background of ill-remembered conversation is necessary to write about a series of books. As one tutor put it, "The St. Johny is forced to operate only in the realm of general intelligence". The question of 'what a Senior Thesis should be' is still an open one.

For all but the most jaded, seminars were still a great activity, and sometimes even, the Coffee Shop resounded as of old with talk of the Comic, the Tragic, and the Transcendental.

THE LABORATORY

"Abandon hope, all ye who enter here". Although this notice was not actually visible above the side door of Humphries Hall, one might



easily have imagined it there, to judge from the downcast miens of students assembling for an afternoon laboratory session. From the very beginning of the year, it was plain that the laboratory was to play the role of whipping boy, whether the punishment was justified or not.

The first visible sign of the revised laboratory program was the remodeling of part of Humphries to make permanent lecture rooms. With the "new look" went double sessions each week for all four classes. Increased attendance did not guarantee increased interest or labor, however. After a short acquaintance with "Engelder, Dunkelberger, & Schiller", the chemistry students found it no easy task to master equilibrium constants, et al. As crucibles dried and retorts smashed, a situation bordering on hysteria arose. Many gave up a studied effort to master the assigned sections of chemical analysis. Similar instances occurred in the physics and biology laboratories.

The laboratory was a problem about which most of us were mystified and about which none of us talked very well. Despite the efforts of Mr. Kieffer and Mr. Wilburn to clarify the relations between the laboratory and the rest of the liberal arts curriculum at the newly instituted forum discussions the dialectic was murky and tended to degenerate when the time came for questions. Here as in other cases communication failed because of the extremes of too-lofty abstraction and too-irrelevant complaints about particular features of the laboratory against which one or a few students might harbor an animus.



In the appointment of a student laboratory committee late in the first term, the student polity showed some sign of the student interest in the laboratory problem. At the direction of the court the committee labored earnestly in an effort to formulate the problem of the laboratory with some fairness and finality. About the time when the first leaves were appearing it emerged from a long silence with a voluminous report which the administration was generous enough to have mimeographed. Some students read it.

The report, to use the Dean's word, was "spotty". It has flashes of wit, touches of sarcasm, traces of bitterness, occasional instances of faulty grammar, logic and rhetoric. It was hardly the sort of report that a committee of angels would have written, or even a group of philosopher-scientists. Some of those who bothered to read it were disappointed because it did not solve the difficulties of Humphries; or were critical because it was tainted with so many characteristically mortal flaws; or saw in it an attempt on the part of the students to usurp administration prerogatives. Others appreciated the intention through they did not always agree with the conclusions.

These conclusions, while not shocking or revolutionary, were buttressed by an historical preface and a complicated index of past laboratory exercises which, if it served no other purpose, made clear that the laboratory was *no new problem*. In so doing it made no specific charges of

responsibility but suggested that in the opinion of the committee the failure of the laboratory in the past was due chiefly to the absence of a well-defined goal and over-all direction. In keeping with this conclusion the most specific recommendation of the report was for the immediate establishment by the Administration of a committee delegated with the sole responsibility of creating a coherent and intelligible lab program. In the committee's view the laboratory had suffered as a result of a make-shift policy and it saw an urgent necessity for putting a stop to this once and for all. It envisioned as an ideal an "organic lab" organized about a set of unifying ideas. In its recommendation that the laboratory should direct itself toward this end it opposed what it suspected to be a current trend toward "departmentalization" of the laboratory curriculum.

Two college forums were devoted to a consideration of the report. In the first the committee, arranged on the platform, attempted to explicate and defend its position. Some strange terminology was cleared up in the effort to make the report an intelligible text for future discussion of the laboratory. For the second forum Mr. Wilburn and Mr. Leffel for the Administration and Mr. Albritton and Mr. Derr for the students engaged in a round table discussion. Communication was better than usual. It soon appeared that with some minor reservations the Administration was in essential agreement with the committee as to the desirability of a good laboratory at St. John's. Afterward there was a hint from the audience that what is really wrong is that the St. John's student suffers from some unique variety of original sin which makes him report to Humphries without having studied his lesson beforehand.

After that the report was gently buried. (*Requiescat in pace.*) The saturation point had been reached.



LECTURES

Few at St. John's argue with a judgment that maintains the superiority of Bach, Mozart, Beethoven and perhaps even Hindemith over Berlin and Gershwin. There is widespread agreement that the first four wrote "good music" and that by virtue of this fact, and even where they are sometimes not so greatly enjoyed, it is conceded that this music is somehow better than the sometimes facile works of the latter two. This agreement, and this judgment, is apparently made with reference to some standard; this again would be conceded. However, the chances are that the standard is fictional, and could not, even though one should attempt it, be stated. Those who judge nonetheless do so with a certainty that marks either the acquisition of taste or a dogmatism that betrays the subscription to the canonical standards even where taste is unacquired.

The Formal Lecture, dependent for its effect on the immediate and ephemeral relation established between lecturer and auditor is subject to further conditions which render judgment and criticism difficult. The works of Mozart or Beethoven may be listened to until their meaning or beauties reveal themselves. Unfortunately this is not the case with most lectures. In contrast to the plastic arts where the artifact is impersonal, the lecture, along with music and the drama is complicated by the personal element. Performers are variables and resist analysis. When great, they may even defy the rules that conventional criticism would impose on them.

In a lecture the words and the speaker are indissolubly wedded. This, if we believe with Plato in the advantage of the living over the written word, is to the good. On the other hand, it adds to the difficulty of criticism. To judge a lecture is also to judge the lecturer. For however poor a thing, sir, it is his own and his responsibility.

"Lecturing except on the popular platform is almost a lost art in this country. It is a very high art demanding artistic skill and sensitivity . . . etc., etc.," (gospel according to St. John's, p. 27). These conditions were periodically exemplified in the gym during the past year. It would of course be folly to expect a year of consistently memorable or even excellent lectures. The rarity of both, however, was extraordinary. There have been memorable lectures in the past — a fact evidenced by the recurrence of certain past lectures in seminar discussions. We assume that in these cases the lecture stimulated in the listener the mental process that results in prolonged reflection. This happens when ideas,



Mr. Van Doren



Mr. Auden

whether good or bad, are shocking and when they are expressed with conviction. Certain lecturers have perennially performed this function here. Notable in the *past* were the lectures of Messrs. Buchanan, Adler, Klein, Gorman, Smith, and Meiklejohn. Mr. Van Doren, despite his critics, has contributed his share to the ideas that form the substantial foci of seminar discussions. Some of the better lecturers no longer appear. Others apparently suffer the prevailing intellectual apathy.

Pendantry or a scholarly recital of facts, though generally conceded as an aid, have never been regarded here as sufficient to constitute a good lecture. In the course of this year's lectures, the students were subjected to a good deal of both.



On the whole it was a year of curiously frustrating lectures. The titles were good, and the speakers for the most part sounded inviting. Seldom did the results warrant enthusiasm.

By and large, we resented the patronizing airs of Mr. Whatmough and Mr. Painter. They did have one cheering effect in that we considered their efforts as typical of other, less enlightened institutions. It did not follow that our own tutors, turned lecturers, were to be eminently successful. Mr. Abrahamson's remarks on Pascal were at best entertaining. Mr. Klein, who stimulates even when he doesn't try, appeared hasty in his lecture on *Nature*. Mr. Brown, with his sometimes questionable level of humor, amused with a "scholarly" treatment of *Hamlet*. The Rev. J. Winfree Smith's lecture on "Religion Within the Limits of Reason Alone" was characteristically informative. Mr. Peeble's lecture on the early Christian poet Prudentius was saved by an extremely subtle wit and the suggestion that "secondary authors" had *some* merit, after all.

Mr. Meiklejohn, the grand old man of the rostrum, spoke with grace, elegance and fervor. This last quality redeemed a somewhat loaded way of quoting Justice Holmes to an audience largely unfamiliar with his writings. The two lectures were on *Free Speech and the First Amendment*. They served the healthy purpose of waking political consciousness in some of us, and provided a text for campus debate on the issues in the forthcoming Mundt bill. At an institution where there is little belief but much talk it is refreshing and inspiring to hear from a man who loves or believes something ardently. This can be said for Dr. Rudolph Allers, as well as for Mr. Meiklejohn. Lecturing on *Quid est Homo?*, Dr.

Aller's deep conviction and forthright delivery was impressive. Leo Strauss lectured on the same subject in political terms two weeks later. Mr. Strauss is difficult to follow, but what we understood dovetailed dialectically with the former lecture very nicely. Mr. deKoninck's first visit was marred by the fact that two lectures had to be telescoped into one evening. Even so, his Thomistic analysis of problems in mathematics was interesting enough to be brought up in other branches of the curriculum.

Mr. Buchanan's lecture as always provoked thinking rather than informed. We wonder whether this is a worthier function than merely informing. In the latter class belong the efforts of Mr. Kristeller, who lectured on the History of the Liberal Arts. Of Liberal Arts lectures we had three, the remaining ones being by Mr. Kieffer and Mr. Donald Marshall. There seems to be a traditional nemesis for this type of lecture. Its success is extremely rare.

Poetry and poets came in for a god bit of attention. Mr. W. H. Auden, though a disillusionment generally, saved a mediocre lecture with a flash or two of insights that might have been more profitably developed. Mr. Rauch, On T. T. Eliot, delivered one of the year's most polished and pleasurable lectures. He succeeded in making people want to read Eliot seriously, and his reading was excellent. Mr. Robert Spaight, an English actor, was responsible for another of the few pleasant Friday evenings. His examination of Shakespeare, and his relation to the stage was learned and valuable. The interruption of his entrancing reading from the Plays with "etceterah", in order to go on with his exposition, established a novel frustration. A word remains for Mr. Van Doren. His two lectures this year, on *Cervantes* and *The Gods of Story* were of the same cloth as his lectures of previous years. We are still charmed, however, by the loving care of his delivery and the obvious pleasure he takes in his subject. The question period following the Cervantes lecture was particularly memorable, with tutors and students contributing; "I have learned something" was Mr. Van Doren's comment as he departed.

Any general conclusion about the lectures seem hazardous, save for the impression of mediocrity. (This was mirrored by poor attendance.) Ideally, the lecture should mark a bright spot at the close of the week's work. It is to be hoped that this will be realized more closely in the future.

Polity and Forum

As a body politic the St. John's community has never been what one might describe as vigorous. The reason or reasons for this enervation have long been a subject of debate among the few who act as guardians of the democratic faith and political gadflies here. Many of the veterans, who by and large saw little point in the polity, debated a more fundamental question: "Why have the d - - thing at all?" But if it was a silly little game or not, St. Johnnies found themselves from time to time confronted by the fact of its existence and for better or worse they had to put up with the thing.

The thing, if we discount the occasional appearance of forebodingly phrased statements of proposed amendments etc., stirred three times: it established a college forum; it voted overwhelmingly in favor of accepting negro students; it appointed a student committee to investigate the laboratory.

The forum was the outgrowth of a resolution passed by the assembly in May, 1947, directing the Court "to inaugurate discussions with the Administration toward the end of improving communication between the Administration and the Student Body." "Communication" became a crucial word at St. John's in the past year; this year it became a trite one. Communication of the sort presumably existing during the "golden age" was a tenuous and mysterious phenomenon that found only partial expression in the college meeting — of hallowed memory. Like all real communication it had its roots in a community of feeling and aims. It thrived on informality. That there were matters of common concern was a proposition which needed no arguing or emphasis. Like a large family of pioneers united by the common purpose of defense and the task of creating a new community, St. John's had its unique *esprit*. Genuine communication was a part of it.

Let a war scatter the family and it is inevitable that this *esprit* vanishes. For common experiences are substituted uncommon ones. It was no doubt true that some sort of a gulf existed between Administration and Student Body at St. John's; but if the Administration talked a different language than the student it was no less true that the old St. Johnny talked a different language than the new one. There was no reason to suppose that reintegration, the re-

establishment of community and communication would occur overnight at St. John's. Here, as elsewhere, such things take time.

It is difficult to say to what extent the convalescence was impeded by the conscious preoccupation with the "problem of communication." Self-conscious efforts to hasten frequently only hinder the slow organic processes that generate *esprit* and flower in understanding. These things happen — quite strangely; they are not made or forced in to premature existence. At best we can supply favorable conditions in which they can flourish when they do happen.

Because it in one sense represented an attempt to force communication the establishment of the forum could have been a fatal mistake. That it wasn't, proved again that Nature works in spite of men's efforts to aid and abet her. By the end of the year "communication" had become a subject of laughter. This was a symptom of returning health. The Friday afternoon forums were being assimilated as a part of the mores of the St. John's community; and while attendance was as disappointing as that at last year's college meetings, the people who did come were getting over the embarrassment and self-consciousness that marked the first few forums and they were beginning to serve their purpose of "bringing together members of the Administration and Student Body for free and orderly discussion of matters of common concern."

These matters turned out to be the perennial





ones of finances, curriculum, social affairs and relations with the cold outside world. There was an honest if not always successful attempt on the part of the Administration to acquaint the student with the more or less involved problems of the McDowell offices. There was Mr. Hoxby's memorable preachment on dances, blind-dates and chivalry (which is dead); and Mr. Kieffer's meditative and wise reflections on the role of the college in the face of the world's apparent crisis. There were moments of humor: (the *Wall Street Journal* advertisement); there were moments of pathos: ("How can I explain my record to my father?"); there was self-pity: ("Now take Junior chemistry, for example . . ."); there was a flash or two of anger. People were not yet always talking well or communicating. But they were learning.

The vote regarding the acceptance of negro students (162 for; 33 against; 2 indifferent) gained for the college more publicity than many a more carefully calculated act has done. In the press and in the minds of people scattered about the country this poll loomed as a portentous indication of a bright new world around the corner. Actually, of course, it was no more significant than a straw vote; and, as the Administration was careful to point out, an expression of sentiment does not constitute a resolution of the dilemma of having somehow to live peaceably within the bounds of an unenlightened town. On the other hand this vote did create a situation which might

have been more profitably exploited. To have done so might have been a way of reasserting the position of St. John's as a pioneer institution even if it did not enshrine the college in the hearts of loyal Annapolitians. In the past St. John's has won support and a loyal following of students and others because it was dynamic and in its own way courageous. To be too unassuming, too careful at this juncture might be to maim rather than to secure the new program.

It was not surprising that a good share of the introspection which has manifested itself in the forum meetings during the course of the year should have focused on Humphries. Somehow or other the impression *was* created last year that there was to be a revolution in the laboratory beginning in September of 1947. Precisely what the nature of this radical change was to be was never made sufficiently clear to the Student Body. Add to this a smouldering dissatisfaction with the "present setup" and forum discussion was dictated. After several Friday afternoon discussions on the laboratory, the Polity decided on its most novel move to date: The establishment of a student committee to investigate the laboratory. The work of the committee, and its promulgated report are reviewed elsewhere in this book.

That the *students* should form such a committee is evidence for hope that the Polity may be resuscitated from semi-death by renewed political enthusiasm on their part.

Athletics

The current year was one of questionable athletic success. Many of the St. John's veterans have returned to ask, "Where is the old back-campus spirit?". It has become apparent, over the past year, that they have inquired but not restored. The freshmen, entering a situation of athletic apathy, could hardly be expected to change it. As a result, they automatically added their weight to the load that was causing this constant deceleration of interest in the back campus world. Perhaps when all the cynics have left we will again see a day when the gymnastic arts will flourish.

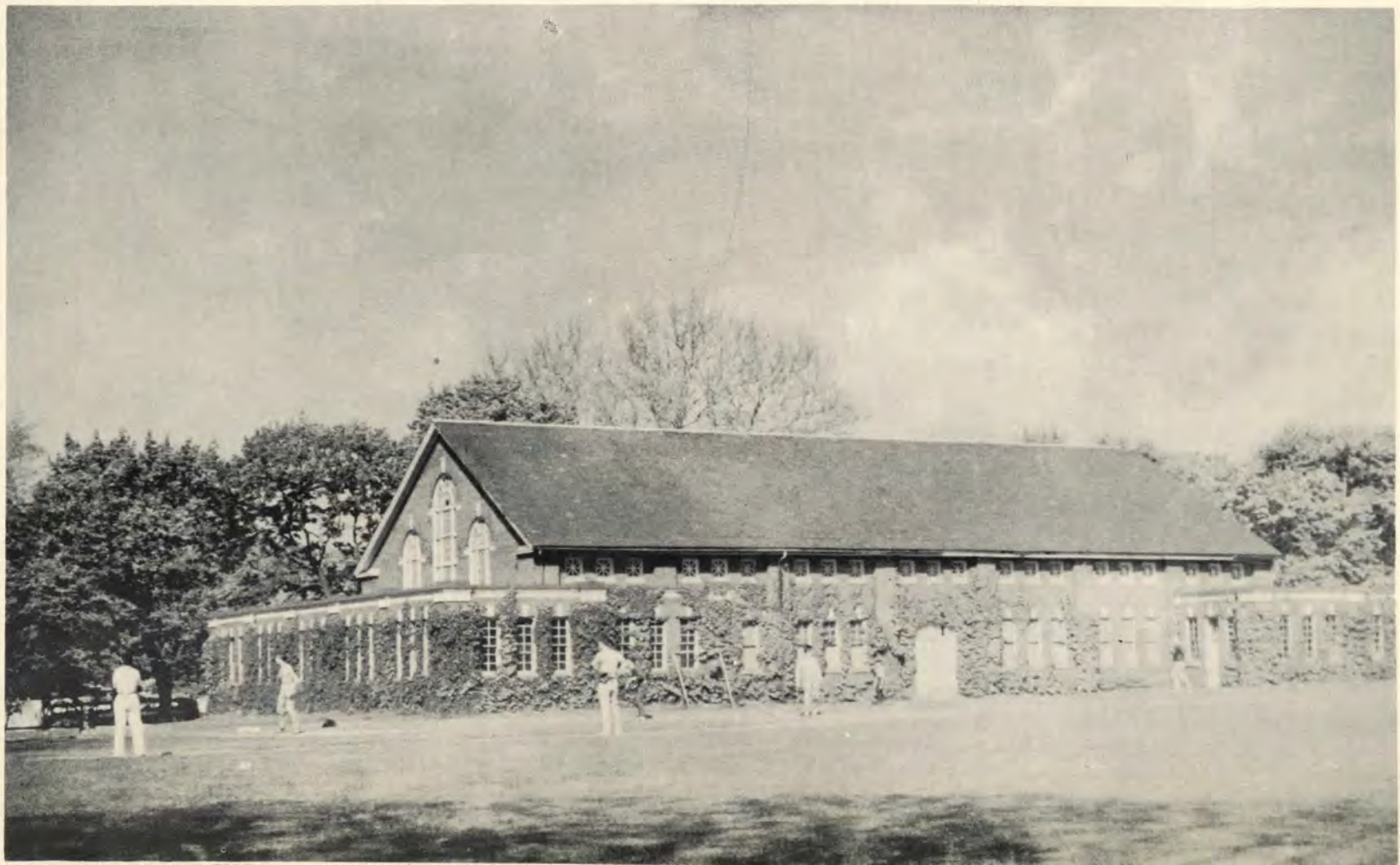
Team competition was restricted to four sports this year, as eight seminars battled it out in football, basketball, softball, and track. An attempt was made to revive interest in soccer, lacrosse, and volleyball, but it became necessary to drop all three. A lacrosse goal was erected, much to relief of the townspeople who needed a place to practice, but it was a rare day that saw a student flip a ball at it. There was one notable exception to this backward trend. After an absence of one year, boxing returned with a flourish, with several enthusiastic mitt-men turning up in the college ranks.

On the whole, individual sports fared little better than team sports. There were a few people who felt they could devote themselves to individual sports at odd times, rather than follow the schedule that team sports demanded. None the less it was the pressure of June Week that finished tournaments started in January. This is hardly a sign of avid interest.

After allowing the students two weeks to ac-custom themselves to campus life, the athletic department started intramural football. With typical enthusiasm 12 teams were listed for hostilities, and, as usual, many postponements and cancellations resulted. The freshmen, justly unsure of the position of athletics in the program, were prone to hit the books, and think of back campus as a realm that they would never have time to visit. This feeling soon wore off, and the new arrival occasionally represented themselves on the field of friendly strife.

On the combining of two sophomore and two freshmen seminars, the league was cut to ten teams. It quickly became obvious that Junior AB and Senior CD were the teams to beat. The Juniors, led by Weinstein and Marshall, were terrors. When the fine running and blocking of Bounds and Davies were added to this combination it appeared incincible. The Juniors lived up to their reputation by soundly drubbing every team they played. The Seniors, behind Terry, Maremont, and Derr, also managed to go undefeated, though they did have a few close games. Thus both teams squared off against each other with perfect records.

The deciding game was the last of the season. It was a cold gray afternoon, perfect football weather. A huge crowd of some fifteen souls packed the side lines to witness the struggle. A sinister man in a large dark overcoat was drifting among the spectators, and one could gather that the smart money was on the Juniors. From the





Football Champs - - -



- - - And Basketball Too!

opening whistle the Juniors had control. They bottled the Senior running game with ease, and awaited their chance. It came early in the second quarter, when Bob Marshall turned from receiver to passer and hit Bounds with a long one down the middle. The fleetfooted Mr. Bounds then wove his way for twenty yards more and a touchdown. The defensive play of the Juniors continued strong. When Dave Weinstein skirted his own left end for another score early in the fourth quarter, the ball game was all over but the shouting. The Juniors converted once to make it 13-0, and the championship was theirs.

The introduction of basketball followed the advent of the winter term. Basketball has always provided the greatest competition among the students, and this year was no exception. It was an eight team league all the way. The freshmen put out three teams, the sophomores and seniors two apiece, and the seniors one. The seniors were led by towering George VanSant whose height, if not accuracy awed the stoutest heart. As the season progressed, so did Van, and with the aid of such consistent performers as Wilson, Derr, and Maremont, the seniors remained in the race to the bitter end. The top junior team was playing with between four and six regulars, and literally had to fight its way to the championship. It is the ability to be at one's best when the pressure is on that makes a winner, and Junior AB managed this to perfection. They lost only one close game, while winning five by a margin of one or two points. Pat Welch led the scoring for III-AB, Davies and Ray were paragons on defense, but it was Don Bounds who held the team together and gave it the extra necessary drive. There is little, if anything, to be said of either sophomore team. It was lack of interest, rather than lack of talent, that kept these two teams in the cellar. Their one notable effort was a combined uprising that resulted in a sound beating for Junior AB. There were three freshmen teams that competed through the season. The best by far was Frosh CD, but the other two are also worthy of note. Though they had few experienced ball players they had a lot of fellows that wanted to learn the game, and have fun in the process. This somehow gives hope to the kind of athletic program that has been the ideal of the new program, but has never quite been attained. Nonetheless, it was Frosh CD that challenged the Junior team for the championship, and brought about as exciting a climax as even a St. Johny could desire. Al Brown's left hand and Harry Martin's pivot shots were the foundation of a fine steady ball club.

Basketball was played in two rounds, with the winner





of each round playing in a play-off for the championship. Junior AB won the first round handily, and the second was taken by Frosh CD, with a little trouble. Thus these two were matched for the championship game. From the opening gun the game was the thriller it was expected to be. The jump was followed by some slow careful ball handling, until Jim Ray broke the ice with a foul shot. This started the game in earnest. Al Brown hit with a set shot and followed with a foul shot. Two more field goals and a foul shot by Brown gave the Frosh an 8-6 lead at the end of the first quarter. Bounds started the second quarter with a one hand jump shot, and a little later pumped in a foul shot and a lay up. This spurt was enough to put the Junior team ahead, but the Frosh came right back to tie it up. Pat Welch then hit with a short set that enabled the Juniors to retire at half-time on the long end of a 14-12 count.

During the half the Juniors rested, while the Frosh passed out benzedrine and sugar pills. At least something of this kind must have happened, for the inspired disciples of Plato proceeded to make the third quarter look more like a track meet than a basketball game. Welch and Martin

traded field goals, but that was the last trading for a long time. Smith and Brown hit for two pointers. A foul shot by Brown was followed by three quick buckets by Martin. This was 13 straight points for the freshmen, and when the quarter ended they led by 27-16 points. At this point, the game appeared to be over to everyone but the team that was 9 points behind! The team that had to be this far behind to play ball was in that position. Welch started the last stanza with two fast break layups. With five minutes left the freshmen led 31-26. Welch swished in a set and as the game entered its last minute Dave Weinstein tossed in a long one that cut the frosh lead to one point. With 20 seconds to go, Martin fouled Bounds, who missed his try for the tying point. Welch took the ball off the backboard, dropped it, watching it roll past two freshmen who neglected picking it up, retrieved it himself, and turned to fire in the final basket. A second later the clock ran out. The game was the Junior's, 32-31, as they added the basketball crown to their football laurels.

For the second consecutive year the college had a team in the Capitol City Basketball League. The "students" played under the colors of Eddie Leonard's Sportsmen's Center. By playing in this league, the teams swerved from the New Program policy of no extracurricular sports. The team was helpful in several ways, however. It provided an outlet for those who wanted a little more basketball than the intramural program provided, and gave the athletic assistants an opportunity to indulge in a competitive sport.

Phil Camponeschi, team captain, piloted his charges to a record of five wins and nine losses. This rather bad record was to be expected, when

FRAME GOES OVER



DAVIS THE DRAMATIC



to obey the call of the wild. The high point man was Al Brown, who was also nominated for the league all-star team. The first string included Herrod, Martin, VanSant and Bounds, while Welch, Widder, Wilson and Maremont rounded out the squad.

Came spring, the ground thawed, the trees leaved, and baseball was in the air. At least it was in most places. On this campus, spring meant term papers. The judgment was made that term papers were exercise enough, and as a result, the softball season was virtually nil.

With many forfeits and many ringers, a semblance of a schedule was finally completed. Junior AB, combined now with Junior EF, came through to win the championship. The steady pitching of Phil Camponeschi, and a little timely clutch hitting led the juniors to their record of six wins and two losses. The seniors were close behind, as the twirling of Hal Freeman, and the booming bats of such sluggers as Terry and Derr added up to a five and three record.

The final team standings:

Place	Team	Won	Lost
1.	Junior AB-EF	6	2
2.	Senior CD	5	3
3.	Sophomores	4	4
4.	Junior CD	2	5
5.	Freshman AB	1	4

The track meet was a success in that everyone enjoyed himself, but a bit of a failure, in that a mere handful of track enthusiasts turned up. Yet the competition was keen and every event unusually close. Unlike last year, when one man swept the track events, and another the field events, this meet saw many winners. The surprise of the day was the team victor, for the seniors came through from nowhere to nose out Junior EF by 1/3 of a point. A lot of fourth places and grim determination was the margin of victory.

The individual honors were shared by Marine and Zion who finished in a deadlock with 20 points each. Oesterhaut followed with 17 2/3 points for a close third. In spite of taking only third, he turned in a fine performance by winning the 440, 880, and mile. There is yet another name that must be included in this catalog of Olympian heroes. Was in not R. O. Davis, knight of the seersucker suit, who maneuvered over a devious course to capture a brilliant fourth in the 220? (The course happened to be through the infield). Who will deny that this was a decisive factor in the senior victory? Such sterl-

ing abilities cannot go unheralded in these annals of fame and valor.

Individual Winners:

100 yard dash:	Marine	11.3"
220 yard dash:	Zion	26.5"
440 yard dash:	Oesterhaut	60.0"
880 yard dash:	Oesterhaut	2:28.5"
Mile	Oesterhaut	5:23"
Shot put	Derr	37' 5"
Discus	Zion	90' 7"
Javelin	Frame	144' 4"
High Jump	Martin	4' 10"
Broad Jump	Marine	18' 2"

Team Standings:

Seniors	24	P'ts.
Junior EF	23 2/3	"
Freshmen AB	20 2/3	"
Freshmen EF	20 1/6	"
Junior AB	10	"
Sophomore CDF	10	"

Thus team sports ended for the year. Everyone now waited expectantly while the athletic department indulged in the mathematical mysteries that would determine the Blazer winning team. At last the verdict was brought fourth, and to the delight of everybody, the result was a tie. Senior CD and Junior AB were locked at the top with 26 points apiece. For the Juniors, Weinstein, Davies, Hyden, and Ray were awarded Blazers. For the seniors, Davis, Wilson, Kaplan, VanSant, Maremont, Whetstone, Terry, Derr, and Clark, all received these emblems of athletic achievement.

Individual Sports Results:

Tennis Doubles:

Wilson-Cave over Warren-Harris

Tennis Singles:

Wilson over Warren

Badminton Singles: Elliott by forfeit

Badminton Doubles:

Robertson-Welch over Rea Meyers

Ping-Pong: Small over Cave

Boxing: 135 pound: Ray over Linton

145 pound: Hunt over Goldwin

155 pound: Fromme over Elliott

Congratulations are in order to the athletic department, and especially Ned Lathrop and David Dobreer on their attempt to maintain some athletic programs in the midst of all the difficulties of space and disinterest. It is hoped that, with an incoming group of young students, back-campus will again take over its proper function in the New Program.

The Fine Arts

St. John's official reaction to the fine arts has always been a mixed one. Their occasional recognition has frequently been bewildering, the sudden interjection of an alien form into a well known context. As art these have been wholly admirable; one's only reaction is to wish more of them. As academic appointments they raise many questions.

The much talked of assimilation of the fine to the liberal arts has never taken place; the possibility of such an assimilation is an open question. This is not to say that the two cannot exist side by side, and to a degree compliment each other; but this is true of any two human activities of like dimensions. Assimilation means something more; what, one is not sure. The more ambitious attempts, the reference will be clear, have proved much too liberal for those fine artists among us; while fine art itself, understandably, has never condescended to make the attempt.

This has been a year of reactions; rather than rehearse past history we shall fall in line in considering the personalities with which we have been confronted. As Henry Purcell and George Frederick Handel have been for some time in Arthur's bosom, and Bernard Shaw has proved fair to get their in his own life time, it is perhaps possible to take stock of our experience of them and others like them. St. John's, however, can scarcely claim a Purcellian inventory. We are more Brahmsian, and yet closer to Grieg. A Griegish mood was the accent. Considerable good material, with poor execution. Receptivity, intelligent anticipation, patient sophistications, unGriegian qualities all; their contraries tumbled together into a matrix of emotions and words, reminding one of nothing so much as a Wisconsin cheese.

Fresh, slightly indigestible, of doubtful character and richness, we were artistically remote from our antecedents and uncertain of our present identity. This is an *academicians* you will remember.

Messers Schneider and Kirkpatrick, whom we heard first, played very well. It was only because some had heard them play even better that any comment is possible. We had always thought the artists more sympathetic to Bach than to Mozart, and this year as well as the past may



Schneider and Kirkpatrick

be said to have borne us out.

St. John's was offered two versions of the ballad and art song of English ancestry with other music of a related character. Susan Reed's highly artful and provocative singing was set off against the stylised and somewhat more simple approach of the Fletcher Collin's. Both were found successful. Miss Reed enchanted her audience with nostalgic graces and the beauty of her songs. Mr. and Mrs. Collins whose performance was as carefully non-professional as Miss Reed's was professional, were successful in virtue of their taste and material.

Except for the surprising weakness of one member, the Walden String Quartet's visit was



The Budapest Quartet

enjoyable and without remark. For the third curricular occasion the Budapest String Quartet gave their customarily adroit performance of a good Haydn, a brilliant Hindemith, and a controversial Bethoven quartet.

After an agonied period of uncertainty as to play, person, and cast, the King William Players produced and performed George Bernard Shaw's *Androcles and the Lion*, on the evenings of June third and fourth. The production was remarkable for a number of reasons. With few exceptions, no former members of the Players participated. Of the group responsible for the choice of the play only one consented to remain with the production throughout. This should be kept in mind through the following observations.

Androcles is a gay and witty play, and above all it is a gentle one. Even its loud characters, the centurion, Spintho, and Ferrovius, have their violence tempered with stylism, (a word to describe a Shavian character in a historical setting, or perhaps anywhere). This gentle quality cannot be confused with *Weltgemuth lichkeit*, and it must not be confused with Saroyan.

John Logan, of all the players most fully achieved this difficult balance between romantic farce and watered satire. His performance escaped complete competence only in secondary matters. Mrs. Child's Lavinia was beautiful and noble, as indeed it should be, but never, unfortunately, kittenish. Bradley Saunders played the handsome captain with a valiant consideration of the above requirement. With the other characters, George VanSant's Ferroviuse had a dignity unexpected in one of the less playable parts. William Davis, often unintentionally, managed an amusing Emperor.

"I Shall Be
the Anchovies - - -"

Messers King, Collingwood, and Zion played the patricians as the kindred elements in their respective natures moved them, and hence successfully. The other members of the cast deserve notice for their audibility and decorative qualities.

In company with the usual difficulties of adapting the facilities of the gymnasium to dramatic production, was *Androcles's* adaptation to farce. Of the two the latter was perhaps the more difficult and certainly the more successful. As on other occasions, the first award must go to the artisans; to Messers Wells and Zion, and their colleagues.



The Walden Quartet



"Caesar!"



Activities and Organizations

Several new clubs and groups made their appearance on the college scene in 1947-48. Although their purposes were lofty, they failed to prove that in numbers there is strength. It is a time-worn thing to say that nothing on our fair campus is *actually extra-curricular*. Be this as it may, it is impossible to here make consistent synthesis of the various groups and the related curricular activities. This review then, purports to be nothing more than a report on the doings of the following groups:

PLAY READING GROUP

Mr. Bart formed the Play Reading Group at the beginning of the year upon the observation that people talk glibly enough but that they read poorly. William Ross, Alvin Fross, and a few other silver-tongued members of the group read and enjoyed the Elizabethans and the Greeks along with "The Skin of Our Teeth", "The Cherry Orchard", and "Murder in the Cathedral". The aim and direction, either from an historical or a comparative view, could not always be discerned, but the principle desire of gaining added enjoyment and understanding of a particular play through reading it aloud was always consummated. The meetings were attended by a fair number of the fair sex, who volunteered to read the appropriate parts. The Forest of Arden revealed its true meaning when Rosalind was read by "a dove eyed girl with a liquid voice".

THE RELIGIOUS STUDY GROUPS.

The students' religious interests were in some way met by Protestant, Catholic and Hebrew study groups, each meeting once a week. The immediate texts used were the Old and New Testaments, and the Cardinal Gasparri Chatechism.

Mr. Kaplan, who lead the group in the study of the Old Testament had the purpose of breaking the strong hold of the present upon our minds, and to let us see new problems in old ways. The discussions had a positive tone. Mr. Kaplan exhibited deep knowledge and insight into his tradition, and was able to interpret the stories, verse, and pivotal words in the light of it. He knew how to ask the right questions.

Mr. Winfree Smith led the discussion group that used the New Testament as its text. His

meetings were highlighted by a caution in coming to any predetermined conclusions. Instead, he highlighted the issues contested by St. Augustine, St. Thomas, St. Bernard, Luther, Calvin, and Kierkegaard.

The Catholic study group was a new organization on campus, and hence not too sure of its ways and means. Its purpose was to give a fuller exposition of its tradition than was contained inside the limits of the curriculum. It was not modeled along the lines of the Newman Clubs, since upon consideration of the special needs for its existence, special forms were desired.

THE SOCIAL ECONOMICS STUDY GROUP

The Social Economics study Club, a recent addition to extra-curricular activities of the college, burst forth at the start of the winter term. It grew out of a long felt desire on the part of Peter Davies and others to read the social, political and philosophical authors of the nineteenth cen-



Miss Susan Reed



Mr. Martin

ture more closely. At their first meeting they decided to pursue this aim by centering their reading around "Capital" by Marx, and then broadening to include the related works of Bakunin, St. Simon, Fourier, and the Webbs. Despite the library's meagre quantity of Hegalian literature, Mr. Klein was able to conduct two formal meetings on Hegel very successfully. After the Easter vacation, Mr. Kaplan consented to lead the group in a discussion of the Communist Manifesto. Some extremely interesting philosophical relationships between Marx and Hegel were discovered. The last meeting was highlighted by the presence of Dwight Macdonald, a renegade Marxist, editor of Politics Magazine and a professed pacifist and anarchist. The discussion, after an interesting lecture on the earlier humanitarian and moral works of Marx, centered around the provocative topic of anarchism.

Although the group has not been investigated by the Thomas Committee yet, it is hoped that future attendance will expand, as students realize that the chronological study of the Books is not violated when the influence of 19th century social-political thinking upon current ideas is the essential consideration.

WORLD STUDENT SERVICE FUND.

The college organization devoted to raising money for the WSSF attracted some of our most able promoters and solicitors and as a result close to \$500 was expected to be the total contribution for the year. The measures taken to induce us to part with funds were slightly more subtle than bottle-passing.

The WSSF group sponsored such pleasurable measures as Susan Reed's concert, a folk-dance in the defense shop, and a relinquishing of the caution fees at the end of the year. Miss Reed's

rendition of Irish and American folk-tunes was hardly more forgettable than the folk-dancing attempts under the capable direction of Clara Loobie. The success of this group is laudable, considering that it had to exert Herculean energies for contributions to a cause both noble and necessary.

NAVAL ARCHITECTURE CLASS

Saturday afternoons, when sated with a week in the Liberal arts, we turned to the fine expressions. Many exploited latent talents for practical art in Franz Plunder's Naval Architecture class. It provided an occasion to combine an appreciation for grace and line with their necessary embodiment in the structure of a given boat designed for specific functions under specific weather conditions. Those mastering the countless architectural formulas and other elements of what appeared to be a "black art" began designing their own craft. After months of careful designing, the anatomies of two such dreams actually were fast rearing in their spectral shape for more sedentary artists to gape at. Warhurst, Williams and Ewell would soon take their baptismal voyage.

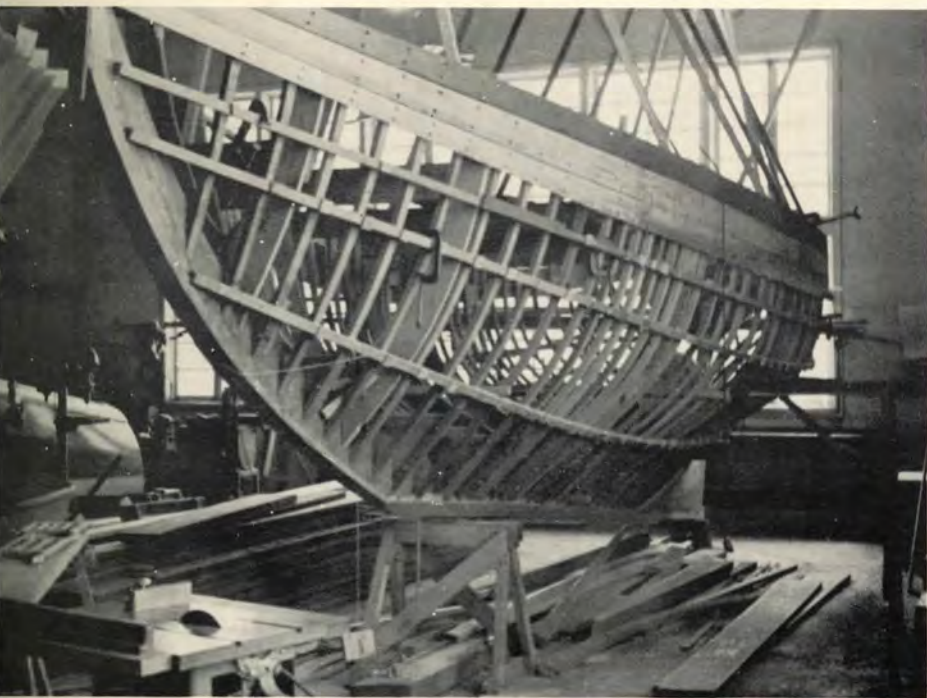
GRAPHIC ARTS COMMITTEE

After starting out in March the G.A.C. had five shows. The first was in March—a collection of oils by Mary Crooks. The humor of this exhibit was unfortunately lost by a large portion of the college community who were very busy either searching for a deep meaning or a clue to its psychoanalytic interpretation which they were all ready to attempt—clue or no clue. The second show was better appreciated for two apparent reasons. First, Joe Ablow's work was known here from last year and secondly the high quality of inventiveness and technique was unmistakable even to a novice. The Melther and Dodd exhibits proved two remarkable facts: that a palette knife is not necessarily a fine instrument and that flowers *can* be painted in Old China.

The group closed the year with the Student



Mr. McDonald



The Fine Expressions



Art Show, a spectacle which culminated the promoting efforts of Pat Davis and Dick Congdon. The show demonstrated a fortiori that although some work had been done in the fine arts as well as the liberal it was not necessarily of any better quality. In fact the only thing that justified the rebirth of the committee was the hope for better promise in the coming year.

ADULT EDUCATION

Adult education, although becoming more wide-spread and consequently having more members than ever before, is still a weak organization in respect to achievement. The aims are, to give

adults discipline in reading. This has not been accomplished, mainly because the members do not have a chance to correlate the different books that they read in a year; this correlation might be said to be a facet of learning to read, since these ideas are really not separate entities, but rather a culmination and continuation of past thought carried into the present and directed to the future. This, however, has been partly remedied by making the reading lists a little less indiscriminate and ordering the subject matter to enable the student to make the tie-ups which are supposedly made sometime in the period of four years by the undergraduate; or, in the argot of specialization, courses have been instituted. The Washington seminar directed by Mr. Brown and assisted by Aaron Bisberg has dealt mainly with political works, while the Negro group led by Harris, Camponeschi, and Kramer has been concerned with Greek and Shakespearean drama. This method of dealing with the problem, although still rudimentary, seems to have had a salutary effect as evidenced by increased and more stable attendance and better discussions, the thread of which, however fine it may be, can still be seen to exist. The program plans to expand next year and perhaps some day St. John's will have as many adult seminars as Town Hall, Inc., even without having recourse to advertising in the entertainment section of the New Yorker.

Contemplation



Peaks of Festivity



The Cotillion Club for most students is simply a title for a person or persons who involve themselves in financial transactions with the administration for the purpose of putting on dances. This year, the dance problem assumed histrionic proportions. After experience with several dances, Gerald Hoxby, the first chairman, maintained that the poor attendance was symptomatic of a psychological difficulty in the majority of the students. This use of the *suppressed idea* to explain the financial failures of the dances was amusing, if unhelpful.

Climaxing this exhibition, the organization was abandoned by its members. This was somewhat understandable since most of the members were seniors, with deeper things to worry about. At this point, the club, by virtue of its legal standing with the Polity assumed the existence of a Platonic form, with no one to participate in it. Percy Keith, however could not sit by and watch this social tragedy. With the best of union tactics he organized a new committee which lacked

the courage to resign. The membership thereafter simply dwindled. Its officers, including its nominal chariman, persisted, however, and succeeded in some fashion to stage all the dances scheduled. This was a truly remarkable attainment in the year of reactions.

The most spontaneous success of the year was a little-publicized informal beer dance which erupted in the coffee shop on a tense night a few day before term papers were due. Checkered table cloths and candles supplied the entire motif. The new victrola and loud-speaker system that had been installed in the basement of McDowell dispersed a much varied selection of numbers through the book store, common room, and coffee shop. The probable reason for its success was the close companionship induced by packing forty or more people into the coffee shop. This effect was also attempted in the simulated cabaret atmosphere of the Final Ball. For those that remember, let them remember. A debt of gratitude to Mills must be mentioned. Without his assistance, the dances would never have been the gay moments that they were.



College Community

THE COLLEGE COMMUNITY

A community may be simply defined as a group of individuals gathered together for the purpose of common effort toward a common goal. Communities differ from mere collections in that there is a strong relatedness among the individuals, and a desire on their part for the success of the whole. One of the basic tenets of St. John's is that the needs of the whole student must be met, if he is to do well in the curriculum. Hence, an organic college community is desired, whose purpose is the aforementioned. In this way, the gymnasium, the Library, the book store and coffee shop all make contributions toward the common goal of the unity, although they are not specifically engaged in curricular instruction. Directly, the Assistant Dean's Office handles many of the problems of student activity, so important to a living community.

The theory of the organic community would seem to be just the thing for us at St. John's. It is questionable whether this theory found roots in the college year just past, whether it was, to put in scholastically, in act. The tradition of the community spirit seems to have warranted little conscious attention recently. There was scant talk about the responsibility of the individual student, and the corporate responsibility of the entire student body. Cooperation and mutual



The Library Staff

assistance play most important roles in the successful community. Little of these virtues has been observed in the recent college scene. Is it enough to attend three meals a day in the dining hall, and be present at all assigned classes? As a person seeking intellectual freedom and the necessary responsibility accompanying it, the "Average St. Johny" seems to have been extremely unaware that his development requires a certain amount of activity in phases of college life outside of the class room. It is possible to learn in such activities.

It is to state the obvious to say that life at St. John's during the past year satisfied very few. The *Collegian* died for lack of contributions. The polity continued at snail's pace. As for the dormitories they appeared to have some magi-





cal inertness that kept them going. The Dormitory manager system had been discarded. The Polity did not legislate any plan to supervise, organize, or channel dormitory living. A situation much like anarchy prevailed, what with the common rooms being divested of upholstered furniture and even rugs. This particular situation was remedied by Mr. Poe's memorandum to the Steering Committee members suggesting that it would be a good thing to restore the common rooms, and the ingress of Archie, to restore the common rooms by simple modus of taking the furniture and putting it back. It is ironical that the "common room" has ceased to function. What is sad is that the students did nothing to alter the turgid situation, either in polity or out, before or after the McCourt coup. What can the student body do if it realizes its corporate responsibility? Many cry that there is nothing for it to do, and hence render its organized Polity suspect.



tive, if the students would accept the responsibility. The challenge has not been considered. Technically, the Polity charters all student organizations. The road is open for the students to administer these organizations, even their financial commitments. No action has been taken.

The reason for the above situation is complex and vaguely discovered. The war's effects, the troubled times, the lack of inspiration probably all have contributed. It is hoped that the ideal of the organic community is still cherished by some collegians, and that the community's histrionics be tempered by a sober outlook on its many problems.

A good example of what can be done might be the coffee Shop. The function of the Coffee Shop in the community has long been recognized, and idylized. However, we are faced with the fact that it is not a financial success, nor is its service always satisfactory. Have the students in Polity assembled commented or made suggestions regarding its improvement? Another example is the Bookstore. The administration has been heard, at various times, to state that it would be willing to turn the Book Store into a coopera-



Faculty and Administration



President John S. Kieffer



Dean Raymond N. Wilburn



Vice-President Logan Morrill



Assistant Dean L. Harvey Poe



Treasurer Harrison Fiddesof

At the commencement of the college year, the community noted an unusually large number of new faces among the faculty and administration. We congratulated Mr. Kieffer on his inauguration, welcomed the new Dean, Raymond Wilburn, the Vice-President, Logan Morrill, and the new Assistant Dean, L. Harvey Poe. Among the "freshman tutors", we were glad to meet Mr. Rufus Rauch, on a year's visiting leave from Notre Dame, and Messrs. Hammerschmidt, Kinsman, Logan, and Sloane. Not new to many of the collegians was Mr. R. Catesby Taliaferro, of whom we had heard much, and from whom

we were to hear much more.

Gradually, we became acquainted with the "new" administration. It was soon discovered that relations between the faculty and student body, though perhaps not quite so intimate as in former days, could be made as warm and cordial as we wished.

General statements as to the merits or special qualities of the present faculty seem to lack any objective grounding. Here, as in the other branches of college activity, the situation is so complicated that one hesitates to make critical statements of questionable verity.

However, "*the Great Teachers have returned.*" It is a commonplace to state that the real St. John's faculty is composed of the great authors. If this be so, how necessary is the "live" teacher? If he is to be useful at all, his best function would seem to lie along the lines of *enthusiastic* mid-wifery. Given our scintillating mass of subect matter, the reason of our discontent with it must be sought in the learners. Each learner, both the student, *and* his teacher, must face this responsibility.



Abrahamson



Alba



Allers



Bart



Miss Strange



Bingley



Brown



W. K. Smith



Eslick



Fraker



Hatfield



Kaplan



Hammerschmidt



Harper



Lathrop



Leffel



Klein



Kinsman



Rauch



Peebles



McGrath



Logan



Townsend



Taliaferro



J. W. Smith



Sloane



Freshmen

T
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Sophomores



Juniors

The Seniors

The Yearbook is happy to present the following album of pictures of the Class of 1948. We go by the maxim that pictures speak louder than words. Besides, one is not sure whether the class would appreciate a history, since its enjoyment of the past year is somewhat questionable.

Suffice it to say the seniors led in the community's emotional response to the past year. This is understandable, as many of them have known the college for a much longer period than the normal four years of college life. They are the last class to be predominated by the older, wiser type of veteran, and by students who had been here in the era 1937-45. We wish them well.



ROGERS GARLAND ALBRITTON



GERALD ATTERBURY



SAMUEL BANCROFT BIRD, JR.



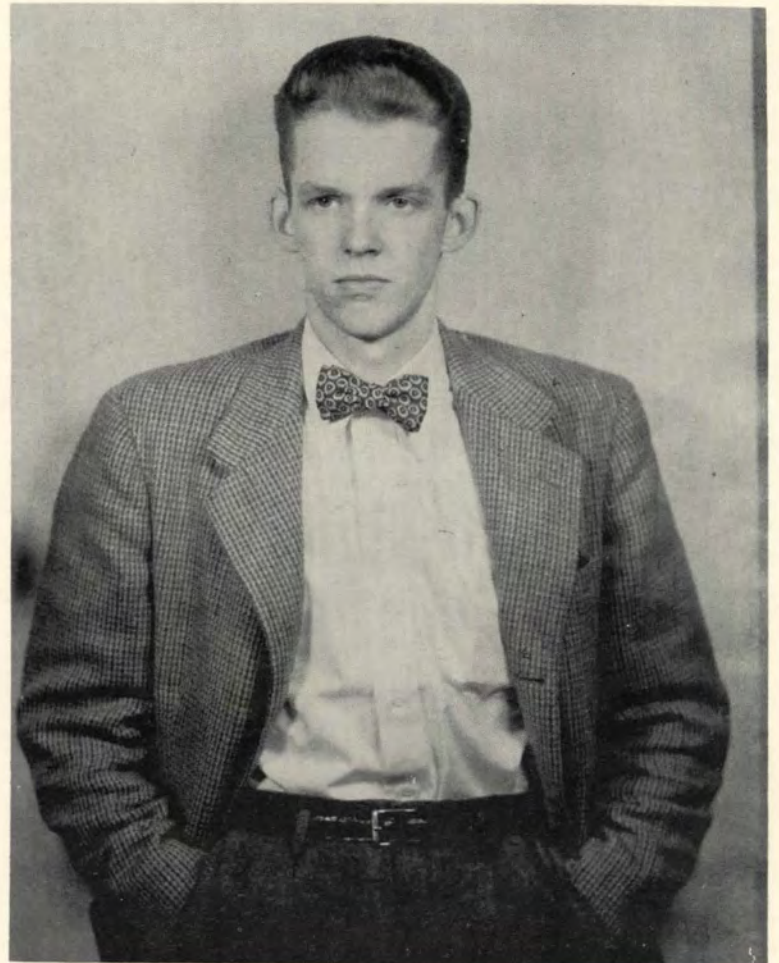
WILLIAM HURST BRUBECK



CH'AO -LI CHI



THEODORE WILLES CLARK



PETER CLOHGER



ROBERT ORVAL DAVIS



VERNON ELLSWORTH DERR



DAVID DOBREER



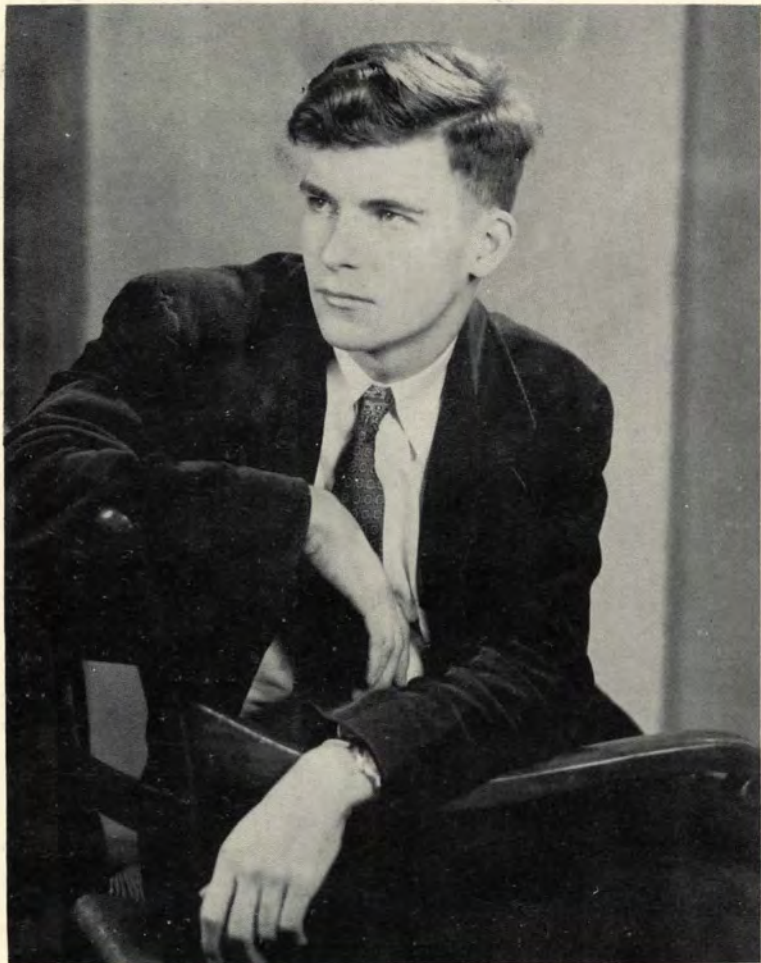
DONALD SEMADINI ELLIOTT



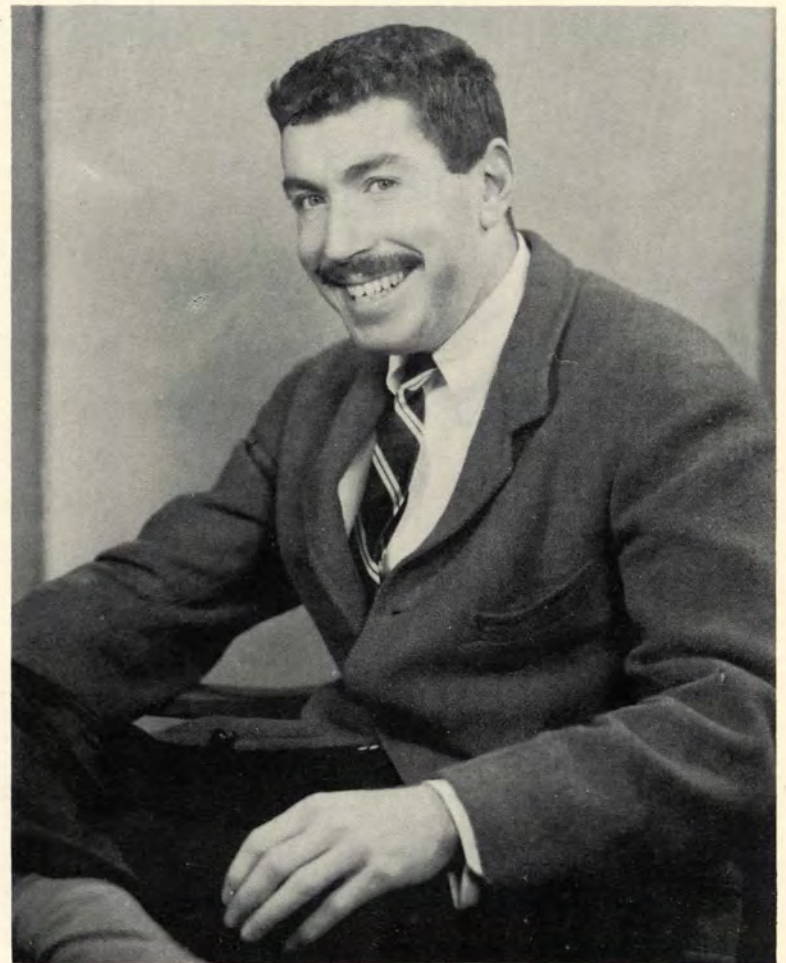
HENRY RAYMOND FREEMAN, III



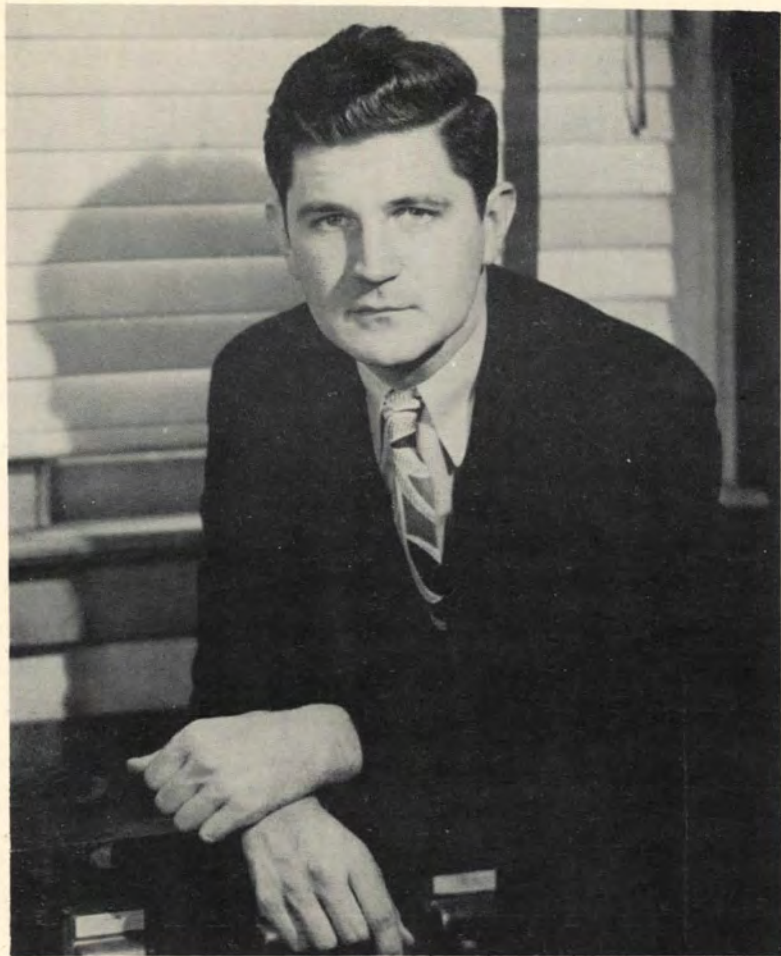
ALVIN FROSS



JOHN PARKER GILBERT



WILLIAM MICHAEL GOLDSMITH



ALLEN Z. HARVEY



CHESTER PETER HEWITT



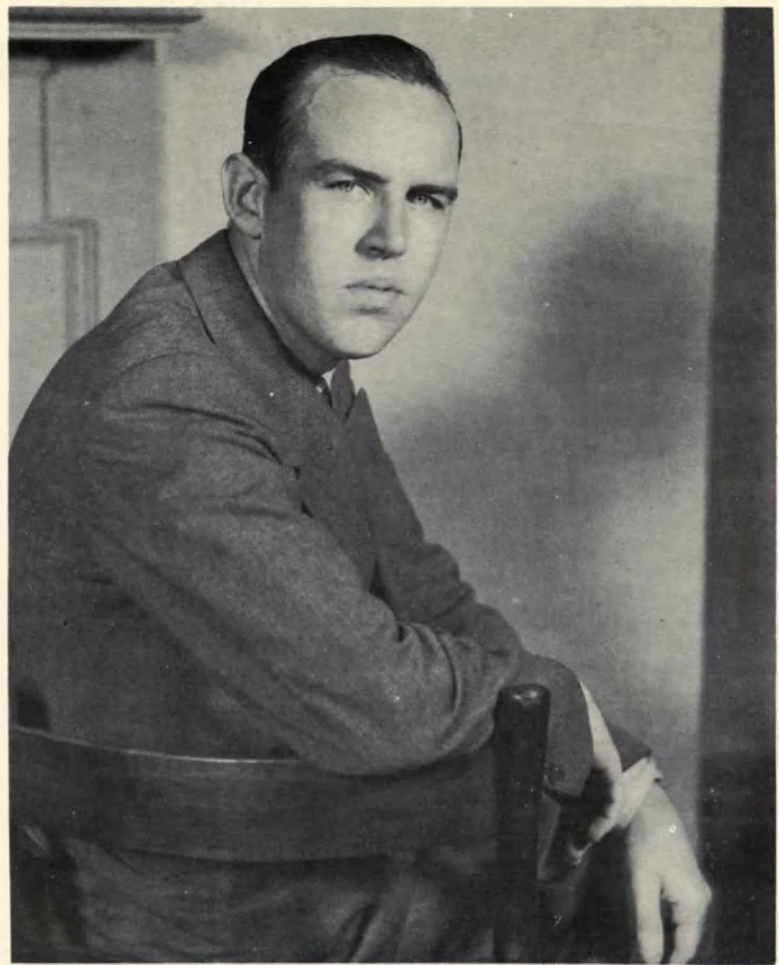
HARRY BOWDEN GERALD HOXBY



CHRISTIAN ARNESON HOVDE



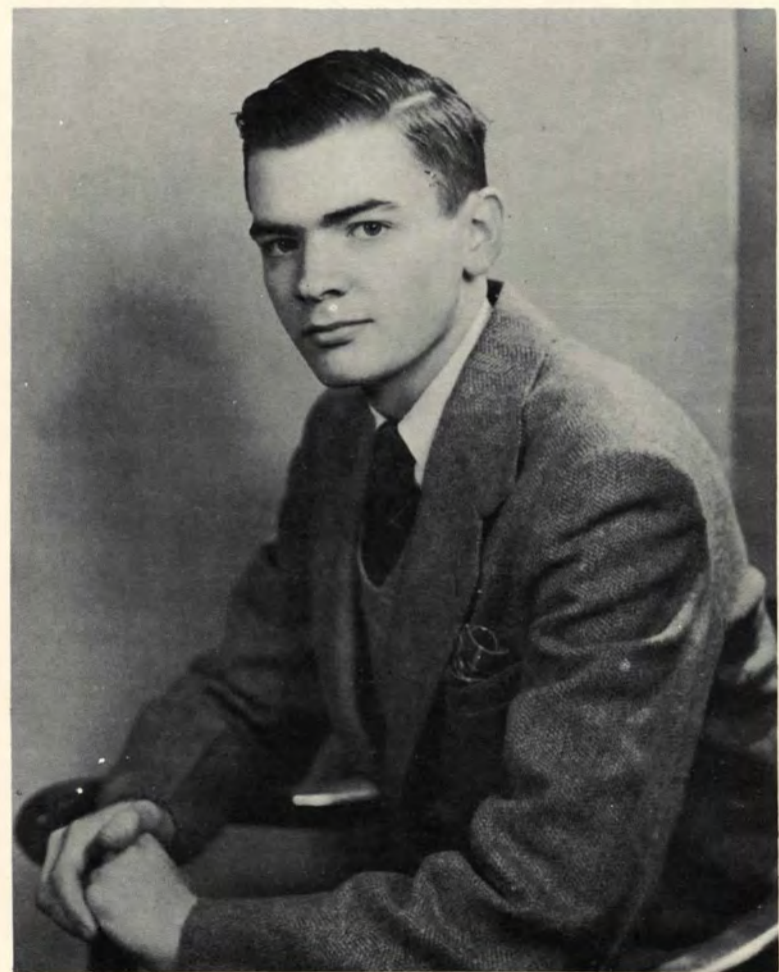
DONALD STANLEY KAPLAN



MICHAEL CHRISTOPHER KEANE



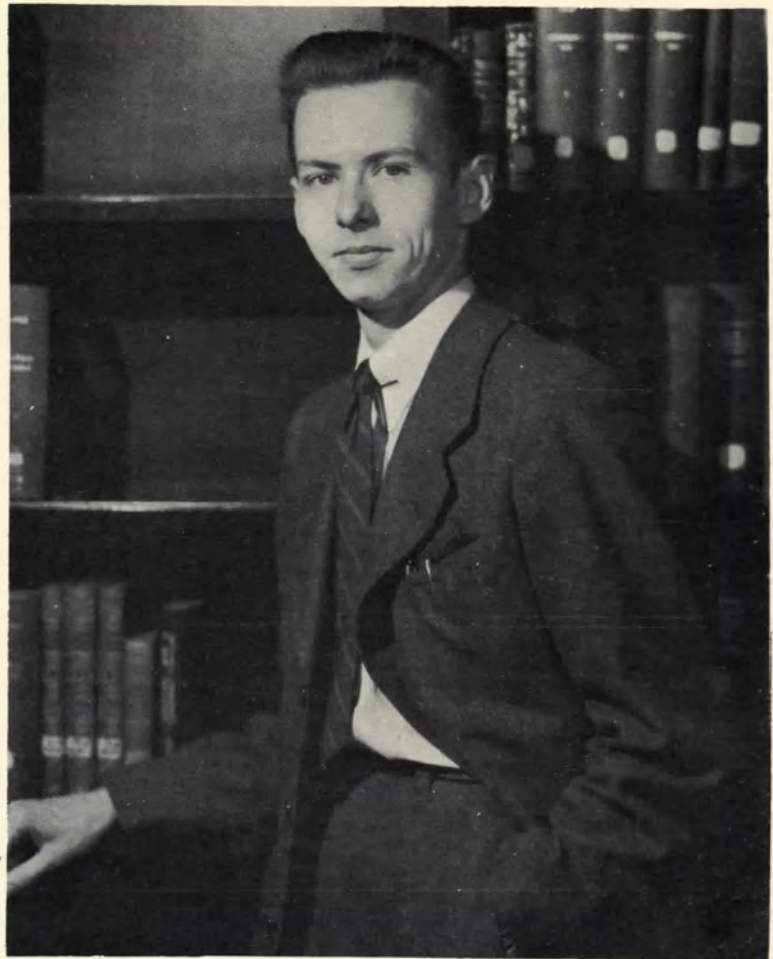
LAWRENCE LEVIN



DAVID BARRINGTON LOWDENSLAGER



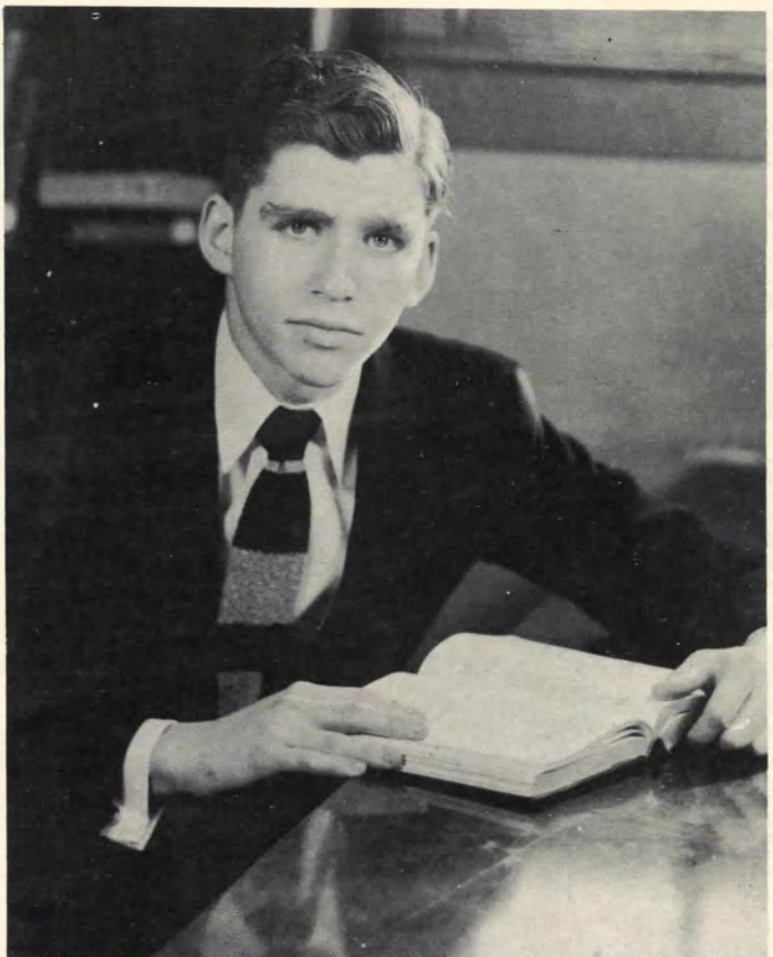
JOHN DUNCAN MACK



CHARLES FERRIS MAIKOFFSKE



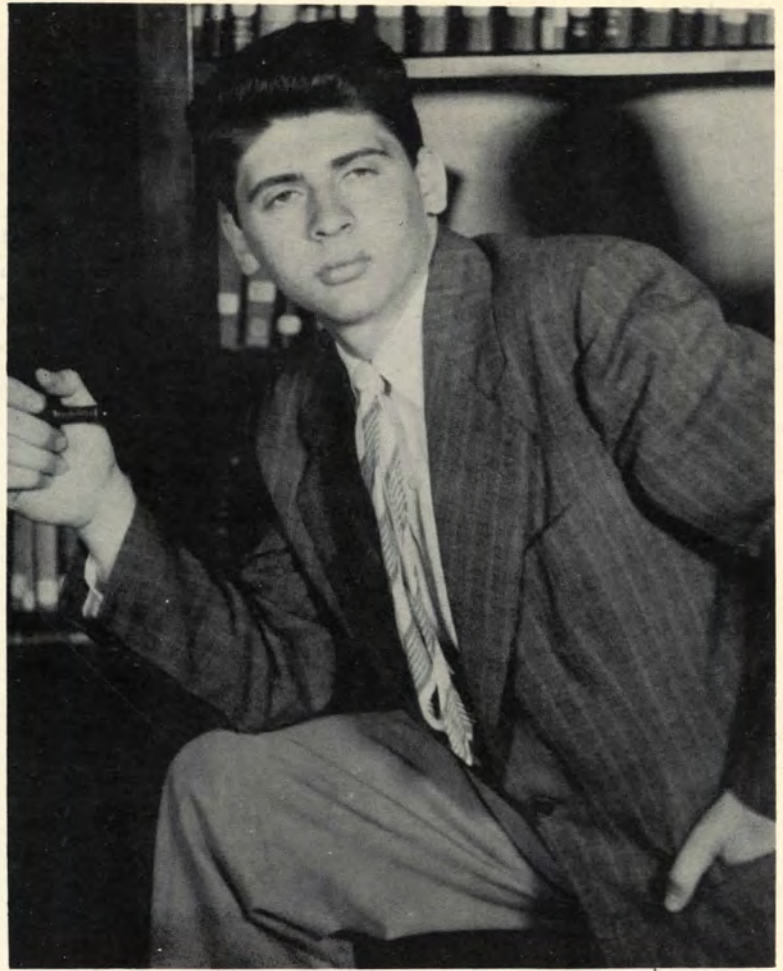
JACK LANCASTER MASON



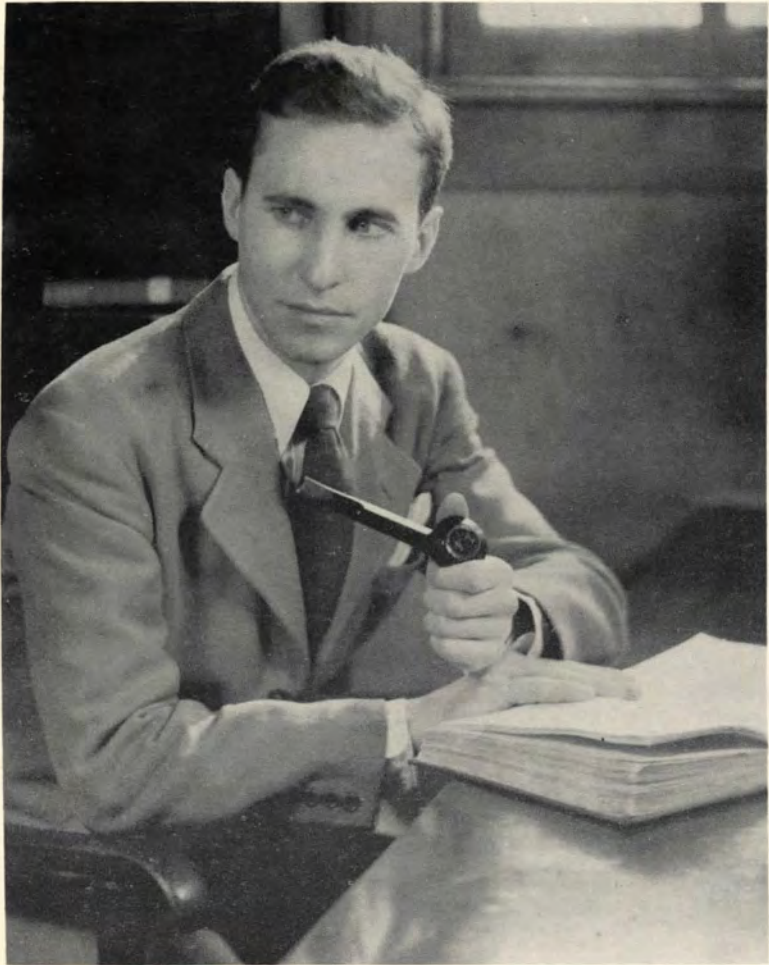
ALAN SCHUTZ MAREMONT



CLARENCE ROBERT MORRIS, JR.



OSWALD NAGLER



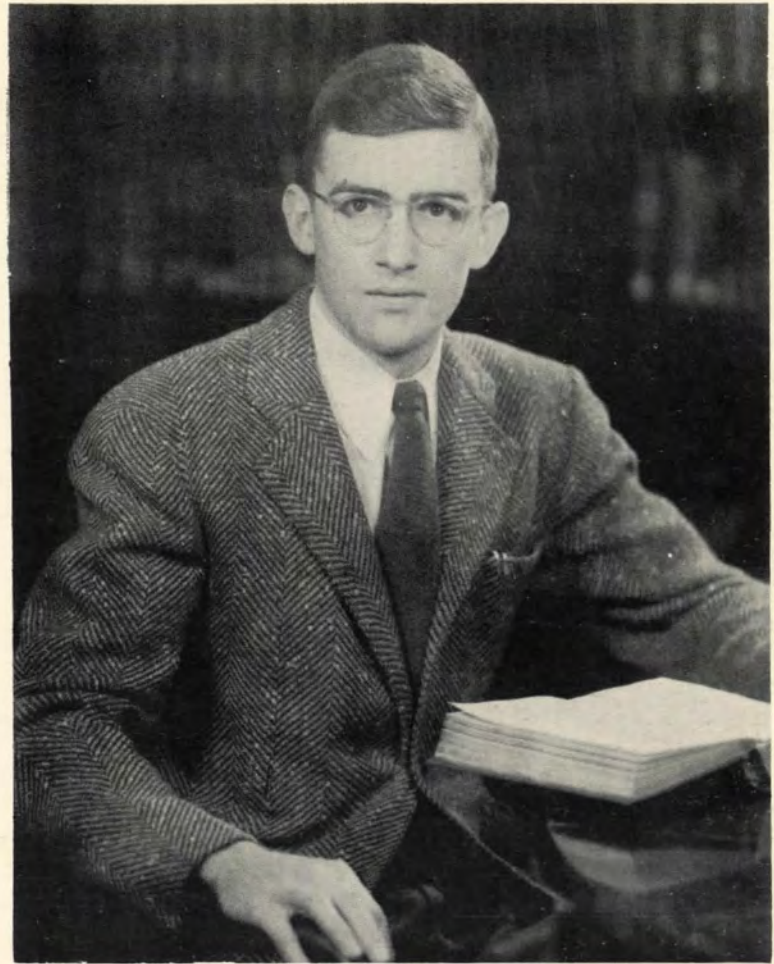
MORRIS ALBERT PARSLow



WILLIAM WARFIELD ROSS



ROBERT JULIAN SCOLNIK



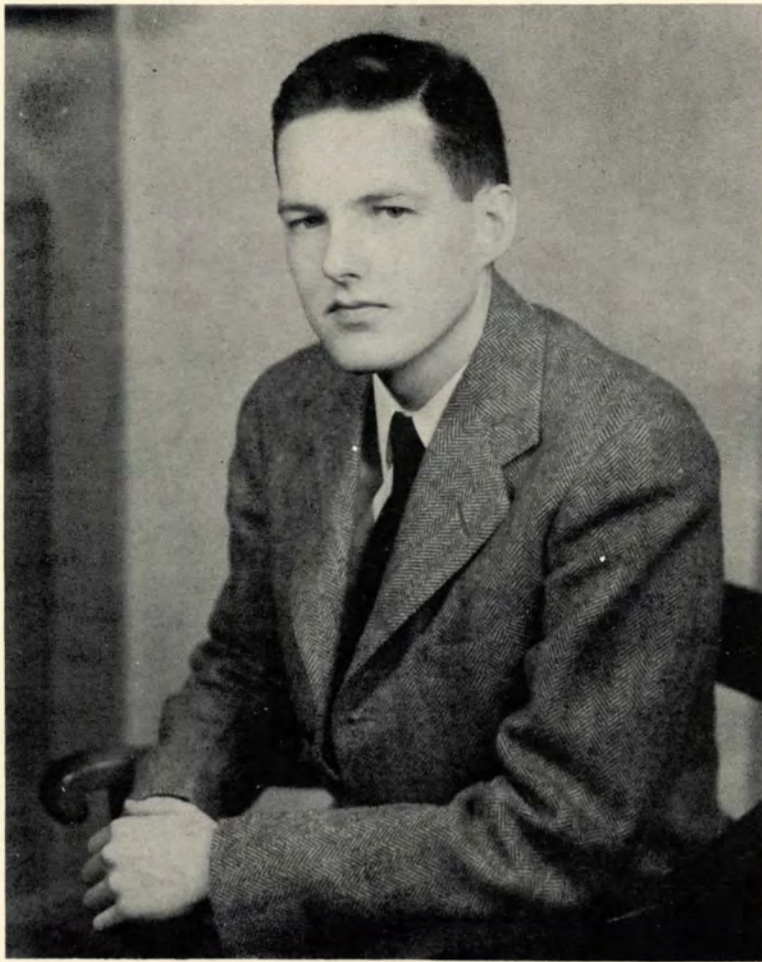
WILLIAM WESTERMAN SIMMONS



JOHN CALVIN SMEDLEY



LANGFORD WHEATON SMITH, JR.



WILLIAM KYLE SMITH, JR.



STEPHEN WAYNE TERRY, JR.



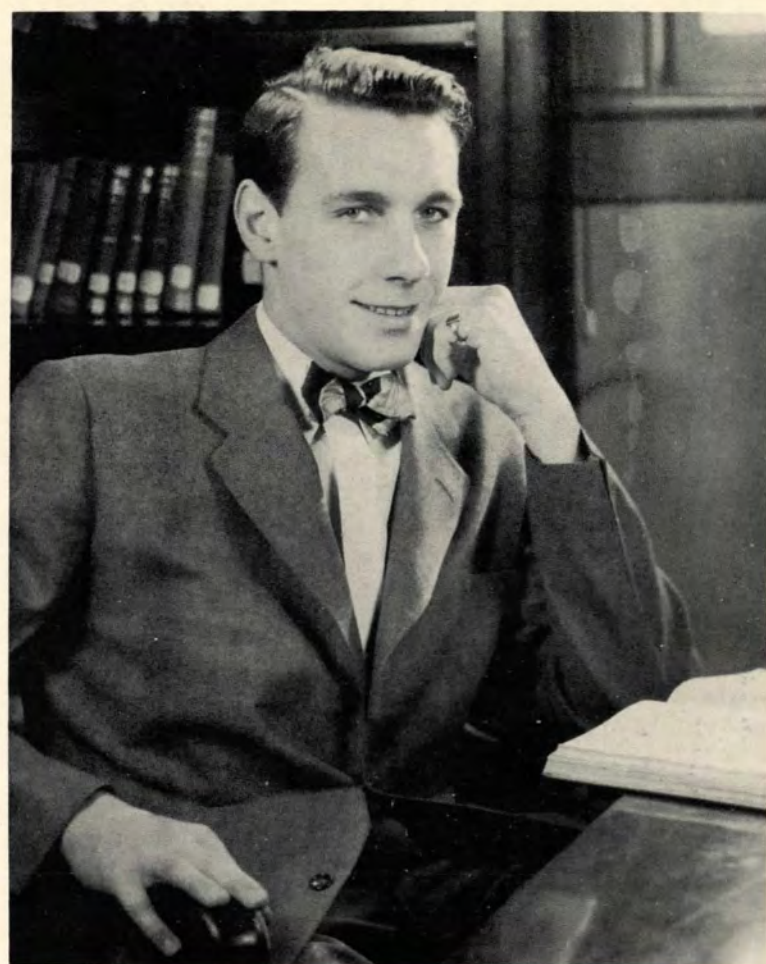
ROBERT TREAT THOMPSON



GENE PERKINS THORTON



GEORGE ROBERT TRIMBLE, JR.



GEORGE MONTGOMERY VANSANT



JAMES RODNEY WHETSTONE



ROBERT CHARLES WILSON

June Week

June Week had long been heralded by the end of the senior oral examinations and the disappearance of the faculty for weighty sessions in McDowell. Even so, it arrived with a rush. The seniors bore an air of finality as they awaited the publishing of the degrees voted by the faculty and instruction committee. For the underclassmen, there was the period of final don-rags, and the usual year's end introspection.

By Friday, June 4, all thing academic were decided, and we had but to part with the underclassmen not staying the weekend and welcome the rush of young ladies who were being housed in Randall Hall. For the seniors, the first event was their cocktail party held in the afternoon for the faculty and administrative officers. The Great Hall was the scene of the event, and everyone's enjoyment was insured by a slight overestimate of the quantity of refreshments that were necessary.

June Week commenced officially with the second performance of "Androcles and the Lion" Friday evening, with most of the remaining community attending. There was no "Chicago 42?" in this production, but it served the purpose of starting the weekend off on a gay note.

Immediately following "Androcles" was an informal dance in the Boathouse, with pretzels and beer on tap. The beer flowed freely, and though the Boathouse decorations looked a little grim originally, by the time the evening was over everyone was enjoying things tremendously.

Class Day exercises were scheduled for Saturday morning. Fittingly enough, the weather was by no means cooperative and we retreated from the Liberty Tree to the Great Hall. R. O. Davis, sometime moderator of the student Polity "moderated" the meeting. With great humor, R. O. successively introduced Messrs. Barr, Whetstone, Terry, and Buchanan. It is difficult to appraise the significance of the talks that followed. For the graduates of 1948, this was the final opportunity to give their outlook on the Col-

lege's problems, and to make some judgments about them.

Mr. Barr's address was witty, charming and sincere. His reflections on the

fact that one never actually *graduates* from our college, and his welcoming of the class of 1948 to his spirit of "disappointment, and perhaps gratitude" touched everyone deeply. . . . Rod Whetstone's intention was a humble approach to the problem that had cankered in the minds of his classmates all year: "What is wrong with the college?" The chief problem he characterized as a loss of faith in the Ideal College that is our goal. Hence our uneasiness. Stephen Terry's remarks were tenuous, eloquent and sad. The "decline" of the college was not caused by the departure of two men, he felt, but by the substitution of rigid formalities for the rule of imagination and insight. He concluded with a reading of "La Belle Dame Sans Merci"; this set a mood and tension began to mount. Mr. Buchanan stepped into the breach, telling us of the genesis of his current interest in Politics. He told us that he had not realized the lack of political dimension in colleges until very recently. He suggested that for these times, the real core of the curriculum be not metaphysical, but *political*, (political here intended in its broadest sense). Mr. Buchanan was dead serious in his speech, and when he finished, the tension became nearly unbearable. Only Bill Goldsmith could save the day, which he promptly did by presenting Miss Miriam Strange with a gift from the class of 1948. Everyone was on his feet to honor and applaud the person who knows and does almost everything in the college.

Sentiment became rampant at the Final Ball, given Saturday evening. Our drinks flowed like tears. The "Androcles" set, with its tottering columns was a fitting backdrop for the proceedings. The seniors and faculty arrived late, having spent the earlier part of the evening at the President's dinner at Log Inn. Happily for all, the toasts had gone round many times.

The Baccalaureate service was scheduled for Sunday afternoon, and was followed by the President's reception for the graduates and their guests. The discordant tone that had hovered over the whole weekend was observed in the absence of many of the seniors from the Baccalaureate, albeit with good reason. Sunday evening passed in a rush of packing, entertaining guests, and preparing for the great occasion to follow the next morning: *commencement*.



Cocktails



Picnic

Commencement

Commencement Day, 1948, marked the close of a college year; it is not surprising that it was typical of that year. Thirty-seven graduates marched in the Academic Procession over the college green to the platform set out under the Liberty Tree. Their observable reactions to the occasion were in line with the tenor of the events of the preceding weekend: Some were gay, some solemn, some just wanted to get it over with. This day had often been a topic of conversation among the seniors during the year. "Just having that degree" now appeared to seem less gratifying than previously had been expected.

It was a ponderable question whether or not this day and this year had been extraordinary ones. One wondered whether the obvious feelings of bitterness and of dissatisfaction were warranted, and if so, whether or not they were any-

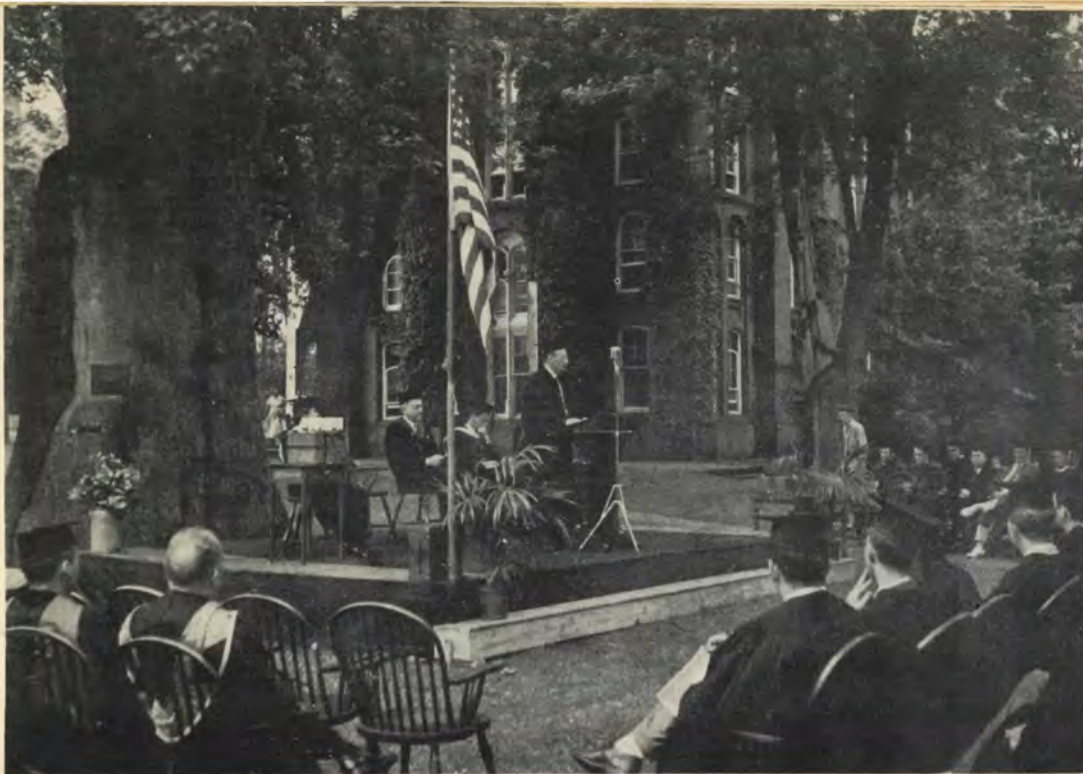
thing new on the college scene. To objectively record the emotional concomitants of Commencement Day, 1948, seems an impossibility. Here was neither ordinary gloom nor the sophisticated sadness that one might expect from the occasion; probably the safest emotion to chronicle was the air of fatigue that was obvious in many of those academically gowned. The weather was bright and muggy, and the small crowd, consisting largely of relatives and friends of the graduates, watched the program proceed smoothly and unexcitedly to its climax.

The Invocation was read by the Rev. Mr. William Kyle Smith, by this time an old hand at the office. Mr. Kieffer then welcomed the graduates and announced the year's prizes.

Mr. Simon Kaplan, Tutor, delivered the Address to the Graduates. He told them that their



Academic Procession



two great experiences, war and study, prompts the raising of all important and comprehensive questions, the most relevant of which is, "How is man's theoretical endeavor related to peaceful life?" To answer this question, Mr. Kaplan began by relating the myth of Theseus, Ariadne and the Minotaur. The inevitable search for truth is the consequence of man's being lost in the "natural labarinth of necessity". The thread of *love*, which connects us with what is true and good, is our protection from following heedless curiosity, which, unguided, may lead us straight into the den of the Minotaur. The Greeks faced the necessity to find by themselves the way to the true and the good, relying only on their reason. The result was genuine speculation. But speculation and theory propose the problem of acknowledgment of *facts*. This acknowledgment is necessary if there is to be any *action*. We at St. John's try to become more conscious of two facts, the two traditions that have made us: The Greek tradition of reason, and the Biblical revelation. (For surely, we are not *Trimmers* as regards facts.)

"This is our lifes labyrinth: our love is attached to two threads, to **Reason** which tries to overcome the dispersion of our senses, and to the Bible which saves men from the dispersion in which they live. Each one of you will have to find his own way out of this labyrinth".

The Degrees, perhaps first milestones in the labyrinthine way, waited on the table in their wrappings of **orange and black**. Mr. Wilburn presented the candidates, who were accepted in the formula whose antique phrases are always a delight to hear:

"We, the President, the Dean, and the Professors of St. John's College in Maryland, bear

witness that these youths, tried and true, have happily applied themselves among us to humane letters, philosophy, and eloquence . . . and finally . . . that they have reached the degree of *Bachelor of Arts*".

(The Yearbook regrets that it cannot here list the names of all who received degrees. This is not intended as a poor reflection on the *Rite* degree, but is simply a necessary concession to the exigencies of space.)

HONORS AND PRIZES

Honor Degrees

Cum Laude

William Hurst Brubeck
 Vernon Ellsworth Derr
 Rogers Garland Albritton
 Morris Albert Parslow

Magna Cum Laude

James Rodney Whetstone

Prizes

To the members of the Senior Class who has written the best final essay, a prize of \$27.50. Offered under the will of the Late Judge Walter I. Dawkins..... GENE PERKINS THORNTON

Honorable Mention... JAMES RODNEY WHETSTONE

To the senior who has the highest standing, a gold medal. Offered by the Board of Visitors and Governors..... JAMES RODNEY WHETSTONE

To the member of the Freshman, Sophomore, or Junior Class who has written the best annual essay, the John Martin Green Prize of \$10.00.

EDMOND EVERETT DI TULLIO
 Honorable Mention..... CLARENCE JAY KRAMER

To the Student who has written the best original sonnet, a prize of \$10.00.... JAMES BALLARD

To the student who has prepared the most elegant solution of a mathematical problem, a prize of \$10.00..... MARVIN LEON RAEBURN



Hemi- Demi- Semi- Quavers

This department was instituted a few years ago reluctantly, as the editor said, to take care of the trivia that didn't fit anywhere else. This of course is a subterfuge, and we continue the department with the same unsullied motive—pure desperation.

Do you remember:

The freshman who thought that Agamemnon was rolled up in the purple carpet . . . the lab committee—panic and disintegration . . . the lecturer who said that the love of a good woman is necessary for a good knight . . . MacDonald and Martin—the anarchist and the I-bet-I-get-more-laughs-than-you-do Third Partyite . . . the debacle that was the alumni meeting—money and the royal lie . . . Tali's cane . . . I thought you said you read St. Thomas here . . . Derr chasing prowlers with a knife and yellowing stop or I'll shoot! . . . Percy Keith . . . Christian Horizontalism . . . don't worry about the enabling exams or it will ruin your chances . . . Clogher's indoor outhouse . . . signs of the rising dignity of a college president, sans bicycle, sans raccoon coat . . . Conrad boning up on a timetable . . . the junior who broke up with his fiancee because he didn't believe in long engagements . . . Steve Terry, the would be Bazarov . . . the division of the Coffee shop into two glowering camps . . . Callie and Hazel . . . the little lamented death of the Collegian . . . Harris gleefully inventing and spreading rumors . . . Doctor Purvis and the four humours . . . David Lowd-

enslager, the mysterious prowler of the night . . . Lester and Chester, the painters—Lester drops a paintbrush to Chester who dips it in the bucket and throws it back to Lester on the scaffolding . . . administrative syllogisms . . . John's College . . . term paper titles: "A senior's bicycle trips in Anne Arrundell County" . . . "The hell you can't get to Ithica by land" . . . "The cave in Plato, Cervantes and Mark Twain" . . . Dobson's heavy heeled visits to the lecture hall . . . Van Doren and the law of contradiction . . . Camponeschi's famous seminar remark: Man's character is determined by things social, environmental, and heretical . . . Goldsmith, the comprise between labor and management with his army shoes, fatigue pants, and a sharp blue flannel jacket with Brooks Brothers shirt . . . possibilities of war and plans to fly to Pacific paradises . . . the Bryn Mawr girls . . . disgruntled seniors trying to get someone to steal their dates . . . the Chase-Stone Coffee club . . . Sanborn's kittens . . . the multitudinous proliferation of dogs and small children on campus . . . Sukey courting . . . the conversations we never finished listening to department . . . Kinsey and Kant in ascendancy . . . what is that little white building in the middle of back-campus? . . . a Rhodes scholar at last . . . three freshmen spend a day and night in a New York bar trying to trisect an angle . . . the night-watchmen, all escapees from phipps . . . The senior-junior beer party . . . a new thesis-burning tradition . . . senior orals and the blood lust . . . hope!



Bobbie and Friend



