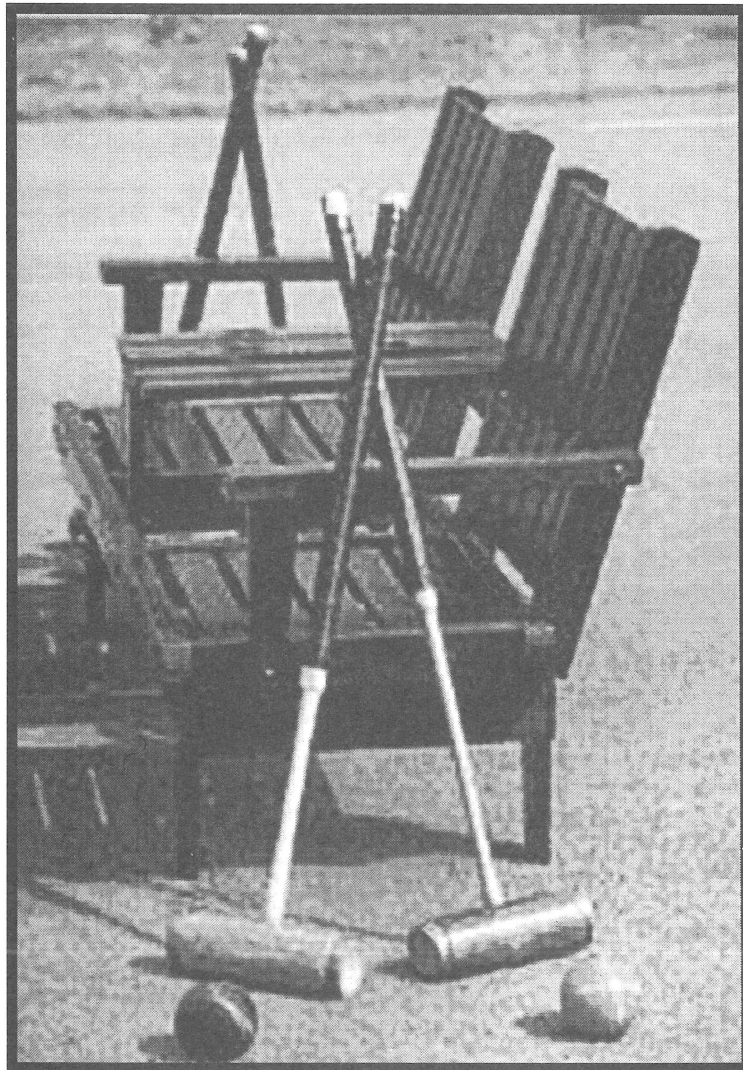


# THE GADFLY

*The St. John's College Student Weekly*  
Volume XX, Issue 25



*Annapolis, Maryland*  
April 27, 1999



Letters **LANGUAGE TUTORIAL**  
2 A call for discussion of this most vital part of the curriculum.

Campus News **SPORTS SPECIAL**  
5 Presentation of the Abe Schoener Award.

Sports **SOCCER**  
6 The sport of Johnnies.



Editor-in-Absentia  
Angela Schulze

Production Manager  
Anne Needham

Production Staff  
China Layne

Cover Photo:  
Almost to Croquet

Letters of 200 words or less have a better chance of being published than those longer. Letters submitted will be edited for grammar, punctuation, and spelling in most cases. The *Gadfly* is not obligated to publish all submissions and will not print anonymous submissions except under special circumstances.

Founded in 1980, the *Gadfly* is the student weekly distributed free to over 600 students, faculty, and staff of the Annapolis campus as well as tutors emeriti, members of the Board of Visitors and Governors, and the offices at the St. John's Santa Fe campus. Opinions expressed within are the sole responsibility of the author(s). The *Gadfly* reserves the right to accept, reject, and edit submissions in any way necessary to publish the most professional, informative, and thought-provoking newspaper which circumstances at St. John's permit.

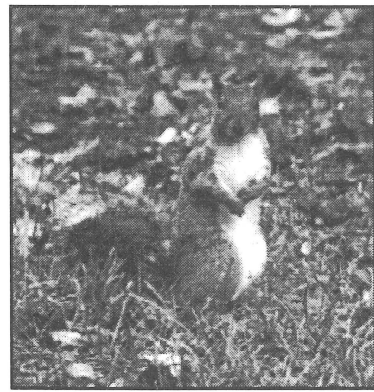
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# LETTER

## Re: Campus Infestation

I must say that I took great offense upon reading several passages from your "ordinance proposal," Ms Coffey. To cite a few choice excerpts, "...they lead sedentary lifestyles that benefit only themselves, not the world around them in any way... This also is surely due to very limited... understanding of the outside environment (*whatever it may be*) since they have been so shielded from it." I, as a quite perceptive freshman (if I do say so myself), actually happened to spend a good deal of time observing these "undesirables" to which you refer. The findings which I compiled on the basis of my "observation period" and presented to my fellow laboratory students amazingly showed these "pests" to be of a quite different nature than your



GADFLY ARCHIVES

Campus pest or cute furry creature?

writings suggest. Blame, if you will, my ego for the authority I presume when I state that at *NO* time while I was in the field did I ever acquire any data which would lead one to believe that the lifestyles of the squirrels solely benefited themse... Oh, hey—wait a second here... you aren't even talking about squirrels at all, are you? \*tsk, tsk\* Silly me. Silly Febbie.

—Brendan Bullock, '01

*If you're not ready for Reality yet, we've got some warm-up for you:*

\*\*\*\*\*

Friday April 30, 10 PM–2 AM in the Great Hall, listen to great live music while drinking beer and soda and eating tasty nachos and buffalo

wings prepared by our expert chefs at

### KaffeeHaus

\*\*\*\*\*

Saturday, May 1, Starting at Noon, watch your own Three Time National Champion St. John's Croquet Team pummel Navy in the

20th annual **Annapolis Cup** while you sip champagne

and smoke good cigars on front campus.

\*\*\*\*\*

*Reality '99: The last Reality, make it count*

# Intercampus Dialogue

[This article will be running in the *Moon*, the *Santa Fe* campus newspaper, as well, and responses from both campuses will be printed in both the *Moon* and the *Gadfly*—Ed.]

by Abigail Weinberg, '00

There are two parts to every book. Reading exposes us to both. I want to offer that every book is composed of both the idea presented and the language that presents it. I want to initiate a conversation to address how our curriculum can best teach us the skills necessary to access these two aspects of a text. How do we approach these aspects of the written word when we discuss a book at St. John's? Where does the idea stop and the language begin?

This question brings our focus to the language tutorial. The tutorial offers us an invaluable opportunity to look underneath the big questions about the ideas and search into the mechanics—to place the language in the forefront. The tutorial provides us with the leisure to see how the language is in control of our understanding of the idea. Seminar, mathematics, and laboratory are the culmination of the language tutorial insofar as they use the skills of dissection to access the idea.

Dissection is always indirect. When we want to understand the question, "What is life," we investigate the inner workings of a fish or a cat, so when we want to know what a book is saying we must listen to how it speaks—we dissect the language. The closer we look, the more we see. While the language is wholly devoted to the idea, the language of a great book exists and breathes on its own, apart from the idea. By understanding the *How* of a particular work, by seeing into its inner workings, we can raise a discussion of the *What* and the *Why* to new levels. We must understand the rhetoric, the art of setting things out, in order to understand the very thing that is set out.

I offer that there are three parts to the art of setting things out. 1) The aesthetics (the things of sense perception), 2) the word choice, and 3) the choice of syntax. I offer that these three parts of language should be

the main concern of the language tutorial, not merely obstacles to a clear understanding. Indeed, the tutorial is our opportunity to put aside the idea in order to investigate the language.

Truly it is to our advantage that when we are presented with a piece of writing in Greek or French, we are immediately aware that the meaning is hidden from us. Otherwise we quickly forget that we must appeal to the language before we can reach the meaning. Indeed, the newness of the French or Greek is a helpful indicator that translation is necessary, because it forces us to admit that every clue to meaning lies hidden within the words.

Without much practice we are all capable of using a lexicon, but there is no lexicon that will define the use of sounds, words, and syntax. For this we need practice. The language tutorial is a beautiful occasion to learn the *How* of ideas. How is something being said? How am I convinced or not convinced? Only in a dialogue with the details can we learn the skills necessary to see why the authors we read are not only great thinkers but also great writers.

Here I offer a focus for the language tutorial. I offer that we should not undertake the study of a play or poem, an epic or treatise, but that we should study the *language* of a play or poem, the *language* of an epic or treatise. Through slower and more in depth translations, which focus on the author's *choice* of sounds, words, and syntax, we can learn to talk about and interpret the role of aesthetics, word choice and syntax in presenting an idea. I am interested in whether you agree with this focus and how you feel this focus is addressed or ignored by the language tutorial. I have not offered ways to introduce or improve on this focus. I do hope that this article stimulates responses that challenge us to say exactly how we can better learn to move between the ideas and the language of great books—ways that we can learn to dissect and not only define great texts.

## A Look at the Official Statement

[The following are excerpts taken from the description of the Language Tutorial in the St. John's College Catalog, 1996–1997]

"The tutorial seeks to foster an intelligent and active grasp of the relations between language on the one hand and thought and imagination on the other. To do this, it must direct attention to the fundamental ways in which words can be put together; to the modes of signifying things; to the varied connotations and ambiguities of terms; to the role of metaphors, analogies and images; and to the logical relations that connect propositions.

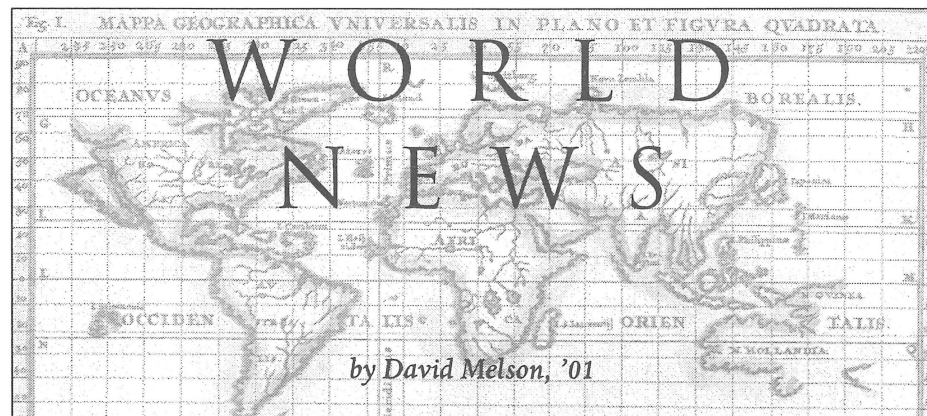
"The study of foreign languages... provides an effective means to these ends. By studying these languages... the students learn something of the nature of languages in general and of their own in particular. During the four years, then, they study language as the discourse of reason, as the articulation of experience, and as the medium of the art of poetry... They discover the resources of articulate speech and learn the rules that must govern it if it is to be clear, consistent and effective—if it is to be adequate and persuasive...

"Thus the rapid reading for the seminar, with its attention to the large outlines and to the general trend and development of the central idea, is supplemented and corrected by a more precise and analytical study, one that is concerned with particular details and shades of meaning and with the abstract logical structure and rhetorical pattern of a given work."

\*\*\*\*\*  
The purpose of the language tutorial as expressed in the St. John's Catalog concurs with Ms Weinberg's understanding of it. Because of the similarity of the two statements, I assume that this interpretation is commonly held by the polity. So why must we be reminded of it? If we were already fulfilling this purpose in our classes, would we need it offered to us as a new, better focus for the language tutorial?

—China Layne, '99





## NATO changes plans

While the NATO summit in honor of the organization's 50th anniversary proceeded without complication in Washington, D.C., European and American officials modified their position against the Serbian government. The current NATO ultimatum incorporates Russian diplomatic initiatives as well as the more polemic American and British stances. Most important, NATO has agreed to cease airstrikes as soon as Serbian forces begin withdrawing from Kosovo. Previously, a halt would be called only when Serbian forces exited Kosovo completely. A 17 point statement was issued in Washington, beginning with the assertion, "The crisis in Kosovo represents fundamental challenge to the values for which NATO has stood since its foundation: democracy, human rights and the rule of law. It is the culmination of a deliberate policy of oppression, ethnic cleansing and violence pursued by the Belgrade regime... We will not allow this campaign of terror to succeed. NATO is determined to prevail." The statement further demanded that the Belgrade government exit Kosovo, end any attempts to terrorize minority groups, and accept a foreign "peacekeeping" military force. Furthermore the NATO declaration encourage the Russian diplomatic mission by saying, "Russia has a particular responsibility to the UN and an important role in the search for a solution to the conflict in

Kosovo."

Despite the acknowledgment of Russian diplomatic effort, European and American leaders agreed to reinforce the military forces in the Balkans. The Pentagon plans to send another 2,050 troops to Albania,



along with 24 Apache attack helicopters, tanks, and other armored vehicles. British Defense Secretary George Robertson announced that 19,000 NATO soldiers occupy positions in Albania and Macedonian and that, in the coming weeks, the number might increase to 30,000.

The NATO ultimatum coincided with an expansion in the bombing campaign. Aircraft struck Serbia's third largest city, Nis, while other strikes focused on targets within Kosovo. Other aircraft continued to work over power plants, factories, bridges and other items of Serbian infrastructure. The most notable result of the bombing has been the destruction of the headquarters of

the Serbian state television network. Formerly, the network headquarters had been the target of anti-Milosevic demonstrators, who nicknamed it the "Bastille." Now, it serves as a symbol of Serb defiance. A Belgrade television critic complained about the attack, saying "You can't fight words with bombs. Everything that NATO is doing here is strengthening the regime." A Serbian university professor echoed the critic's sentiments, arguing, "If [NATO] had hit targets like Serbian television that are directly associated with the regime right at the beginning, it might have been different, but now it's too late. People see this as a war against the Serbian people."

The Serbian government issued several statements reminding the Western world that Serbian forces will continue to resist NATO's actions. Foreign Minister Zivadin Jovanovic declared that any peace solution involving armed "peacekeepers" would be "in contradiction" to Serbia's "sovereignty and integrity". He warned that a NATO ground invasion would expand the conflict "beyond the borders of Yugoslavia" and pose "dangers for the whole continent." Finally, the Foreign Minister promised the U.S. that Vietnam "would be nothing" compared to war with Yugoslavia, saying, "We are ready to defend our country and we shall succeed."

While no significant ground engagements have occurred, the countries surrounding Kosovo continue to receive waves of refugees, most of which are still filing into overcrowded refugee camps. Efforts to temporarily relocate refugees in Germany, Poland, Turkey, Norway, Belgium, France and Austria suffer from the same problem facing all relief efforts, namely, limited resources. Germany, which has accepted the majority of refugees leaving the Balkans, already has a large Albanian population, but most of the Kosovar ex-patriates live in camps erected on Cold War-era military bases. Similar crude living establishments exist in other countries, but for most refugees, the camps have provided safe-havens.

## Elsewhere in the world

### Littleton, Colorado

Following the murder of a dozen students and one teacher at Columbine High School in Littleton, Colorado, police investigators, psychologists, and Americans at large have sought a motive behind the killings and an explanation of the rise in school violence in this decade. First and foremost, federal and local investigators have yet to determine if alleged perpetrators Eric Harris and Dylan Klebold received help in procuring their weapons and the materials used in the numerous explosive and incendiary devices employed. So far traces by the Bureau of Alcohol, Tobacco, and Firearms have not produced any clues to who sold the students the firearms involved. Nor have police been able to locate a certain classmate who was accused of carrying one of the homemade bombs into the school.

Many people have wondered what preludes could have warned of the attack. One parent reported to the local police department that Harris threatened to kill his son a year ago, and even submitted "threatening material" from Harris's website. The local police ignored the threat. In addition, the school's principal denied any knowledge of hostile behavior in either Harris or Klebold. He said, "I was unaware of anything. It's just like any high school where you have several groups that have different interests." ☹

## Living Large Award

The First Annual  
"Living Large" Award Presentation  
Poem by Abigail Gibbs

'Cross campus he'd bike  
Oakley-clad, quick, and brawny,  
Yet with Hegel in hand  
Quintessential St. Johnnie.

But he's left us for Bacchus,  
And the students all murmur:  
Just where O where,  
Is Assistant Dean Shoener?

In our memories he lives,  
Though he's out in CA.  
On this field of battle,  
We've gathered today

To honor his memory  
By awarding this jacket.  
(Hold your applause;  
Please, please now, no racket.)

Living large is our τελοσ—  
Four qualifications:  
Dance, Greek, ball, and soccer  
With verifications

Of skill in each quadrant,  
Yet not merely τεχνη  
But a love of the craft  
That makes us each say:

In class, sport, and party,  
He gives evidence ample.  
Of living life large  
Here's the primo example.

So with no further ado  
Or any more blarney,  
We present this award  
To Mr. Tim Carney.

by Abigail Gibbs, '99

Between the soccer games on Friday afternoon, Women's Athletic Advisory Committee (WAAC) representatives presented the first annual "Living Large" award to junior Tim Carney. Senior Abigail Gibbs composed and recited a short poem for the occasion, and senior Eve Gibson presented the blazer.

The recently established award has an unusual history. Last spring, before departing on sabbatical, former Assistant Dean Abe Schoener donated his (handsome, burgundy, vintage '80s) athletic blazer to Mr. Pickens. Not knowing quite what else to do with it, and in honor of Mr. Schoener and his diverse interests, Mr. Pickens established the annual "Living Large" award.

The (handsome, burgundy, vintage '80s) blazer is awarded annually to one returning student, based on the following criteria: 1/3 greek study, 1/3 dancing enthusiasm, 1/3 basketball skill, and 1/3 soccer skill. (Note: little mathematical proficiency is required.) The "Living Large" winner will keep the blazer for one year (wearing it as much as possible/desired), and then return it (freshly cleaned and pressed) to be presented to the next year's winner. The recipient is selected by the Women's Athletic Advisory Committee (affectionately, Way-ack).

The spirit of the award is across-the-board excellence, and Mr. Carney is clearly a qualified candidate. He can, three semesters later, still recite the Greek alphabet, he made the All-Star B team for basketball this winter, he plays decent soccer, and he is a very energetic dancer. We congratulate Mr. Carney on his award and his fine example of living life large.



## Men's Sports

by Andrew Ferguson, '01

### April Soccer Action

Over the past three weeks, the athletic community has participated in several soccer experiments—a tournament equivalent to the March Madness basketball tourney, where teams are redrafted, as well as an “all-star” Johnnie team banding together to take on a talented squad of Naval alumni. While some rough spots remain, each event has been quite successful, bringing additional excitement to a month once reserved only for the end of handball and class soccer massacres.

In the April tournament, each team came into the final week of round robin play with one win and one loss. As a result, the winners of last Friday's games would advance to the final; the losers could only watch from the sidelines.

In the first match, the red juggernaut captained by Scott Larson was looking to bounce back from the defeat of the week before, while Jeff Schramek's green team wished to avenge its previous loss, suffered with only 9 1/2 men on the field. The game seemed ill-fated from the start, as lightning, hail, and occasional torrents of blood crashed down upon the field. The teams huddled under the Mellon covered walkway, conveniently near the large metal Observatory. When the weather calmed, Red faced an additional problem: only 8 players had shown. Valiantly, they took the field against a full squad. For some time, they held the Green at bay, until Quimby Owen collected a loose ball in front of the net and slotted it home. The red team did not give up, and occasionally a player would arrive to strengthen their ranks. Near the end of the half, the pseudo-Hustlers had two breakaways denied, ending 1-0. In the second half, no more goals were added until three minutes from time, when Ryan Simpson chipped the keeper to put the game away. The Redmen put on a furious attack in the last minute, stringing together several beautiful passes and culminating in an upper right corner blast by John Kovacik. Time was not on their side, however, and the game ended 2-1, with the Green advancing.

In the nightcap, captains Matt Calise and Josh Hendrix led their teams onto the pitch,

both fresh off wins the week before. The game was tight throughout, neither team able to take advantage of their scoring chances or the opponent's defensive lapses. The first half was mostly advantageous to Hendrix's blue, while Calise's white dominated the second. In the end, though, the tally was 0-0, and the teams were forced into a shootout. The kick-takers were remarkably accurate, but White was a touch better. Keeper Jerry Januszewski was able to deflect one Blue penalty, enough to take his team into the final next week. Come see the Green and White clash, Friday at 4:15!

As for the SJC-Navy matchup, many Johnnie all-stars were not present for the beginning of the match. The Naval alums took advantage of the weakened squad, putting in two quick goals off corner kicks. As names such as Bakallbashi, Ortiz, Jennings, and Schramek entered the fray, the tide began to shift. The second half was totally dominated by the Johnnie squad, yet they could not seem to put the ball in the net. Finally, mere seconds from the final whistle, David Jennings earned a penalty kick as a Naval defender handballed in the box. Gjergi Bakallbashi converted the kick, but it was too late. The game ended 2-1, but it is only a momentary setback, as a rematch is in the works.

### Handball

In their first handball matchup, the Hustlers and Spartans went into overtime, providing one of the tensest matchups of the year. As rain and gusts of wind battered back campus, they met for the rematch. The Spartans claimed an early lead, behind offensive force Sam Davidoff. The Hustlers stayed close the entire match, relying on goals from the trio of Dave Jennings, Charlie Metz, and Andrew Ferguson. With the added contributions of Alan Rubenstein and ballhandler Bobby Ramsey, the Spartans managed to keep their lead almost the entire game, gaining a 19-17 victory.

This week's Druid victim was the Green Waves. The Waves attempted a new and novel tactic—avoiding the game entirely. Credit must be given to Carl Boyno, who did everything in his power to get enough Waves out on the field to get slaughtered. However, he could not find a fifth player, despite increasingly desperate ideas of who to call, and a relatively painless “L” was entered into the book.

## Gulliver's Journal

by Sebastián Ortiz, '00

I have been living on a most bizarre island for the past two weeks. Although not far from civilization, one feels as if on the most remote of mountaintops. The island is inhabited by two kinds of people: tutors and students. Students engage in two activities: the first, as far as I can translate, means, ‘chasing after an imaginary idea’ (it is also the word they use to denote fishing with a barbed hook, from below, ensnaring the head or mouth of a fish). The second translates to, ‘chasing after an inflated cowhide.’

The two activities seem to me very similar. I remarked that the first, seminar, could greatly benefit from the second, ‘chasing after an inflated cowhide.’ I was asked to say more, and complied.

I proposed to give tutors a function similar to the referee's in soccer. I observed that in soccer, when a player becomes frustrated with his/her ineptitude, he/she resorts to certain modes of behavior. The first is dancing around the ball wildly in an effort to convince others he/she is not as inept as might seem. The second is to violently trip other players. This is an attempt to preserve pride and status by force rather than skill. In the latter case, the referee will blow the whistle, and sometimes eject the player from the game. In the former, the fancydancer is ostracized by his teammates, who refuse to let him near the inflated cowhide.

I was surprised to find these two forms of behavior in seminar, and also noticed how rarely tutors succeeded in disposing of the offender. My solution was to give tutors whistles and red cards. Thereupon, when a student, having been forced to face his/her ineptitude, attempts to disguise it by means of vague words, convoluted reasoning, or other fancy dancing, the tutor will blow on the whistle. If the offender persists, he/she will receive a red card, disabling (ostracizing) him/her for two days, during which he/she will not speak, but listen. Moreover, when an offender resorts to conversational violence, disproving other's ideas by misusing references or abusing sarcasm, they will receive the punishment indicated above.

# announcements

### KWP Announcement

**Who:** All potential King William's Players directors and officers.

**What:** The annual KWP Consensus Meeting.

**When:** 1 pm, Tuesday, May 11 (Dead Week).

**Where:** FSK stage.

**Why:** Because you crave power, or the spotlight, or both.

Yes ladies and gentlemen, it's time for the spring consensus meeting: King William's Players's annual Time, Money, and Power giveaway. On Tuesday, May 11, KWP will meet to decide who will be running things (Officer Elections) and what we will produce (Play Selection) next year.

### Officer Elections

There are three officer positions: Archon, Treasurer, and Secretary. The Archon functions as a producer, does crisis management, and is a jack-of-all-trades lackey for the directors of KWP's productions. The Treasurer manages finances and signs checks. The Secretary posts signs, maintains the membership list, and performs other clerical work as needed. All of the officers participate in day-to-day decision making. If you'd like to be an officer next year, let one of the current officers (Mike Goodrum, Derek Alexander, Remi Treuer) know before the meeting, and be prepared to tell the membership why you want the job.

### Play Selection

There is enough practice and performance space to accommodate three or four major productions a year, as well as any number of one acts. The Fall Lecture spot should be a Program production. The Spring Lecture spot has been and will continue to be a Shakespeare production. Other major productions and one acts need not be derived from Program authors but should be taken from high quality, Johnnie-compatible material.

If you want to direct something next year, be prepared to present a proposal at the meeting. Your proposal should include:

What play you want to produce.

Why you want to produce it.

An estimate of the cost and resources required to produce it.

A list of any commitments you have from technical people (lights, sound, stage management, etc.).

If you have a Don Rag, a job, or some other prior commitment that will not allow you to come at 1 pm on May 11, let one of the officers know, and send a proxy to present for you. Otherwise, see you there.

Henry V

The King William's Players will be presenting William Shakespeare's *The Life of Henry the Fifth*, directed by Jay Henry, on the FSK Auditorium Stage. There will be four performances: Wednesday, April 28, at 8:15 pm, Friday, April 30, at 8:15 pm, Saturday, May 1, at 7:15 pm, and Sunday, May 2, at 8:15 pm. There will be seating for approximately 125 people.

### Auditions

Annapolis Summer Garden Theater is holding auditions for the musical *Me and My Girl*, a romantic comedy that won the Tony Award for Best Musical in 1986. Auditions will be held on Saturday, May 1 from 1-4 pm, and on Monday, May 3, from 7-9 pm at Germantown Elementary School, on Cedar Park Rd., in Annapolis. All participants must be above 14 years of age. There are about 35 roles to be cast, some of which (but not all) involve tap dancing. If you are interested in auditioning, prepare a song (not necessarily one from the play) and bring the sheet music to the audition. There will be an accompanist there. Performances will be from August 6 through September 4, on Thursday through Sunday evenings. The theater is downtown, across from the City Dock. Call (410)268-9212 for more information.

## Senior Oral Exams

Held in the King William Room of the Barr-Buchanan Center

### TUESDAY, APRIL 27

11:45 **Hastings Shannonhouse**

The Logos of God: According to John's Gospel  
White/Kern/Seeger

5:00 **Walker Pendleton**

Looking for God with the Flashlight of Proof: Reason and Heart in Pascal's *Pensées*  
Maistrellis/Badger/Paalman

### WEDNESDAY, APRIL 28

11:45 **Federico Buccellati**

A Search for Truth in Analogy  
Stephenson/Renaut/Silver

3:45 **Daniel Rogers**

“Truth is a Woman”: The Philosopher's Pursuit in Nietzsche's *Beyond Good and Evil*  
Page/Lutz/Grenke

### THURSDAY, APRIL 29

11:45 **Sheena Otto**

Love and Honor: An Exploration of the Effects of Each Within *The Iliad*  
Sterling/Harrell/Kronsberg

3:45 **Damian Delgado**

Pandemonium  
Druecker/C. Kalkavage/Yee

### FRIDAY, APRIL 30

3:45 **Matthew Costello**

The Search for Inner Divinity: Wordsworth's *Prelude* and Valentinian Gnosticism  
Dink/Stephenson/Kern

### MONDAY, MAY 3

11:45 **Corinne Smyth**

Benito Cereno's Demon  
G. Berns/Kronsberg/Schulman



# THE GADFLY

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