



THE GADEFLY

VOL.1 ISSUE 5 THE ST. JOHN'S COLLEGE WEEKLY NEWSPAPER 6 FEB 1980

Mr. Smith on the Program

This is the second half of the interview with Mr Smith.

CAMPBELL: In Embers of the World, Scott Buchanan says that the year after he left St John's he came back and argued that the whole program should be about law and politics. Those seem to me to be the two subjects that would develop good citizens who would be involved with their government. Most people, to the detriment of the whole community, aren't involved with their government. What do you feel about the program? Does it make good citizens, purposely or inadvertently?

SMITH: If it makes good citizens, it seems to me that it's not because the College tries to inculcate good political habits directly. It does seem to me, however, that in order to be a good citizen one has to have an understanding of what a good political community is, and what the place of the citizen is in that community. I would hope that the books that we read that have to do with law and politics would contribute greatly to that end.

C: Do you think, as Buchanan did, that there should be more emphasis on law and politics?

S: Well, when Buchanan made that suggestion he said that first of all the liberal arts should have a subject matter. I think he proposed law and politics because that is what he was interested in at the time. It seems to me that a great many of the books that we read have to do with those subjects, and I can well imagine a very good kind of education in which political considerations would be central. The kind of education that we have at St John's is more ambitious than that. Maybe it shouldn't be.

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REALITY?



AP STORY ON PAGE 2

NARKOTIC HAZE

by HH Hammel

"I see the acts of living and reading and studying literature as having value only if they are motivated by love and interest." - Richard L. McGuire₁

Here at this college, we don't seem to know much about literary technique, if I may utter broad generalizations. We talk, we write, some of us even write "art" literature, but we use our language the way my mother drives her car...straight to a mechanic, when it breaks down. Are our tutors here to be our language mechanics? or shall we take upon ourselves to know its workings-more organic than machine-like, starting with literary technique.

In a sense, lyric poetry is prior to epic, and no one will deny that both those precede prose-particularly novel and short-story form. Indeed, to understand how Dante's epic poetry came about, technically, one must look to his lyrics. Fortunately for us, he wrote a work in latin on language (particularly the common Italian language) and wrote a lyric form called a canzone. Ezra Pound: "Apart from Dante's De Vulgari Eloquentio (sic) I have encountered only one treatise on metric which has the slightest value, it is Italian and out of print..."

Book one of De Vulgari Eloquentio, or "On the Common Tongue," deals with the origin of language, and Italian in particular. It discusses what dialect of the many that existed in divided Italia should be the language of poets. This section might tell you something about the rise of Italian Nationalism if you were historically-minded, but I am interested only in Book two, chapters V-XIV, and what they say about the craft of poetry.

In chap IV Dante defines poetry as "nothing else but a rhetorical composition set to music." In his time, lyrics really were lyrics to songs, and he is not saying anything vague about diphodic trimeter and rhyme scheme being "music". I found Dante very refreshing while being subjected to classical Greek so-called meter in sophomore language, because here we have words you could hear matched with a tune you could hear, as opposed to rules based on greek letters that supposedly informed you of the lengths of syllables uttered by choruses now dead for twenty-four hundred years. In short, no sound: no music.

The next few chapters concern the elements of any kind of poetry: the length of a line in syllables (V), the arrangement of words within a line (VI), and different kinds of words distinguished by their sounds and connotations (VII). In VIII Dante singles out the canzone as the most exemplary form of verse, as opposed to the less noble ballad or sonnet.

The word "canzone" comes from the latin "cantic", which is "the action or passion itself of singing, just as "legio" is the passion or action of reading." Dante says that the word was commonly used either to indicate "the composition of words which are set to music, or the music itself." His more technical definition is "the joining together of equal stanzas, in the tragic style," that last meaning serious subjects, serious words, and seriously long lines of thirteen or fifteen syllables.

CONTINUED ON PAGE 3

REALITY ?

As last week's Reality column appeared rather mysteriously, I would like to explain that the story of Johnny is the true story of John Oosterhaut who started the Real Olympics in 1955.

Since then, Reality has changed in many ways-most seem to think for the worse. I would like to use this column to give some idea of what Reality was in the past, and to provide a place to present the complaints and suggestions of all (I'm losing track of dining hall conversations) and also as a calendar to keep track of Reality events.

ANNAPOLIS, MD (AP) - A toga clad St. John's student set out Saturday to carry a torch through the city streets to a mock olympics event at the college. He got as far as the police station.

City police arrested Stephen Almy, 19-year old sophomore from Chevy Chase, MD, as soon as he stepped out of a car at the city dock to begin his jaunt.

A charge of disorderly conduct was placed against the torchbearing Almy who was clad in a loosely draped bed sheet, a wreath and sneakers. "They tried to figure out some charge about carrying a fire hazard," said Almy, "but the crowd kept laughing at them."

Also arrested was David Rosenfield, a freshman from Atlantic City, NJ, who took a picture of Almy despite police objections.

A crowd of about 100 students gathered outside the police station until the arrested pair was released in custody of college officials. A hearing was set for Monday morning. Their bail was \$22 each.

Dr Richard D Weigle, St John's president, who is hated to be quoted on the matter, said the students were merely planning "just good fun." Calling the affair "innocuous", he said the college would stand behind the students.

One St John's student in the crowd in front of the police station remarked that he couldn't understand what all the excitement was about.

"Hell, Steve's got on more than some of those drags (midshipmen's dates) here for June week."

Mr Winnfree Smith remembers Almy, who reminded him of Hotspur in Henry IV, climbing a tree outside 32 McDowell in order to eavesdrop on a faculty meeting discussing sophomore enabling.

Apparently he had good cause to worry about enabling-he was a better athlete than student. However, Mr Jacobsen tells me that at a spring track meet Almy put a javelin through his foot (he only meant to ram it into the ground for safe keeping, but his foot got in the way). The javelin throwing has since been eliminated from the track meet.

Lisa Cobb

Dear Rick,

Thank you again for your efforts on my behalf this past week. I much enjoyed speaking with you and seeing the College and the town, and found the whole visit both stimulating and pleasureable. The eagerness and commitment shown by you and the other students I met are a powerful sign of the quality of the College and its concept.

Yours truly,
Wilbur Knorr

THE DELEGATE COUNCIL

Miss Sara Matson reveals an incredible lack of understanding about the meaning of polis in her letter of last week. The inspiration for her letter appears to be a) dissatisfaction with having to wait her turn to be recognized at a DC meeting, b) dissatisfaction with her dorm delegate. She charges that our student government is "elitist", a "farce", "homogenous" and "like a young Republican bureaucracy". I submit she is mistaken.

Confusing polis with the DC in a classic way, she ignores the fact that every civilized community has had a bureaucracy for administration of certain community activities, though this in itself is not the polis. The attitudes of the citizens make the polis-or break it. Our "farce" is in keeping with the St John's emphasis on discussion. Nobody has even claimed that this is the most efficient way to conduct business, but it does allow for exchange of ideas. It strikes me that Miss Matson doesn't like to talk. She berates her dorm delegate for not getting a refrigerator, yet she does not know who he/she is. There is definitely something farcial here. Her other charges need not so much a refutation as a polite drawing of a veil of anonymity about their author.

It appears that Miss Matson is attempting to formulate a defence for efficient tyranny. I refer her to Plato, Aristotle, Herodotus, Thucydides, Aeschylus, Sophocles, Euripides and Aristophanes-good reading I hear.

Frank St. Amour

p.s. The Delegate Council meets weekly, not bi-weekly as Miss Matson stated.

Narkotic Haze

He must then in chapter LX define stanze, which turns out to be the basic unit of his prosody, "a receptacle for the whole art." This "art of the canzone" includes, first and foremost, the division of the musical setting (chap X); second, the arrangement of lines and words in a stanza (chap XI); and third, the number of lines and syllables (chap XI). After this definition he points out that he has made no mention of rhyme. Rhyme is not essential to prosody for Dante, neither does he break up a line into patterns of length of stress called "feet". Stanzas have two or three groups of lines that he calls "feet". His last complete chapter is XLIII, on Rhyme, (XLIV breaks off after a few lines;) discusses what should and should not be done with Rhyme, the interesting thing he says is "First, it must be remarked that in this matter all writers take the fullest license; and this is what is chiefly relied upon for the sweetness of the whole harmony." Rhyme is not the music of poetry! The music it is (or could be) set to is the music. The jingle jingle jingle of the French Provencale and their English imitators is pretty... but how long can something stay sweet whose sweetness depends on variation, when academics start muttering abbabb and then insist that that is the music of poetry?

Next week I will examine Pound, and his Dante influences, and "new critic" Charles Olsen, and attempt to show how the prosody of new American poetry can be extended to prose works.

1. Passionate Attention; Intro. to Literary Study, Norton 1973 (Preface)

The KWP and the Parent's Weekend Seminar

This last week letters were sent out to parents and friends of the College announcing the events for the April 26,27 Parent's Weekend. It was tainted with a wicked propaganda twist that I think should be corrected. Firstly: "The Student Play". The flyer announces the spring production of "As You Like It" as if it were one of those cute little numbers we all remember from High School, "the student play". What hogwash, let's just get one thing straight, this is a KWP production. Now names and titles are not meaningless, they carry and express your public image. KWP(quip) is not a "student club", and it does not produce "student plays". We struggle to incorporate all interested members of the community, we rejoice when tutors overlook the problems of "mere formality" and join our throng. The title "student play" demonstrates a lack of understanding and a posture of arrogance on the part of the student committee that wrote it. This was made quite evident to those working in KWP by their imperious assignment of the seminar reading. KWP had suggested to the College that reading "As You Like It" would help the parents and the actors towards a more powerful performance of the play. The Administration agreed that this was a wonderful idea and assured us that they would go ahead and suggest it. Our "fellow" students, however, turned a deaf ear to the need of the community organization and without any thought towards counsel assigned Machiavelli's "The Prince". Well, now that they've put us in our "place" let me urge you to help us back to a position of dignity. This will not be merely a student production, already there are several townies and children cast in the play. There is a need and a place for your help, whether you are a townie, faculty, or student. As we gird our loins and get ready to do our very best for the spring production. We want you to know we welcome you and your help, whether you are a townie, faculty, or student. That is what it means to be a community production.

Ned Elliott

KWP Secretary for Stage & Lighting

P.S. If you wish to encourage the student committee to be a little more sympathetic, you will find the following signatures on the flyer: James DiMartini, Jonathan Baumgarten, Mark A. Fuller, Stephanie Moore.

WARNING FOR OUR FUTURE!

The Office of Management and Budget has deleted \$15 million from NASA's Solar Electric Propulsion System project. The SEPS would make possible a wide range of future space missions and would facilitate mining operations on the moon. Re-member- this is non-nuclear energy that we are being deprived of. Write to Sen. Charles M.C. Mathias(358 Russell Bldg), John Durkin(3230 Dirksen Bldg), William Proxmire(5421 Dirksen Bldg) of the Senate Appropriations Subcommittee on HUD independent agencies, and Rep. Edward Boland(2426 Rayburn Bldg) and Louis Stokes(2465 Rayburn Bldg) of the House Counterpart, to show your support for the SEPS project.

For much more information on SEPS contact Dan Fuller(ex 41) who is local organizer for the L-5 Society."Whatever makes the distant or the future, predominate over the present, advances us in the dignity of thinking beings." - Johnson

submitted by-
The Severn Association of L-5
Members

LECTURE REVIEW

by Peter Kalkavage

HUME

This past Friday evening the college was presented with a lecture on the thought of David Hume by Prof. Leonard Clark of Earlham College. In form the lecture was vigorous and extremely lucid. Prof. Clark put forth a stimulating reconstruction of Hume's philosophy which centered on the notion of a "mechanical self" and concluded with criticisms of the conclusions to which such a view of the self leads.

Prof. Clark called attention to the fact that the natural sciences as a human pursuit have downplayed the systematic study of man's own nature. It was this fact which above all moved Hume to "found" the moral sciences. Natural science is not the central science. In fact, given Hume's theory of the operations of perception, natural science cannot in any strict sense be called a science at all. In Hume's own words, "Human Nature is the only science of man; and yet has been hitherto the most neglected" (*Treatise*, p.273). It would seem therefore that Hume is engaged on a noble enterprise--to redirect man's gaze away from a world of "outer" things, of metaphysical fancies which in no way concern him, and back to his proper and only true object, i.e. man himself. The goal of philosophy is self-knowledge. But, as Prof. Clark argued, the self which one finds in accordance with Hume's theory of "atomic" experience is indistinguishable from the sum total of our sense-impressions. The so-called "self" has no more unity than a machine. It is little more than a grammatical error and lacks entirely the selfhood which, according to Prof. Clark, must be assumed by a true moral doctrine. Without an adequate notion of the self, one cannot explain what it means to be responsible. (Incidentally, it is interesting that Hume's favorite image for the self is not that of a machine but that of a commonwealth, as he tells us on p.261.)

Prof. Clark expressed three criticisms of Hume's teaching. First of all, Hume makes impossible any knowledge of an external world. Secondly, since the self is nothing other than a heap of sense impressions, the question of the best life for man is rendered meaningless. Finally, Hume's atomism works its way into a theory of society in which, according to Prof. Clark, no account can be given of our responsibility to and our feelings for other human beings. He concluded the lecture with the obscure assertion that a philosophy which combined Aristotle and Kant could supply the wisdom which Hume lacked. It remained unclear in the question period, however, just what such a position would be. One thing that did emerge clearly in the question period was that Prof. Clark sees a theory of "rights" and not an account of human virtue as the proper foundation of a moral doctrine. As a result of this I found it extremely difficult to see the role he assigned to Aristotle.

The major difficulty for Prof. Clark's against Hume was that his criticisms of Hume's moral doctrine were founded almost exclusively on the first part of the *Treatise*, the part dealing with the understanding and the most theoretical part of Hume's account. Because of this emphasis, Hume's own discussion of morality, with its crucial claim that virtue and vice have their origin in feeling and not in reason, remained unexplored. The treatment of the passions would have supplied the best route to the moral philosophy of Hume and would at the same time have taken us deeper into Hume's understanding of the self.

TONIGHT'S JAPANESE FILM

RASHOMON

8:15 pm, FREE, 88 minutes

A samurai nobleman and his wife are travelling through the forest. They meet a rogue. The rogue and the wife have sex, and the nobleman is killed. All these events are witnessed by a woodcutter.

What really happened? Did the woman seduce the bandit? or did he rape her? Did the bandit overpower the samurai? or was the samurai betrayed by his wife?

All the participants, including the dead samurai (through a medium) tell the story before a magistrate. And to make things even more puzzling, the story above is being told by one man to another when the film opens at Rashomon, the great Kyoto gate.

Pauline Kael called RASHOMON "the classic film statement on relativism, the unknowability of truth." RASHOMON won the grand prize at the Venice Film Festival, and the Academy Award for Best Foreign Film. You'll recognize Toshiro Mifune and Takashi Shimura from SEVEN SAMURAI. RASHOMON is probably Kurosawa's most thought-provoking work, and proves again that he is one of the most versatile directors around.

NOTE: please enter by the outside doors to the auditorium, unless you want to be snatched up by the Maryland Psychiatric Association.

THIS WEEKEND'S FILM

CAMILLE, starring Greta Garbo
FREE, 8:15 Sat, Sun

They did it to me again. MAGICAL MYSTERY TOUR will show next weekend.

If you want a good review of this film, ask the Greta Garbo Fan Club, St John's Chapter, headed Ken Hom. Or take it from me: you haven't lived until you've seen her.
Jim Sorrentino

COLLEGE POETRY REVIEW

The NATIONAL POETRY PRESS

announces

The closing date for the submission of manuscripts by College Students

February 15th

ANY STUDENT attending either junior or senior college is eligible to submit his verse. There is no limitation as to form or theme. Shorter works are preferred because of space limitations.

Each poem must be TYPED or PRINTED on a separate sheet, and must bear the NAME and HOME ADDRESS of the student, and the COLLEGE ADDRESS as well.

MANUSCRIPTS should be sent to the OFFICE OF THE PRESS.

NATIONAL POETRY PRESS

Box 218

Agoura, Ca. 91301

INTERVIEW

C: More ambitious in what way?
 S: We seek an understanding of everything. In that sense I would say that the St John's program is philosophic. Philosophy, I would say (following Plato and Aristotle), is a search for wisdom of the whole of things. It is the case that human life is a part of the whole of things. So, in seeking wisdom about the whole of things, we cannot ignore human life. On the other hand, it's at least possible that human life is not the whole of things.

C. Scott Buchanan, after he instituted this program, said he wanted to bring the first two years of this program into the last two years of high school. Is the program capable of being understood by people that young?

S. There are parts of it that are certainly not capable of being understood at that age. I think what Scott Buchanan had in mind were Euclidian geometry, perhaps some Ptolemaic and Copernican astronomy, Greek, and such things. They could easily be learned by high school students.

C. Who would then have familiarity with the tools of a liberal arts education.

S. Yes.
 C. To get off of Mr Buchanan for awhile, let's talk about Mr Klein. He had quite an impact on this college, from what I've been able to notice. Could you tell me what you feel his impact was, and still is?

S. I think that in a rather unspectacular way Mr Klein did more than anybody else to help the faculty and students to understand the books that they read. He was a remarkable teacher. That had a good deal to do with the qualities he shared with Mr Buchanan, and it had a good deal to do with his knowing how to ask the right question, and his knowing how to listen well, and it also had a great deal to do with the depths of his own understanding. Mr Klein never minimized the difficulties in understanding those things that were really difficult. He would make students aware of those difficulties in a very simple way.

C. In the last few years the school has lost quite a few of the older tutors: Mr Klein, Mr Thoms, Mr Kaplan, Mr Tolbert (who retired last year). Do you feel that these shocks of the last few years are going to have any effect on the school?

S. It's hard to tell. I do think as new members join the faculty, however good their previous education may have been, they're going to have to be educated in certain things with which they have not been so familiar before, that puts a burden on the older faculty who are here. I think that we have a very good faculty. I suppose I would say that the chances are good that we will overcome the shocks.

C. I have the impression that since the death of Mr Klein the faculty has had a tendency to look back instead of looking ahead. Do you see any such tendency?

S. I don't think so. Perhaps, I'm not so clear about what you mean by "looking ahead".

C. Maybe I'm not either. By looking ahead I mean examining the program's goals. Are the faculty just accepting the means and ends laid down by Buchanan and modified by Klein, or are they trying to see if they are still valid?

S. I suppose I think they shouldn't, or perhaps I should say we could not be examining the program day and night and doing the program at the same time. Perhaps there's some tension between those two things. Maybe we get so involved in doing the program that we don't spend enough time re-examining the program. But I do think that re-examination does go on.

C. What do you think the students' part in this questioning of the program is? Do you think the students should just accept the program as determined by the faculty, or should the students demand an apology from the faculty?

S. I think the students may well demand an apology, that is a defense. I think the students should be asking at an appropriate time--why are we doing this? Well, I suppose that it's obvious that when we're doing geometry, for instance, if the students keep asking every five minutes, "Why are we doing this?" nothing would ever get accomplished.

C. What do you feel the relationship between the students and faculty should be?

S. I would agree entirely with what Mr Buchanan has said about that. The tutor in seminar is simply a more experienced student.

MEN'S by Bryce Jacobsen

BADMINTON DOUBLES FINALS:

Coffee-Kurs d. Alers-Shapar 15-5, 17-16
 Braun-Braun d. Maddocks-Newlin 15-12, 15-11,
 10-15, 15-8
 Braun-Katrina d. Kurs-Twigg 15-5, 15-0

Volleyball:

Jan.30...Hustlers-4, Greenwaves-1
 The waves won the first "A" game, which scared the Hustlers mightily. The Hustlers recovered, however, and sustained the law of averages.

Jan.31...Druids-4, Guardians-3
 The Guardians, as noted in these columns, have been teetering on the brink lately. Well, they teetered one time too often and the Druids gave them a little push, and down they went.
 The Druids are definitely gaining respectability in volleyball, winning their last three outings. The Guardians, if they want to, can inject some excitement now into the volleyball league...by losing one more!

Basketball:

Feb.2...Druids-91, Hustlers-88
 A double-overtime thriller...which now puts the Druids in a tie for first with the Hustlers. It was almost a reversal of their first game, which the Hustlers had won, 91-85.

Double digit high scorers were:
 Dwyer-36 Hartzell-22 Jennings-11
 Kates-31 Doherty-12
 Single-digit low scorers were:
 Edozien-8 Wright-4 Daly-0
 Adams-7 Zolkower-4 Edelman-0
 Carnes-7 Ahrens-3 Houston-0
 Tripp-7 Pickens-2 Reynolds-0
 Edwards-6 Warner-1 Soloman-0
 Maddocks-6 Armstrong-0 Wall-0
 Carsiotis-4 Beretta-0 Weitzel-0
 Hom-4 Cabral-0 Wise-0
 Klipper-4 Coss-0

Mr. Dwyer had two foul shots to end the first overtime period, and the game. But he suddenly lost his magic touch! They say that when the whole game hangs on a foul shot, the basket, to the shooter, looks anout as big as a tea cup!

Feb.2...Spartans-72, Guardians-68
 The Guardians started the last period with a six point bulge, courtesy of their B-team, and Mr. Schuler. But they couldn't hold it for long, under relentless pressure from the sharp-shooting Spartans, who poured in 35 points in that final period.

- 1) The Guardians were 6 for 17 at the foul line.
- 2) The Spartans were 16 for 27 at the foul line.
- 3) Much can be made of this.
- 4) Mr. Frame, a new Spartan Freshman, scored 15.
- 5) Mr. Ney, Dame Fortune's child, was not, today, "flustered, five-fouled, forlorn". On the contrary, he was simplifcative, single-fouled and sucessful.

This was certainly a tough Saturday afternoon for our league leaders. After today, the whole league has tightened up considerably. And it was tough on the two losing captains, and the two losing referees. Those captains judged the refereeing to be somewhat less than satisfactory. The winning captains did not express their opinions...at least not to me.

WOMEN'S by Beth Gordon

Volleyball:

28 Jan...Maenads-2, Furies-3
 Miss Collingwood seems to be the deciding factor as to who wins the game. At one point she served ten successive points, although the Maenads went on to win. When the Maenads are strong, they usually win, but when not, they lose badly. The two that they won were both 16-14, yet when they lost, they did so by many many points.

31 Jan...Amazons-3, Nymphs-0
 This was a surprising defeat for the Nymphs. I'm sure, as Miss Buck served as strongly as ever. Of course that's in horribly biased opinion since I was in D.C. at the time. The scores, however, were 15-10, 15-6, 15-10. Perhaps it was only a fluke loss.

1 Feb...Maenads-3, Amazons-1
 After the Amazons trounced the usually undefeated Nymphs, they turn right around and lose to the usually defeated Maenads. I don't get it.
 Of course Miss McMahon is getting handy at the serving line, and Miss Schanche has pulled some sucessful feats with her fist...
 Then again, Miss Buck wasn't too with it-perhaps her wrist was sore.

LEAGUE STANDINGS

	Won	Lost	Pts
Amazons	3	1	10
Furies	0	2	2
Maenads	1	2	5
Nymphs	2	1	7

THIS WEEK'S SCHEDULE

5 Feb. Tues. 4:00 Nymphs vs Furies
 7 Feb. Thur. 4:00 Furies vs Amazons
 (8-11 Feb. LONG WEEKEND)

**WARNING
 THIEVES AT WORK**

Recently two women who left belongings out on the benches of the womens' locker room lost \$20 and \$40 respectively. If you must bring valuables to the gym with you, consider asking Mr. Jacobson for a locker, or using the one you already have.

LEAGUE STANDINGS

Volleyball	Won	Lost	Pts	Basketball	Won	Lost
Guardians	4	1	13	Hustlers	4	2
Hustlers	4	2	14	Druids	3	2
Druids	3	3	12	Guardians	3	3
Spartans	2	2	9	Spartans	3	3
Greenwaves	1	5	8	Greenwaves	1	4

THIS WEEK'S SCHEDULE

Feb.6 Wed. 4:00 Hustlers-Druids...Volleyball
 Feb.7 Thu. 2:30 Spartans-Guardians...Volleyball

(No basketball...Long Weekend)

The Dean

ALL STUDENTS AT ST. JOHN'S COLLEGE LIVING ON CAMPUS

Ladies and Gentlemen,

1980 is a year in which a national census will be taken.

Among the many things that the census takers are curious about is the size of the national student population. In order to find out the information that they want, the census takers will be asking Mrs. Winter, our Registrar, the names and campus addresses of the students living in campus housing.

This information about you is specifically designated as Directory Information on page 48 of the Student Manual, and it is College policy to make this information available to anyone unless you inform the Registrar in writing that you do not desire that such information be disclosed.

Would you please, accordingly, notify Mrs. Winter in writing by Friday, February 15, if you do not want this Directory Information about you, i.e. your name and campus address, disclosed to the census takers?

Sincerely yours,
Edward G. Sparrow
Dean

FROM THE DEAN

Mr Mortimer Adler will deliver the formal lecture Friday, February 15. It is my understanding that Mr Adler has lectured here every year since the Program began in 1937. The title of his lecture is "World Community and Cultural Pluralism".

Sincerely yours,
Edward G. Sparrow
Dean

MEMBERS OF THE FRESHMAN, SOPHOMORE AND JUNIOR CLASSES

The Algebra and Trigonometry and French Reading Knowledge Examinations will be given on Saturday, February 23 at 9:30 am. Anyone who has not yet passed them should take them. The examinations will be distributed in the Dean's Office and can be taken in the classrooms. The examinations are to be returned to the Dean's Office no later than 1 pm.

Sincerely yours,
Edward G. Sparrow
Dean

EMPLOYMENT

The Harbor House needs part-time bartenders. Flexible hours, wages depend on experience. Interested sympathizers should call Mr Cladstone at 268-0771.

HAPPY Birthday Terry!

FROM THE HEALTH CENTER

There are still some who do not know that we have a gynecologist. Thomas Stubbs, MD, a local gynecologist is on campus 2-3 times a month, usually on Friday afternoons. There is no fee for his service or the pap test (cancer test). Appointments are necessary and pre-appointment interviews and history taking are helpful also.

Miss Lyn Smith, RN is the new resident nurse. She lives in the nurse's apartment in Harrison Health Center. She is available for emergencies in the evening and night. An emergency is defined as a situation which requires immediate attention. Colds, coughs, and long term (2 or 3 days) illnesses are NOT emergencies, please take care of these illnesses during the regular health center hours.

Please return any items you have borrowed from the Health Center that you are not using - such as heating pads, crutches, etc.

Marilyn Mylander
College Nurse

ATTENTION: SENIOR CLASS

It is customary to have the first, middle, and last name appear on the diploma. Please notify our office by February 15th if you wish your name printed in any other way on your diploma.

Sincerely,
Nancy R. Winter
Registrar

FROM THE OFFICE OF COLLEGE RELATIONS

All members of the community are asked to use the side entrance to F.S.K. when attending the Wednesday night movies for the next two weeks. (Feb. 6&13). Thank you.

A WORD ABOUT WALTZES corrected

For some years now I have been playing the piano at waltz parties. One reason why I do so is that I like the music of the waltzes. Some of the most beautiful waltzes are preceded by introductions, which are also beautiful, and which I'd also like to play. But whenever I start playing an introduction, some people begin to waltz immediately. Few of the introductions are in three-quarter time, and it is disconcerting to watch waltzing when the appropriate response would be (say) to march. It is easy enough, I think, to hear when the introduction begins. You might choose your partner, exchange the gossip of the Imperial court, and discuss the delights of the Vienna woods.

Elliott Zuckerman

C. Sometimes tutors don't act that way. Sometimes it's the fault of the students; there's a certain timidity on their part to push hard questions at the tutors. I've had some tutors who would not answer or would get a little flustered or upset that a student would have the audacity to question them when I pushed them. Sometimes it is very hard to push tutors because they usually do have a greater familiarity with the books. Is there something that can be done, in your opinion, to improve the student-tutor relationship to bring it closer to a student-student relationship?

S. I don't know what can be done except to make the students and tutors aware of this problem. I recall that when students would go to Mr Buchanan to complain about their tutors he tended to dismiss their complaints because he felt the tutors weren't very important anyways.

C. When I was a Febbie, we had a meeting with the President shortly after we arrived and we were talking about life after St John's. He mentioned that he had seen many alumni and they were very successful. I asked him what he meant by a "successful" person. He said he meant one who has good books on the shelf and reads them, one who engages in good conversation. Do you think that's an adequate definition of a successful Johnnie?

S. I think that reading good books and having good conversation are two things we would hope would continue throughout the lives of our graduates. I suppose I would want to add that the whole of life does not consist in reading books and conversing, and so one would hope a St John's education had something to do with other things as well. This question of course is connected with the very big question of what the good life is, and whether it's the same for all.

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