# THE <br> GA <br> D <br> F 



Annapolis, Maryland
February 24, 1998 http://gadfly.sjca.edu/


Letters RAKING BROADSIDES
2 The pro-Reality conspiracy returns fire

## Campus News GLORIOUS TWENTY-FIRST OF FEBRUARY

3 Reality scores a direct hit at Lola's
Cover Story WOODEN SHIPS AND IRON MEN
8 A Gadfly reporter stows away at the Naval Academy

## Sports GUARDIANS AND GREENWAVES GRAPPLE

12 The two teams are tied for first; who will prevail?

## US S G A D F L Y

Commanding Officer
ADM Gustavo "Alpha Bravo" Hernández
Executive Officer
CPT Anne "Alpha X-Ray" Needham
Weapons Officer
CDR Ben "Web Slinger" Speakmon
The Plebe
ENS Angela Schulze, Royal Navy
Able Sea-kuvaı
Abigail Gibbs, Re
Megan Graff
cover photo from the 1995-96
Naval Academy Catalog
he By's "Stesents arms for Francis
etters of 200 words or less have a better hance of being published than those onger. Letters submitted will be edited for grammar, punctuation, and spelling in most cases. The Gadfly is not obligated print anonymous submissions except un der special circumstances.

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

Yearly subscriptions are available for 30.00. Tax-deductible contributions are reatly appreciated. Please make checks payable to the Gadfy. For display advertisement prices and information, call 410-2632371, x2212.
eadline: Friday at $5: 30$ pm unless permission for a delay is granted in advance. Submissions will be accepted as long as they diskettes are greatly preferred

## L E T T E R S

## S.C.II. budget debate, round two

The Student Committee on Instruction will never hold you to an equal standard (S.C.I.) recently published a letter in the equal footing, or anything else equal with Gadfly that questioned the Delegate any other club. We hold you to a much Council's decision to vote against the S.C.I. budget request of $\$ 500$. This letter was aimed at clearing up the "purpose" of the S.C.I.. However, the D.C. understands the "purpose" of the S.C.I. very well. Many of us remember what the S.C.I. used to be like. And now we want to take this opportunity to tell you, the S.C.I., why you lost
First of all, the Delegate Council has never rewarded failure. Just ask members of Reality ' 97 , who had to pick up the mess left by Reality ' 96 . Even though Reality '97 separated themselves from the failures of Reality '96, their budget requests were still never given the respect they deserved. Decreasing attendance, lack of enthusiasm, and increasing sentiment that the S.C.I. is "out to lunch" are compelling reasons to not vote for your $\$ 500$ request. You don't deserve that much money because you have effect on very few people. The case was effect on very few people. The case was change things; or that you even desired to change your performance. Therefore, regardless of the explicit questions by mem bers of the D.C., you lost. Now, the thing to do after you lose is not to remind us of your mission or "purpose." The thing to do after you lose is to figure out how to win. If that means lowering your initial request, or telling us that you are committed to trying to make the S.C.I. into something like it formally was, then do it. Don't write a letter to the entire school telling us about your "purpose."

The other attack that was made in you letter, and followed up with vehemence in the following D.C. meeting, was that you want to "be on equal footing" with all the other clubs on campus. This includes the D.J. Club, as you cited in your letter. First of all, I am fairly sure, though not completely certain, that the D.J. Club would like nothing to do with the S.C.I.. Secondly, we
higher standard. We expect a lot from you and have been disappointed year after year as you fall short of our expectations. If you are asking us to lower the standard we have of you, think again! The D.C. will just find new members to take over the helm until at last, we have an S.C.I. that is considered to be in the mainstream of the College Com munity. As one of your co-chairs even sai "the Dean's office didn't co-chairs even said for the All-College Seminar." If that's true, how can you expect us to respect your $\$ 500$ request

Hardison Wood, '98 (author)
Matt Wissler, '98
Ben Sullivan, '98
Beatrice Robbins, '98
Lili Zarghami, '98
[this letter is addressed to Mr. Alexander:]
Your letter [February 17] concerning the S.C.I problem was another installment the "Pat Derek on the Shoulder" series of stories you've written for the Gadfly. As is usual, you failed in many respects. The most glaring difficulty you had in this latest essay was your inability to see the difference be tween a question and a reason. This is understandable because of where you go to school. But just for a minute, drop the act and listen.

All three of the "reasons" you listed for why the D.C. voted down the S.C.I. request were questions which members of the D.C asked the S.C.I. at the initial budget discus sion meeting. Your mistake is to equate these two. If someone asks, as indeed they did ask, "Why should the D.C. pay for cop ies of a study group reading?" and then that person votes against the S.C.I., it does not mean that this is the "reason" why they voted it down. Not for so shallow a reaso as that would any member of the D.C. vote
down such an esteemed project as the S.C.I You said that "they were the reasons of fered." Who offered them as reasons? I wa at the meeting and heard not one person utter the words "this is the reason I vote against the S.C.I." All the members did wa ask questions. You grouped these questions, took away their punctuation, turned the italic font on, and called them "reasons." Come on, everyone knows what the real reason was for voting down the S.C.I.; you even hinted at it in your essay
"Many have suggested, and tried to get me to agree, that this is just another part of some pro-Reality conspiracy." But Mr Alexander, they are right. There is a coordinated effort by those of us who enjoy beer more than books to displace you geeky, truth-loving, protractor-bearing, proposi tion-memorizing, discussion period-opening, administration butt-kissing, computer lab-hibernating, Bill Buckley-loving, conservative, Great Book dorks. In turn, we will fill your absence with a bunch of left-wing alcoholic, long-haired, free-loving commu nists. Just look at the Febbie clas
Everyone knows of this conspiracy. And if you think the D.C. is the battleground Mr. Alexander, open your eyes. The administration gets a check once a month from our bank accounts in Zurich. How do you think Mr Schoener got to an exclusive re sort in Cabo San Lucas? Where did the President get his new Ferrari? Haven't you see Mr. Bishop in his Learjet? Mr. Pickens' new boat might be a giveaway. And do you re ally think Mr. Page can afford such an extensive array of designer clothes on a tutor salary? Come on, Mr. Alexander, accept it your days are numbered. Our bribes hav reached all the way to the White House. Does the name Lewinsky ring a bell?
Soon St. John's will be known as the Great Beer School. Freshmen year will be dedicated to unlocking the secrets of early Mediterranean beer-making. Junior year will be known as "The Great Shift from La ger Drinking to Stout Drinking." Books wil be replaced with Beer, and all will be for gotten. Even your former comrade in office Mr. Bohannon, has been seen chugging down huge glasses of Guinness, after twelve, on a school night. And it is true there

## Editorial: do not sit idly by...

Since this issue's cover story has a decidedly military flavor to it, it seems fitting to speak of a military matter which may affect us all in the com. ing months. It seems likely that sometime during our


The purpose of this length discussion has been to remind us of two duties: first, the duty that we have to obey the laws of our country, and second, to ensure that the laws are right and good. At this Spring Break the United States and its allies will enter into a state of war with Iraq, unless a last-minute diplomatic solution is reached
Lest those of us who are isolated from worldly things forget, we are still citizens of this country and we can lawfully be called upon at any time to fight, and die, in the defense of the nation's interests.
We cannot violate those laws in good conscience. We read in the Symposium of Socrates' bravery in the battle of Delium, in obedience to his city but fighting a war he did nor necessarily support. Likewise, we read in the Apology of his refusal to break the laws of Athens in the trial of the generals after the battle of Arginusae.
will never be another Reality Weekend. Instead there will be a Reality Semester!
So go on, Mr. Alexander; mistake questions for reasons, and don't understand the essential difference between a line of questioning and a questioner's intent. I don't care. Because one day soon, very soon, the revolution will come. And when you see Señor Bravo, dressed up like a Mexican Zapatista, rising atop a wave of armed Communist foot soldiers crossing College Creek, don't come looking for us! We'll be the first to greet our communist cousins, with a cold beer and a warm embrace!

Members of the Pro-Reality Conspiracy
We hate to spoil everyone's fun, but we had to think twice before publishing this letter, not only because it is anonymous, but also because it says some not-so-nice things about Mr. Alexanderan ad hominem attack, which really has no place in a newspaper. But we are sufficiently convinced that the humorous intentions of the Conspiracy will be plain to all, so enjoy. -Ed.
moment all of us still have an op portunity to influence the outcome of this crisis. Let us make sure that the decision made is well-informed and wise.
We can do this by first ensuring that we know the facts about the situation. Pick up a newspaper. Listen to the radio. If these fail, watch TV as a last resort. Apply your St. John's intellect to a modern-day problem by looking at the available evidence, weighing it, and making a thoughtful decision. Then make a point to get involved. If blood is being shed, it is already too late Don't wait for the decision to be made and then curse an impersonal governent remember that as long as our democracy lasts that government is by and for you.

## ANNA OLIS POST

3 CHURCH CIRCLE ANNAPOLIS, MD 21401 410-268-MAIL

PATRICK M. HARVEY

```
Jps Service Boxes
Keys Made Packing Supplies Photo Copies Mail Forwarding Passport Photos
Rubber Stamps
Maibox Rentals
Western Union Fax Service 410-268-7265
```

Photos by Nelson Hernandez, '99


The main attraction at the low stakes tables was tutor Carl Page who dealt blackjack for five straight hours without even thinking to take a break. It wasn't just his impeccable sense of style that got attention; he quickly acquired a reputation as a "hot" dealer. Word has it that he is quitting his tutor job and moving to Vegas. Other tutor dealers at the Lola's blackjack tables included the likes of George Russell, Michae O'Donovan-Anderson, and Michae Grenke.



A member of the United Jazz Ensemble gives his assessment of Lola's. The band was acquired with the help of Student Activities and the Assistant Dean



The gambling gods smiled on the scene that Reality put together for the enjoyment of students and non-students alike Assistant Dean Abe Schoener (top left) watched mesmerized as his money vanished; Walter Sterling, Jr. (top middle) supplemented his library pay playing high-stakes poker until 5 am; and Greenwave good guy Jerry Januszewski (top right) generously (and willingly) gave all his winnings to the house after he was through playing.

## AlumniChat: Discourse on the yearbook

by Roberta Gable, Alumni Director
A thousand pardons, dear readers, for the remarkable dearth of alumni profiles in recent weeks. I shall soon take up my pen again in that pursuit, but for now, I'm incited to a dissertation upon the subject of the college yearbook.
Why me? Because the Alumni Office is the fount from which the yearbook flows, more or less. The anonymous orange sheet inviting you to shell out to reserve your copy came from the Alumni Office, and I was the miscreant who referred to the early students of the New Program as "whippersnappers. I was grieved to learn that this gave offense The Program has no more ardent supporter than myself, but I'm given to irony, and chary of mouthing pieties. (And it's hard for me, actually, to think of someone using the word "whippersnappers" with serious intent in this day and age.)

Ar any rate, it seems that some informa tion, in addition to that given by Mr . Hernandez last week, may be in order. Firs, a history: The Rat-Tat was the original year book, founded (as far as we can tell) in 1898 when the College had a decidedly military twist. (The name "Rat-Tat" evokes the sound of a military drum.) From 1898 until 1938, the Rat-Tat came out annually and was in general a serious and attractive book, some years actually bound in leather, in which faculty and students appeared as solemn participants in a profound endeavor Grave basketball team photos and grim fraternity brethren were given the lie, however with impish prose about madcap college ex ploits. There seemed an earnest attempt to record the whole of college life, down to photographs of every building, and the book was generally around three quarter of an inch thick.

In 1939 all that came to an end. The year book that year was a little paperback thing suffused with excitement about the nev order. It was called "The St. John's College Yearbook," and continued in that form, an informal, saddle-stitched paperback, kind o like a thick brochure, through 1953
After 1953, the charms of having a yea
book seem to have cloyed. (I asked Mr.

Kutler who was in the class of 1954 , about it, and he pointed out that the student population was at an all-time low, probably below critical mass for yearbook generation.) And then there was no yearbook from 1954 until 1982. Zilch. Nada. In fact, boys and girls, the students of those days were mighty proud not to have a yearbook or a school ring. They were proud that the bookstore didn't have any T-shirts that said "St. John's College" on them. They were proud that there was no intercollegiate sports competition whatsoever. They were proud not to be associated with the trappings of colle giate life.
conirmation of this departure frot life as you know it, consult Mr. Blaustein Mr. Burke, Mr. Cohen, Ms Cone, Mr. Dink Mr. Franks, Mr. Goldberg, Ms Goyette, Ms Kronsberg, Mr. Pickens, Mrs. Renaut, Ms Rose, Mr. Sachs, Mr Salem, Mr Schoene Ms Silver, Mr. Sterling, Mr. White, or M Zeiderman-they're all alumni from the yearbookless years. (You might even ask Ms Heines or Mr. Nelson, but they went to the Santa Fe campus, and we might as well leave Santa Fe out of this entirely-they're not yearbookin' folk out there.) I haven't quizzed the above flock of alumni about their sentiments regarding this issue, but 1 would expect from any of them the moral equivalent of "We didn't need no stinkin yearbook." "
On the one hand, it's a pity not to have yearbooks from those years, because, espe cially for those of us in the nostalgia business, the yearbooks of yore are a major source of photos and information about the College. On the other hand, being from the yearbookless years myself, Iknow we would have laughed the notion of a yearbook right off the campus, and I cherish our legacy as the Ones Who Wouldn't Do Things Like That.
So what happened in 1982? The mod-ern-day yearbook was the brainchild of Betsy Blume, the former Director of Alumni Activities, who divined that: a) the disdain for conventional school stuff had somehow passed (it was around then, for example, that the bookstore finally got into
the clothing business); and b) a yearbook might be a fine vehicle for school spirit. The 1982 yearbook, which was called simply "St John's College," was a nice, slender, hard cover volume. It seems the campus took a while to recover, though, because (this is as far as I can tell, and as best as I can remem ber) the next yearbook didn't come out until 1986, and it was an even more slende paperback, printed on campus, but still just called "St. John's College," as it was through 1988. In 1989-a big change! The format came down to $81 / 2$ by 11 (the last three had been larger) and the name was changed to "Cicerone," as a result of Iknow not what flight of fancy. ("Cicerone" means guidesophomores will understand why.) And "C cerone" it was, for two whole years, until, in 1991, the name "The Canvas" was ap plied. (It will not surprise you to learn tha I'm not a big fan of the name "The Canvas." Shades of high school yearbooks, don you think? And what does canvas have to do with us, anyway!) In 1992, instead of stapled paper-covered book, the yearbook became the hardcover item with which upperclasspeople are now familiar. This was accomplished by contracting with Jostens, a reputable yearbook publisher, and doing things the conventional way

These recent yearbooks have been, for the most part, compilations of photographs, with none of the expository articles of the old Rat-Tats or critiques of the curriculum written during the whippersnapper year Snappy captions and charming candid shots are more our cup of tea in this soundbitten age, whatever our continued devotion to thetoric in the classroom. Our seniors are certainly more knowable than their forebears, however-the early practice was to devote a page to each senior, with a formal picture, a list of the extracurricular activi ties he participated in, the nicknames he would answer to, and a descriptive para graph or two telling all. But now each se nior faces the blank quarter page and asks him- or herself how to say "I Am" to the Community. (Not to intimidate those seAlumni Chat continued on page 16


## Support for war questionable

$I_{\text {worried citizens }}^{\text {N AN EFFORT }}$ to Americad citizens of the necessity of American attacks on Iraq, the President and three states, stopping at several colleges to three states, stopping at several colleg
Ohio State College comprised the first top. Instead of a patriotic and supportive audience, the Ohio State students presented a cold and hostile challenge to the President and Secretary of State. Outside the auditonum where the rally was held, demonstrators could be heard and it seemed that supporters of the Clinton Administrations plans were few in number. The President, autious not to admit that the event verged on a disaster, claimed that serious derg strators were a "slim minority."
Several times President Clintor's avoid ance of the draft during the Vietnam War arose as the subject of debate. One particularly upset member of the audience, who wore a "Vietnam Veteran" hat said, "Are we

## Unique spaceship gets attention

 ing his own spaceship into space by the year 2001. The vehicle known as the Kelly Eclipse Astroliner represents one of a number of privately designed and funded space craft that are being developed as commercially viable alternatives to government space agencies. Kelly's spaceship represents a unique and untried design; instead of relying on conventional rockets or even a space shuttle-like design, the Astroliner is a sort of powered glider. The spaceplane
willing to send troops in and finish this job, or are we going to do a half-assed job?" Secretary of Defense William Cohen responded by semi-ambiguously saying "What we are seeking to do is not to topple Saddam Hussein but to do what the United Nations has said in its declarations."
Noting the chaotic nature of the Ohio State event, the administrations of the other two schools to be visited, Tennessee State University and University of South Carolina, took actions to control the student bodies. Students not invited to the meeting were kept as far away from the event as possible and security guards swept the halls for "potentially disruptive students," including demonstrators of all sorts. The careful orchestration of the Tennessee State visit ensured that the President and Security of State found a polite, almost friendly audience. South Carolina University took similar measures and the President was greeted by another quiet and safe audience.

## Elsewhere in the

 world news...Iraq has recelved most of America's attention both in the private and government sectors but an aircraft carrier and a smal contingent of helicopter gunship headed towards North Korea ear lier this week in orderto reinforce the American troops permanently stationed in South Korea. While war with North Korea does no appear likely at present, any sor of military conflict in the Korean peninsula while the standoff with Iraa lasts would severely stretch American military resources. Th city of Pyontyang has how. city or Pyongyang has, howe
 rean Governmen, asking to work towards reconcing the neary 50 year-old stalemate between th two nations.

Over the years, numerous joke have been made about the sup posedy delicate mating rituals of porcupines. The truth appears to be rather grim. Richard Sweitzer a University of California at Davis researcher, recently completed a five-year study of the life styles of porcupines in Northwestern Ne vada. His findings show that be fore a male porcupine mates with a female he must first undergo fierce little battle with rival male porcupines. The porcupines in volved in the skirmishes usually end up impaled on their rival's quills; some males receive nearly fatal wounds. Despite the feroc ity of the mating ritual Sweitzer noted that few porcupines ceased fighting on account of their inju ries. Finally, for what its worth, it appears that only older, mature males engage in the mating ritual the younger males don't even tr to compete.
ould be a large delta-winged vehicl equipped with a conventional rocket in the tail. A large airliner would tow Kelly's vehicle off of the runway like an oversize glider and then at about 25,000 feet the space plane would detach from the jet and use the rocker to propel itself into space.

The Astroliner could launch payloads for about $\$ 2,000$ per pound, considerably cheaper than any existing launch vehicle. Motorola has already expressed interest in the project and has a contract to launch ten satellites when Kelly completes his vehicle.

## Bı $\beta \lambda$ ıо $\mu \alpha$ м $\alpha$

## The Summa Nova Programma, Part II

Richard Schmidt, A'96
I have a few Bookstore-related announcements to make. First of all, deepest apologies to the juniors. The Don Giovanni $C D$ will not be available at the Bookstore in time for seminar. Our record distributor was out of stock and has not been able to fill our order.

Second, there seems to be some confusion among the student body-especially the Seniors-regarding the difference be tween a bookstore and a library, so I'd like to clarify. A library is a place from which a community may borrow from its collection of books. Most of the St. John's community has taken notice that we have one here on campus, and use it.

Similar to a library is a bookstore. So similar are they that it might be impossible to tell the difference, were it not for the price tags, register, and newness of books at a bookstore. Books at a bookstore are purchased, not borrowed.

Now, Robin and I are nice guys. We like everybody, and we like to give people the benefit of the doubt. However, due to some questionable attempts made by a few students, we decided to publish new guidelines for returns, which are as follows:

- There are no cash returns-only bookstore credit will be given on books with a receipt; without a receipt, credit will be given according to the manager or assistant manager's discretion.
- All program books that are in perfect, resaleable (new) condition may be returned for full credit within 7 days, or before the seminar on that book, whichever comes first; afterwards, the books will be considered used, and a partial refund will be given in Bookstore credit
- Manuals in new condition may be returned for Bookstore credit within the first seven days of purchase, or before the end of its use in class, whichever is first, in both cases with a receipt. After these periods, we will be unable to issue credit for manuals.
- Anything not covered here, or devia-
tions from these rules, will be at the discre tion of the Bookstore manager.

Stamps cannot be purchased with a credit card. We buy stamps from the post office at face value, and sell them to the college community at face value. When you use your credit card, we pay a service charge, which in the case of stamps, means we're paying more for the stamps than you are, which makes no sense. So do yourself a favor. If you buy stamps, bring cash.

If you have any questions about these guidelines, or forget them, you will soon find them posted in Bookstore, and will ber por and we Now if yy do discuss them with you. Now, if you remember the last instal ment of the story of the New Program, you will remember that John Erskine taught at Columbia, but he also taught at Amherst, where Alexander Meiklejohn was President and Scott Buchanan was a student.
Now, as soon as Scott Buchanan comes on the scene, the story gets very complicated, partly because he was such an inter esting man, but also because there are so many undefinable and untraceable threads that must have gone into his mind before the New Program as we know it came about. What I present to you here are the threads I have found most interesting.

The most important ingredient in the New Program is "amalgamation." In othe words, Scott Buchanan essentially took ideas that were separate and made them one; but he was not alone in doing this. Mortimer Adler, Robert Hutchins, and Richard McKeon were all involved in bring ing to fruition a Great Books program of their own, and though the outcomes may have been different and differing in popularity, they all played off of one another and contributed directly and indirectly to each other's ideas.

What surprises me most, and what hope to illustrate, are the chance meetings and missings and fortunate coincidences of thought on education that by some lucky chance (and lots of work, of course), cul-
minated into a vision on which our education is based.
By the time Scott Buchanan left Amherst in 1917, he had what we might call the gamete of the New Program in his head. Before "Great Books" ever became a buzzword, Alexander Meiklejohn, the president of Amherst, had imbued in Buchanan a zeal and passion for class discussion. "It was through Alec Meiklejohn that the whole living Socratic method became clear," stated Buchanan.
I say Buchanan had a passion for discusion because the search for it ineen to become a ruling principle in Scot Buchanan's years in prap in Scotr dent and as teacher. This passion as uch as teacher This passion was of ch a degree that while he was working ward his Ph.D. at Harvard, Buchanan, with six fellow students, issued a mani festo" demanding from the Philosophy fac ulty two faculty leaders for a seminar. Later at the People's Institute in New York Buchanan arranged lectures with a question period following. Finally, the New Program incorporated both seminars and question periods for lecture.
It seems that while at Amherst, Buchanan pointed toward discussion, but ironically, he may have just missed an early rush with the Great Books. John Erskine who had tried to establish a Great Books rogram at Columbia, was invited to rejoin Amherst for a short while in 1923, just four years after Buchanan left as a Rhodes Schola to study at Balliol College, Oxford, in 1919.
Fortunately for us, however, Richard McKeon and Mortimer Adler had picked up and run with the torch at Columbia where John Erskine had left off. Erskine was di viding his time between Columbia and Amherst, and after serious opposition from the Columbia faculty, had decreased his in volvement in the Great Books program. Mortimer Adler and Richard McKeon re newed the project with new vigor.

## THE U.S. NAVAL ACADEMY

story by Andrew Baisch

Lunch. King Hall. 4,000 midshipmen, a handful of Navy brass, and me. It's a pretty incredible sight. 4,000 people standing a attention is something that I have never seen before and is made all the more impressive because I am standing in the midst of them. The United States Naval Academy is a pretty impressive and imposing place. Everything is on a grand scale. Bancroft Hall is the larg est dorm in the world. You can't help but see the huge copper dome of the Academy Chapel when you look around the skyline in Annapolis. Everywhere in town one can see flags, banners, signs, and stickers supporting the Navy. Their mission is also grand. It is, "To develop midshipmen mor ally, mentally, and physically and to imbue them with the highest ideals of duty, honor, and loyalty in order to provide graduates who are dedicated to a career of naval se vice and have potential for furure development in mind and character to assume the highest responsibities of highest responsibilities of command, cit enship, and government." What does that really mean? Do any of us really have a clue as to what goes on over there aside from rumors? I was hoping to find out what re-
ally goes on inside the huge stone buildings and behind that forbidding brick wall. wanted to see what a day of class was like for a Mid and find out what they thought about the Academy.
Becoming a Midshipman is a difficult process. To become a Mid, every applicant must pass several requirements before gaining an appointment. A candidate must be a citizen of the United States, at least 17 and no older than 23 . The candidate must obain a nomination from either their U.S enators, U.S. representative, the President, or the Vice President. Regular Navy and Maine Corps and Reserve candidates can apply through their commanding officers. Naval and military school and Naval Re serve Officers' Training Corps can apply through military instructors. Children of
the deceased, disabled, POWs and MIAs as well as Children of Medal of Honor winners, can apply via the USNA Superintendent. The third step for gaining admittance is qualifying scholastically. From the material I have seen there appear to be no con crete regulations about what one has to do to qualify scholastically, but they do speak


Your tax dollars at work: A focused Midshipman studies an intricate laser ex hibit in the Naval Academy's physics laboratory. The Academy offers eighteen majors in addition to the mandatory courses in military science and leadership.
about the need to indicate the ability to do college-level work. The fourth step in admissions is being qualified medically. An applicant who is in good physical condition and health should have little problem passing this step of the process. The fifth step in the application process is successfully completing the Physical Aptitude Examination PAE). If a candidate is accustomed to regular physical activity, they should have no problem passing the PAE. This is important in assessing the candidates ability to function well during Plebe (Freshman) summer. The final step in the journey to becoming a Mid is to be appointed to enter the Academy after being evaluated.
ainly a by-product of the political nature of this institution. For example, each Congressman is only allowed a certain number of 'spots' at each academy. So if it just so happens that the year you apply, your dis trict has no openings, your chances are seri ously damaged. On a positive note, the de gree of screening is beneficial. The chara ter screening process, though ambiguous, gets rid of a lot of people who really don give a damn and come across that way dur ing the interview...it makes one step toward creating an environment where peer pres sure pushes in the direction of excellence instead of sloth." Another Mid I spoke to said, "I think that the theory of the admis

The admissions process is long, complicated, and strenuous. When I asked a couple of Mids about how they thought the sysem worked, I got answers that were very different. Midshipman Second Class James oleman said, "I believe the admissions proess works as well as one could. There are some things I disagree with, but they are

Your tax dollars at work: A focused Midshipman studies an intricate laser ex
sions process is excellent and in many case works well. However, I cannot understand why so many people have so much aca demic difficulty here when it really is not that difficult. Also, I cannot understand why the Academy recruits so strongly. I believe that sports and competition are a grea thing; however, our mission does not encompass creating Division I collegiate team and these teams are not essential to the de velopment of a naval officer...it is evident that many people come here to play sports. When asked why he came to the USNA Coleman responded, "My personal reason for coming to the USNA are twofold. First and foremost, $I$ wanted to become an ocean ographer. Second, a great deal of my deci sion to come here concerned character de velopment. This was something that would kick my butt. Most of the things that occu here are totally out of line with what I 'was, so I knew it would be quite a broadening experience." Midn. $2 / \mathrm{C}$ Deryk Petersen's re sponse to the question was somewhat dif ferent. "I believe that somewhere withi nearly everyone here...there is a sense of wanting to serve something beyond and higher than the self
Plebes face a very daunting challeng when they first arrive at the USNA. This challenge is Plebe Summer. It is a gruelin six-week ordeal whose point is, as Peterse put it, "...twofold: the first mission is to train civilians into military personnel, whic includes knowing how to wear a uniform, understanding naval lingo, learning about the Navy and the Academy learning discipline and followership, etc. The second pur pose is to place these young people unde intense physical and mental strain for six weeks in order to test their worth and al low for a great sense of accomplishment and pride in the institution. It gave me a great sense of accomplishment and belonging to a higher ideal. Another Mid said, Plebe summer is designed to give a new perspe tive on teamwork. It is designed to show the individual their own capabilities and limitations...you surprise yourself as to how much you can make it through, bu more importantly you learn the hard way that there is no way you can make it through in its entirety without a high degree teamwork." Plebes are put through phys
cal training and are educated in naval etiquette and history so that they are able to become fully functioning and capable members of the Brigade of Midshipmen and are able to contribute to the Academy as a whole.
After one becomes a member of the Brigade and the year begins, life doesn't get any easier for the Plebes. Plebe year is by far the hardest year to make it through. A typical day begins at 5:30 in the morning when Mids can get up for optional personal training; all Mids must be out of bed by 6:30. The day is filled with classes, formations, meals, athletics, drills and study time. Plebes must have lights out at 11:00 and upperclassmen must have lights out at midnight. Tradition is very important in the life of a Mid and the Academy. When I asked about this, Peterson said "Tradition is essential at the Naval Acad just as in or Naval Acadens ins other instituben thess women to hat I The fact that Imarchon the same parade field, wear ing the same uniform, chopping around the same halls, giving chow-calls at the same spots, and understanding everything that happens here just the same as Joe Smith from the class of 1898 creates an incredible sense of pride. These traditions are what makes the Academy quite different from any other school in the country or world. Coleman had a view much the same. "Tradition is a big part of the USNA experience, though in a real discrete fashion. The basis of this tradition concept is the ongoing reality that the person sitting across from you today in EE (electrical engineering) may die for you and your country tomorrow. Not only die, but die with all the honor and vir tue which accompanies such an ultimate sacrifice. It's the knowledge that thousands of graduates from this institution have faced just such a sacrifice that the sense of tradi tion is steeped in. This puts a lot into the subconscious.'

The Academy is a polar opposite to the Great Books Program, or so it seems to all of us here. The Academy has majors, elec tives, lecture-style classes, and professors, not tutors. For this reason I was, as I said before, interested in finding out what really goes on there, so I arranged to spend a day at the Academy in order to get a glimpse of
what it's like on the flip side
My alarm goes off at 6:30 am and as I et up I think, Crew doesn't start for another three weeks. What am I doing up so early?" I get ready for the day ahead and head over to the Naval Academy at 7:20. I arrive at Gate 3 and ask the Marine guard which way to the Public Affairs (P.A.) Of fice. He politely tells me that it is around the corner to my right and to use the side entrance. I thank him and head over to building. I find the office easily and am surprised to find six people already at work there. I am ten minutes early for my appointment so I sit down to start to re-read the assigned reading for the first class I am to attend. I was told to read Chapter 51 of Moby-Dick for a Moby-Dick "seminar." When was told this I thought, "This'll be intersting. I wonder what they consider a semiar?" At 7:45 on the button (military preciion) a woman enters the office and comes op to me and says, "You must be Andrew 'm Elizabeth Nice to metyou" Elizabeth a staff member of the PA .ffice deals with the media and she will be taking me to the first class I will be observing. She tells me that I will be attending class with Midn. Deryk Petersen, a friend of mine from high school whom I still see every so often, for the first period. We head over to the classroom and as we enter the building I see Deryk. He comes over and the three of us head to the class. I enter the room and am surprised to find myself facing a large ectangular table which has a little bit of a bow on the long sides. It is surrounded by ofor 1 ded dams No in do back d he chars bed in wicker chairs that I hing," as my roommate Tim Carney calls it. Deryk introduces me to the professor and ask him if I should sit at the side of the room, but he tells me that I should feel free to sit at the table and that my participation would be welcome. I am pleasantly surprised by this and the friendliness of the Mids in the class as they trickle into class and give me inquisitive looks and a couple of smiles. The class format has points simi har to the format we use but is differ

Taval Academy continued on page 10
ent in other aspects. The class begins with Midn. 1/C S.M. Massie presenting Chapter 51 to the 13 other Mids in the class and the professor. It is an interesting presentation of the material based on a symbolic and poetic analysis. In addition to using Moby-Dick Midn. Massie uses two other sources, on showing artist's interpretations of passages in Moby-Dick and the other explaining terms used in Melville's novel. In addition to pre senting one chapter, each of the Mids in the class is required to present another book in its entirety which influenced or was influ enced by Moby-Dick or Melville. There are small differences that I notice right away. Ev eryone has a standard edition of the text. Most people address each other by first names, there is a clock on the wall, and the class is a mixture of first (seniors) and sec ond (juniors) class Mids. As the class continues I begin to notice that there are few challenges to what people are saying in the class. The majority of the discussion is very laid back, a thing that I didn't expect from his class. I was expecting the Mids to have very spirited and confrontational conver sation because of how we often perceive the Mids: cocky and self-assured. There are points when this comes into play in the con versation, but the professor makes a refer ence to this during the class to guide them back to a more productive topic. He says, You all suffer from Midshipmen's Disease: What I think is right because I am a Mid." He then goes on to stress the fact that they should question their beliefs and their cerainty that answers exist.
When we leave Deryk takes me to see the Mid Store. It is an incredible combina tion of bookstore, clothier, sporting goods store, electronics store, mini-mart, and jewelry store. I am amazed by what a Mid could buy in the store: anything including tents, ennis rackets, stereos, computers, uniforms, civilian clothes, North Face jackets, shoes including Nikes, Tevas, Dr. Martens, CDs, books, scuba gear, food, school supplies, and jewelry, including anything from rings and necklaces to Rolexes.
After seeing most of the store Deryk heads over to play tennis and I make my way ver to the place where I map way 10
ther members of the class if they can answer the questions. After most of the questions are answered the professor divides us up into two groups and asks each group to consider one question and then present it to the class. My group has question three and the Commander tells me that I nd the Comman am to e the group spokesm. Itis really too bad discussing question two cause the guys in my group, Coleman, Smiley, and Cox, had prepped me so that I would actually be able to answer the question intelligently and use the acronyms like a pro.

After class ends, we head over the next class I am to attend, Thermodynamics of Marine Engineering Systems. James just calls it steam lab. This class is basically a lecture on gas turbine engines and despite the fact that the Mids behind us say this was boring, I find it interesting, probably because the professor reminds me of my high school chemistry teacher and the class deals with the derivation of an equation, for a gas turbine engine's efficiency, something we deal with a little here at St. John's. As the professor explains the derivation, he fields questions from some of the students as to why he has done certain things or to explain a step again or in more depth. At one point in the class I look down at my watch and it is 11:04. I realized that on any other Thursday I would be getting out of bed about now. Class ends with the group doing a problem using what they had derived during the period.

At this point James and I head over the the P.A. Office where we are supposed to stop before we go to lunch. There we meet an intern for the office, Zoe, and we all head over to lunch, which I am looking forward to. I have been told that the USNA dining hall serves fantastic food. When we arrive Deryk comes over and James departs and we head down into the dining hall and to Deryk's table. You enter the hall by going down a staircase that comes out at the head of a As I walked down the stairs I of a I As I 11 stairs I saw an immense hall appear mayb abour "Wo Thi think, "Wow! This place is huge!" This sen timent last only as long as it takes me to get Naval Academy, continued on page 16

## HISTORIA

## THE ACADEMY'S ATTEMPT TO TAKE OVER ST. JOHN'S

In 1945, the U.S. Naval Academy made its most serious attempt to take over the St. John's College campus. Their plan was to acquire the campus, tear down all the buildings, fill in College Creek, and build dormitories and playing fields for the Midshipmen. The issue was taken up by the U.S. Congress, and the Senate Committee on Naval Affairs held hearings to decide on the suitability of acquiring St. John's. It was eventually decided that there were other ways for the Academy to expand. Perhaps the most eloquent piece of testimony at the hearings was that of Andrew Witwer, A'44, one of the returning veterans. [This text, and the following, is taken from "A Complete and Generous Education": 300 Years of Liberal Arts at St. John's College in Annapolis, by Emily A. Murphy.]

Will all of you observe that I am not only a veteran of the war in Europe but that, in addition, I am a student at St. John's Col lege in Annapolis, Maryland?
This request is made since, at a previous hearing, there was apparently some doub as to whether or not I or anyone like m ever existed. Last year I could have unde stood this point of view. At that time m continued existence was certainly open to great deal of doubt.
To question it now is carrying the joke too far.

Should anyone, who can't see me today or my friends who are returning with each new day, should any such person want to argue that I don't exist or that my additio to St. John's College is still short of som magical number, let him be reminded tha in a State such as ours we pride ourselves no more in the practice of a rule by the majority than in recognition of the rights of the minority; that, moreover, it is not our custom to judge of the merits or demerits of a cause by counting the hands raised in support or opposition of that cause. To be very blunt, God spared a city for the sake of a single good man.
I have heard it said that St. John's Col lege has been offered and may again be of fered what is imagined to be just compen sation for its halls and campus. I have hear it said that we should be overjoyed at the prospect of being able to establish a new campus; overjoyed at the prospect of being able to erect new and more elegant build ings.

Gentlemen, can these words be those of any serious men?
Overjoyed? I was annoyed when couldn't get my old room back. When walk by my old classroom, I wish I could be
studying there. Why? Because I
lot in it. Made many friends in it.
ot in it. Made many friends in it.
One veteran told me that he wouldn't have returned to college if it had moved. First, my existence is doubted. Now I'm supposed to be overjoyed at the prospect of a new home.

Are veterans the only people in this whole wide world who know anything about a home? More than anything elsesee Mauldin and Ernie Pyle on this-we have wanted to come home.
None of us went off to war in order that we might return and find the place where we had begun to learn about a free society was being moved out from under us. A soldier in Europe puts it this way: "There are many things that absence teaches us about our country-not all of them admirable-but the important thing is that our lives are wrapped in and around it and life stays pretty much at a standstill so long as it is uprooted from its perma nent setting."
Those of us who are returning to St John's College know this only too well. Our lives have been uprooted. We've been cooling our heels, so to speak, since the war began. Our heels are near enough to the freez ing point already to make us very uncomfortable. We'd like to warm ourselves at the home fire. We'd like to reestablish our roots. We most certainly do not desire to do thi in a foreign soil, amongst foreign surround ings.
l's a unique kind of home, too. It's the home in which we became men and put away childish things. This is its purpose: to make men out of children by means of the arts and sciences. And while a college is not the only place in which we may become the only place in which we may become
this and this alone.
The significance of a liberal arts college, that is, of a college which pursues the arts of freedom, is this: That it, and it alone of all institutions, deliberately sets for itself the task of teaching men how to live in a free society such as ours.
It is for such institutions that men do go to war. It is through the lack of such instiutions that men make war.
And if such a college has been long in a place, if its halls are ancient and its traditions long honored, it will be a better and neasier place in which to learn. This we instinctively realize in many cases, as do the English in honoring Oxford and Cambridge. The deeper its roots, the older its traditions, the firmer its foundations. Uproot a tree, nd who can predict how well it will grow in foreign soil? Can anyone, indeed, guarntee that it will not die?
This is more than a mere question of some property. This is the question of the twin brothers who cannot live without one another. These twins guarantee the continuance of our rights: the one, the tate by offering these rights to us, and , bl ollege, by off to and the other, the college, by ofring us the theng to accept then and to wse then well. The state promises us that we may use them, the college shows us how to use them.
In war we are sometimes forced to sus pend certain rights and privileges. We suspend, but we do not destroy. We suspend only that we may, with greater swiftness, resume our threatened rights and privileges. And our twins are our guarantee that they will be resumed.
There can be no national necessity which hreatens the very foundations of the state itself.

## SPORTS WIRE

WRITTEN BY ROBERT GAMBILL, '01

The regular season of basketball is com- would follow them until the final minutes ing to a close, and with this Wednesday's game between the Druids and the Greenwaves, there are two possible outcomes for the season. If the Druids take the win, then the Waves will finish in second place and the Guardians take the championship. If the Green, however, win their fi nal season game, there will be a championship game between the Guardians and the Waves. Wednesday night is pivotal to the season, so no matter where you stand on the issue, you should probably come to this game.

Guardians advance bia for championship in consecutive wins this week

The Guardians took on the Druids on Wednesday in their first of two games this week, and while the Maroon A squads ended up outpacing the Gold, B team was again shown as the place where the game are being won and lost. The Guardians have consistency on B. In almost every game, more than six separate players score in the first and third periods, and true to form, the Guardians took a three point advantage in the opening period from the Druids.
In the second quarter, the Druids put together an amazing collective team effort. Five Maroon players scored five or more points, but Ben Closs was leading his team with fourteen. For the Guardians, it was John Swann and Curtis Wilkerson who combined for their team's entire thirty-one points. At the half, the Druids possessed a one-point lead.
Charged up by their lead, the Druid B team took the court to extend, but once again were held back by the tough defense of the Guardians. Dan Villiers scored seven of twelve for the Maroon, while Tim Carney and Lance Lusk each added six of their own for the Gold. The Guardians edged the Druids by seven in the third period, and produced the six point lead that
would follow them until the final minutes of the game. The final quarter was watched with bated breath by both benches, as every basket seemed to spell doom or salvation for each team. While the Druids came alive again to take the period from the Guardians, the six points were only reduced to four by the final buzzer, and the elated Guardians seized the important victory 100-96.

Second half of Guardian double-header ends Hustler season on low note

The Hustlers, who struggled all season, came out one last time to play the Guardans, who have moved through their season ike a steamroller. Both teams showed up in strength as always, but this contest followed a simple pattern that lead to what seemed to be a rather inevitable conclusion. Fouling trouble moved the Guardians to the line in the bonus in every period, which only helped to solidify their lead. In the end the Gold took the win, $88-54$.
A solid first period from Febbie Joe Deeken gave the Guardians seven of sixteen, as the Hustlers fell behind in the initial quarter by four. The Curtis Wilkerson, John Swann combination was as potent as ever, these two combining for twenty-one of twenty-five, moving to extend the lead to ourteen at the half.
The Guardian B team again showed their team's strength in variety, as six players scored for a total of nineteen to the Hustler ten. The fourth quarter allowed the paint to dry on this game, which ground to a halt as the Golden A team took the period twenty-five to twelve. With this win, the Guardians took first place and concluded their regular season at seven wins and one loss. Now they wait to see how the Waves perform on Wednesday against the redoubtable Druids, for the season will require a tie-breaker should the Green be triumphant

Greenwaves maneuver past Sparta, show hunger for Guardian challenge

The Greenwaves, whose only loss came from the Guardians, took charge late Sunday, determined to lengthen the season by one game. While the Spartans fought hard all season, taking two wins in tough games, the Waves washed once more on the shores of the Peloponnese and put up a trophy.

Green took a commanding lead on $B$ to open the game. While Ryan Simpson scored eight of twelve for the Blue, Dave Jennings and Thad Finlayson, another power combihation of Johnnie Basketball, hit sixteen of enty five, and established a thisten point dve, If testab $G$ en ain dvantage. If the Guardians can spread it A, when B, the Greenwaves makeit so on , wen evy wam body on the court has least one bucket. Another eight points made the Green lead nineteen, which they would hold to until the final period.
In the third, the Waves moved deliberately but effectively, playing sound defense while adding slowly to their lead. Mr. jennings hit eight of sixteen, to move the Greenwaves ahead by another four. For the final period, Sparta put together some runs, that put this match on edge at times, slowly losing the gap Green had established. The Waves held together and kept the ponts far wen llowing time to the points far ororable cous Santos Dorsey and nexp Knapp were in charge of the attempted comeback with nineteen of twenty-seven points. Even though the Blue bested the Waves by eleven in the final quarter, a wenty-three point lead is hard to beat, and the Waves took the win 81-69.

Post-Spring Break Sports Update
So, you want to know what our illustrious athletics department has planned for your bodies and souls after a delightful break

SportsWire, continued on page 13

## A. D. N OTES

In my mind, Michael Jordan is the epitome of the peaceful warrior. Day in and day out, he has endured more punishment than any other layer in the league, but he rarely shows any sign of anger. Once he was upended by Detroit'sfront line on his way to the basket and brutally nemmed to the floor. It was a malicious hit that could have caused serious damage, and I expected Michael to be fuming. But he wasn't. During the timeout that followed, I asked him f he was feeling frustrated. "No," he replied with at shrug, "I know they're going to do that when I'm in there."
-from Sacred Hoops, by Phil Jackson
In this past week's one-on-one basketball ournament, J.J. reigned supreme in the men's A team division, Mr. Villiers won the men's B team division, and Miss Gibbs won the women's part of the tourney
Don't forget that the final basketbal tournament will be held this Wednesday afternoon: the three on three. Sign up in the gym.

This in from special Tuesday afternoon women's sports correspondent Ms. Knutson:
"What a close, exciting game! The first half left the Amazons up 16-8. While both teams played great Dee, the Amazons were strong on passing and quick on preventing

SportsWire, continued from page 12
from both the academic year and the grey winter? The Handball season will resume but this time in the green fields of back cam pus. Will the Druids put a rubber stamp on the season, or is there a giant-killer in our midst? For those whose appetites have only been whetted for basketball, there will be some more tournaments, comprised of newly selected teams after the break. Crew Season also moves outdoors again, so if you find that you hear the water calling you, bringing to mind the days when you were once a micro-organism, floating in the seas of organic soup, wondering what dry land would be like, set your alarm for $5: 50 \mathrm{am}$ and return to nature.
was simple yet effective--more shots take equals more points scored. In the second half, Misses Scroggs and Martonffy turned up the heat on the offense for the Maenads, scoring 12 and 13 points respectively Also of note were Christoforides, Feliciano and Killoran, who were great on defense. The Maenads could have torn the victory from the jaws of the Amazons, but these factor worked against them: Miss Lyons's pow erful drives, the agility of Kopar and Gibbs in positioning themselves for shots and rebounds, and the great play of the Febbie frosh phenom Miss Bell who scored 10 points today. The final score was 31-27."
More on the fine Miss Bell: for her great series of games of late, Miss Bell is named Athlete of the Week
The Hustlers won the volleyball tourna ment this past weekend. Kudos to the fol lowing Redmen in their victory: Mssrs. Travis, Zweig, Schoener, Holbrook, Goree Larson and... First one to me with the nam of the fine Hustler volleyball player who have failed to mention goes to Pizza Express on me.
And this in from special Friday afternoon women's sports correspondent, Mr. Villiers. "It seems every Friday now the women's
basketball games get closer and more in ense. What is it about these games that almost every week brings it to a nail-biting overtime? It is, I believe an impressive desire to win, a competitiveness seldom seen in intramural sports. Last Friday the temple became a battlefield with the Nymphs in combat with the Furies. The first half saw both teams desperately trying to get point on the board but they weren't coming. The defense on both teams were good but the offense failed to pass cleverly and sensibly

$$
\text { making the score } 9-9
$$

It was the second half that showed Miss Van Luchene to be one of the best women's basketball players on campus. Her outside shots are consistent, he passes are fast, and her drives through th defense to the board show confidence and an awe-inspiring desire to win. Miss Van Luchene scored 18 points in the second half. Also scoring 18 points for the Furies was Miss Page. The Nymphs won in double overtime, 41-35,

The Guardians outlasted the Druids this past week in another exciting Wednesday night game. One of the reasons the Guard ians are tied for first is the fine play game game out of Mr. Carney. For his fine sea son, Mr. Carney is named Athlete of the Week.

## The Score Box: Feb. 16-Feb. 22

## Men's Basketball Scores

## Guardians vo Huids Guardians vs. Hustler

Waves vs. Spartans $\quad$| 81 |
| :--- |

Women's Basketball Scores

## Nymphs vs. Furies - 41-3

Men
Me

|  |
| :---: |
|  |  |
|  |  |
|  |  |
|  |  |

12 THE GADF́LY - FEBRUARY 24, 1998

## IIIE BIIZ

by Valerie Pawlewicz, Student Activities Finally, the tickets you've been asking about are on sale! I have ten tickets to Mozart's Don Giovanni performed by the Washington Opera at the Kennedy Center on Wednesday, March 25 at 8 pm . The pol ity van leaves Chase-Stone parking lot at 6:30 sharp. Tickets are $\$ 30$ (reduced from \$57). This should be an exceptional event To be one of the lucky ten, send your check, made out to "St. John's College," to me Valerie Pawlewicz, via campus mail.
There are lots of Spring Break shuttles to choose from. On Friday, Feb ruary 27, the van leaves Chase-Stone park ing lot at $8 \mathrm{am}, 10 \mathrm{am}, 12$ noon, 2 pm and 5 pm . For the January Freshfolk-who do NOT have Friday classses-the van will leave on Friday, March 6 at $8 \mathrm{am}, 10 \mathrm{am}$, 12 noon. (The Director of Residence, Cora Sterling may schedule mo shuttles for you; call her office for details. All student pickups are on Sunday, March $15: 1 \mathrm{pm}, 3 \mathrm{pm}, 5 \mathrm{pm}$ and 8 pm . Space limited! Reserve ahead by calling Valeri P. (x2554). Reserved students have first priority on seating.

There's a lot waiting for you when you get back. Be prepared to attend $S_{t}$ Mathew's Passion at the National Cathedral in Washington, dance to the hottest local salsa band-The Rumba right here on campus, picnic at an elegant steeple chase, and, of course, take more trips to DC. Enjoy your well-deserved vacation.

## S.C.I. MINUTES

by Deirdre O'Shea, '98
Present at last Tuesday's meeting of your Student Committee on Instruction were freshman representative Ms. Reitz, sopho more representatives Messrs. Carney and Glodek, junior representatives Messrs. Davidoff and Soejoto, senior representatives Ms. O'Shea, Messrs. Pomarole and Robertson, and co-chairs Ms. Lutz and Mr. Sothern.
Last Sunday's Kafka seminar was postponed. Please join us for Josephine the Singer at $7: 30 \mathrm{pm}$ in Room 33 of McDowell on Sun day, February 22 to discuss this story in the Hunger Artist series. After spring break Mr Zuckerman hopes to lead one discussion on all of the stories in this series; attendance of previous S.C.I. sponsored Kafka seminars is not a prerequisite.

Plans are in progress for the third annual Plato in the Springtime. Suggestions ar welcome for both tutors and dialogues (Mr. Pomarole would like to mention that spu rious and marginalized texts will take pre cedence in his vote.)

We discussed plans to approach the D.C for a standing fund of $\$ 500$ dollars per semester in order to sponsor the All College Seminar, various study groups, and guerilla seminars. Any unspent money would be returned to the D.C. at the end of the term, and all books bought by the S.C.I. would become property of the library for future study groups and general use by the com munity. This would free study groups from filing charters, the D.C. from entertaining their requests, the S.C.I. from remaining in debt and both committees from further worry about S.C.I. funding. This discussion was followed by a few words on what the purpose of the S.C.I. might be (as perceived by its members) and a review of our charter. More on this next week
Also on the agenda for next week: tracking for junior language tutorials based on French proficiency Mr Glodek will present. As with all M, Godek will present As whet y your S.C.I., you are welcome
discussion


To all people interested in writing cover stories for the Gadfly, we will be having a short meeting to discuss cover stories for the period following Spring Break in the Gadfly office (across the hall from the Computer Lab in Pinkney Hall) on Wednesday, February 25, at 12:30 pm. Don't miss out on the fun.

HAPPENINGS

| TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Women's Basketball 4:15 A vM | 3 v 3 Tourney 4:00 Gym | c.l. MASTER'S ESSAYS DUE | SPRING BREAK begins-No class | SPRING Break | SPRING BREAK |
| Math Assistance 4-9 McDowell 12 | Men's Basketball 7:30 DvW | Men's Basketball 10:30 pm GvW (if necessary) |  |  |  |
| Writing Assistance 7:30-10:30 C.S. | Fireciders 3:45 Coffee Shop | (don't miss it) |  |  |  |

## announcements

Final Algebra Exam

Mr. Sageng has informed me that the final algebra examination for the 1997-98 academic year will be given in late April or early May.

If you would like to practice for the examination, please come to the Office of the Registrar and pick up an old test.

## Nancy R. Lewis, Registrar

## Campbell Common Room available

The St. John's Switchboard announces the Campbell common room is once again open and available for student use. We thank the residents of Campbell for their patience during the installation of the new phone system

Nan Dunn, Switchboard Supervisor

Spring Break Santa Fe Waltz Party
The St. John's Waltz Committee is pleased to announce that, for the first time in our history, we are going to cross campuses and bring the Good News of Swing to our tribe in the wilds of New Mexico. The party will be held in Santa Fe on Thursday, March 5th at 10:00 pm or so. Any Annapolitans who find themselves in the area are more than welcome to attend!

Christopher Gillen, Waltz Archon

## Have a great Spring Brea

Since we don't have room to make a huge ad, we at the Gadfly urge you all to relax and have a great Spring Break. The year is almost over; you're in the home stretch. The next issue of the Gadfly will come out on March 24. Articles are due on March 20.

ST. JOHN'S COLLEGE PRINT SHOP

XEROXES $7 申$
$8.5 \times 11$ White Paper For Personal copying

For All Students and the COLLEGE COMMUNITY

Senior Oral Exams
held in the King William Room of the Barr-Buchanan Center

## TUESDAY, FEBRUARY 24

11:45 Daniel Wood
An Essay on the Permanence and Flexibility of the U.S. Constitution Comber/Braithwaite/Berns

3:45 Thomas Tandaric
Worldly Goods and
Aristotelian Philosophy
May/Umphrey/Renaut
5:00 Nathan Sherrard Intricacies of War: An Examination of Impulses Toward Conflict in Thucydides and the lliad Comenetz/M. Flaumenhaft/Grenke

## WEDNESDAY, FEBRUARY 25

11:45 Lura Groen
11:45 Lura Groen
Our Hands in Aslan's Mane:
Beyond Intellect in The Chronicles of Narnia
Tuck/Blettner/Maistrellis

## 3:45 Marjorie Truman

A Collection and Division of Parts:
Unfolding the Mysteries of Speech in the Phaedrus
Buchenauer/G. Berns/Gu
5:00 William Sothern Karl Marx: Economics and Revolution Datchev/Sterling/H. Flaumenhat

## THURSDAY, FEBRUARY 26

11:45 Sarah Vinson
A Reflection on Eliot's Contention
of Personal Strength
Locke/Dink/Frank
3:45 Alexandra Mudd Scales of Blood: Violence and Justice in the Oresteia Lenkowski/Page/Silver

# THE GADFLY 

St. John's College

P.O. Box 2800

Annapolis, MD 21404-2800

## AlumniChat, continued from page 5

niors who have not yet submitted, of course.)

This year, Valerie Whiting, the yearbook editor, and I, the yearbook "adviser," agreed to revive the century-old name and go back to calling it the Rat-Tat, despite the lack of a military flavor to our pursuits these days. (And despite the discouraging word in last week's Gadfly, we've had mostly positive feedback.) Ms Whiting has a vast store of yearbook experience, having labored upon her high school book, and from what I've seen so far, the 1998 Rat-Tat will be as fine and comprehensive as its 1898 counterpart. Lots less solemn, though.

Quo vadis, yearbook? Hey, you tell me. One of the possibilities on the horizon is that the yearbook will wriggle free of the heavy hand of the Alumni Office, and begin life as an independent student publication, like the Gadfly. Perhaps we'll weary of the hardcover books, which will continue to rise in price, and seek a less expensive (though less dignified) format again. Maybe we'll return to the art of English prose. I hope, in any case, that we never fall into yearbook hiatus again-I enjoyed the spirit of the dark years, but I'm sorry we don't have some annual student product from that time. Mr Pickens and I were in freshman seminar together, but sometimes I feel I'd have to see it to believe it.

Naval Academy, continued from page 10
to the bottom of the staircase, when I realize that the hall is much larger than it appeared. There are two other wings of the hall, forming the top of the $T$, which are each the equal of the first part I saw. I am seated with ten mids and Zoe at a large table. Someone makes an announcement and the Brigade stands at attention. An admiral then begins to address the hall, but starts by telling everyone to be seated. As the admiral speaks, the Mids begin to eat soup and make sandwiches, waiting for lunch to be served. The admiral talks about the need for the U.S. Navy presence in the Persian Gulf and the "maritime presence" being a "power projection" and "deterrent" to the Iraqis. After he finishes speaking, people begin to hustle about serving food to the Brigade. Today's meal is corn dogs, vegetable soup, baked beans, juice, milk, and sandwich material. The food is really good and a change of pace from what we usually get here. There is a constant chatter coming from everywhere. As the meal starts to slow down, a first classman at my table begins to grill two Plebes on their knowledge of torpedoes, questions which the Plebes answer with surprising speed and accuracy. A bell sounds and people start to get up to leave and I ask Deryk if everyone starts and ends at the same time, but he says no, that after that last bell, about ten minutes into
the meal, anyone is free to leave. We finish and Deryk and I walk Zoe back to the P.A. Office and sit down by Gate 3 and talk about getting together over the weekend.

As Deryk and I parted, I headed back to school thinking that the USNA is really not as strange a place as most of us seem to think it is and I hope that by my being there the Mids saw that we Johnnies are not as bizarre as we may appear to those outside of the Program.
$B \iota \beta \lambda \iota o \mu \alpha v i \alpha$, continued from page 7
In the mean time, Buchanan had returned from Oxford and had finished his Ph.D. at Harvard in 1924. After teaching for a year at the College of the City of New York, he became assistant director of the People's Institute at Cooper Union, also in New York.

Also at the People's Institute was a lecturer who had recently returned from studying medieval philosophy and medieval education in Paris. He was dividing his time between teaching at Columbia and lecturing and leading discussions at the People's Institute. He was Richard McKeon. We will pick up the string where he takes us after Spring Break.

Today's writing was compiled from John Erskine's My Life as a Teacher, and available at the bookstore, J. Winfree Smith's A Search for the Liberal College.

## Olives

Mediterranean Market Delicatessen<br>1912 Forest Drive (at Chinquapin Rd.) Annapolis<br>Phone 410-263-1011 Fax 410-263-1012

Our market delicatessen carries Grecian, Italian, Armenian, Lebanese, and other European products. We also have a variety of cheeses, meats, olives, coffees, and home-made salads and luscious desserts. Stop in today and check out our tasteful and healthy Mediterranean specials. We probably have what you've been looking for. We also cater special events. Monday: closed. Tues-day-Friday: 10-7. Saturday: 9-6. Sunday: 12-5.


