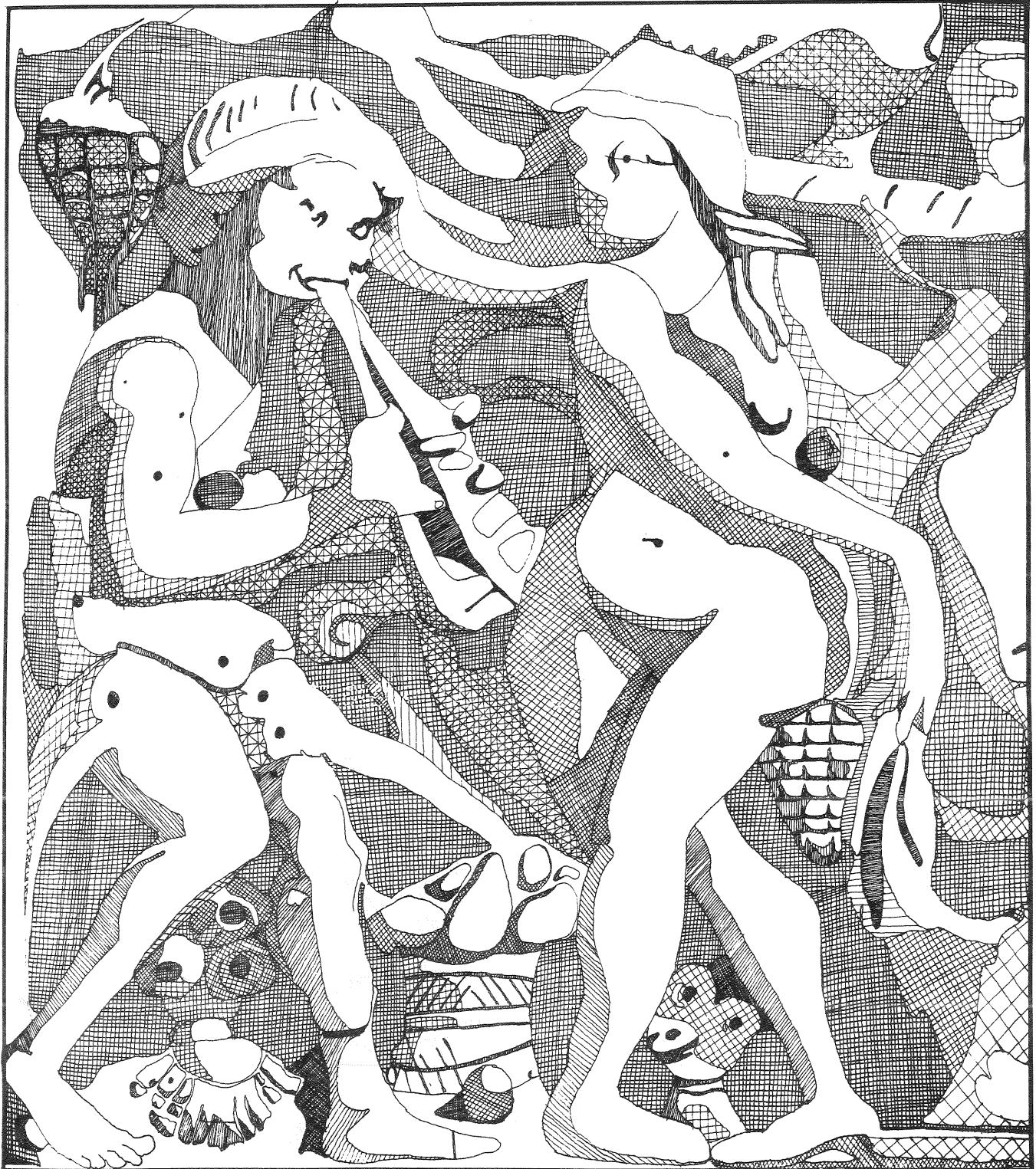


The Gadfly

St. John's College Independent Biweekly

Annapolis, Maryland



Student Lecture Series

by Chuk Beshar '86

This year's student lectures will be delivered by Lyndsey Wyman '86, Bernie Langan '87, and Dari Doorandish '88.

Ms. Wyman will begin the series on Wednesday, April 2, with her lecture on "Memories of the Middle East". Ms. Wyman was born in Beirut, Lebanon, and lived in various countries of the Middle East until the age of 18, when she moved to the United States. A daughter of a Foreign Service officer who is an expert on Arabic Affairs, Ms. Wyman aspires to a career in International Relations and Analysis. She plans to live in Spain for a year or so after she graduates, prior to beginning graduate work.

The second lecture, "On Sensory Deprivation" by Mr. Langan, will be on the night of April 16. The lecture, which was inspired by the writings of scientist John Lilly, is a result of research Mr. Langan conducted while he was a Biology major at the Fairfield University in Connecticut for two years, before he transferred to St.

John's. Besides his work on sensory deprivation, Mr. Langan has also done research on hypnosis. After graduating, Mr. Langan hopes to enter medical school and pursue a career in Psychiatry.

The final lecture will be "A Voice Made Between Iran and America", given by Mr. Doorandish on the night of April 30. He will speak of various experiences he had as a result of his bi-cultural upbringing. Born of an Iranian father and an American mother, Mr. Doorandish

lived in Iran until the age of 11 when his family moved to the United States. Mr. Doorandish is particularly interested in the way different audiences consider the voice of a speaker. He feels that it is of great importance for an audience to understand "where the speaker, performer, writer, is coming from."

The lectures will all begin at 8:30 pm in the Great Hall. Each half-hour talk will be followed by refreshments and a question period.



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Health News

by Marilyn Mylander

Cardio-pulmonary resuscitation (C.P.R.) classes will be held at the Annapolis Recreation Center from 7-10 pm every Wednesday evening in April. The Annapolis Center is located across from the Hilton Hotel, about 5 or 6 blocks from campus. If you are interested I urge you to take advantage of this course. C.P.R. classes will not be offered on campus this year.

The classes are free. They are co-sponsored by the Annapolis Recreation and Parks Department and the Stroh's Brewing Co., and are offered in conjunction with the American Heart Association. Pre-registration is required, since class size is limited. You can learn C.P.R. in one evening. To register or for more information call 263-7958.



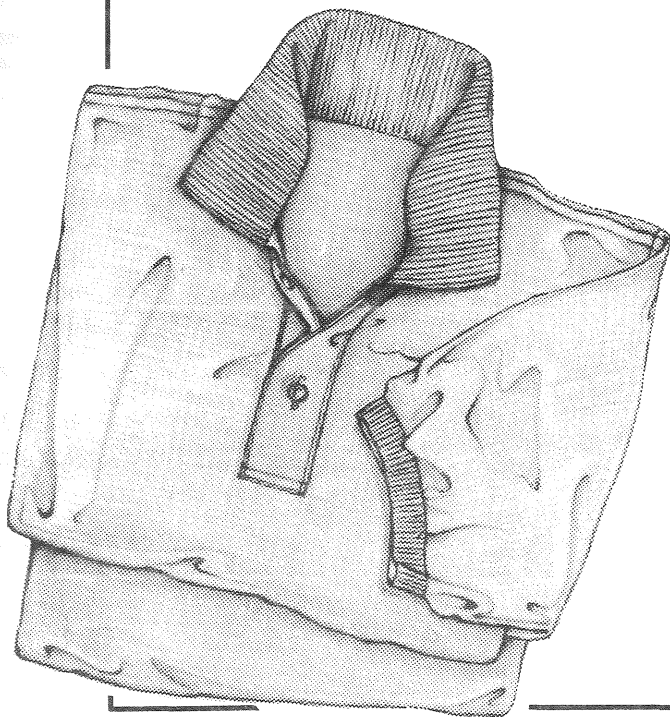
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Dear Editor:

I would like to comment on a few items in Miss deMare's "News" article on the campus visit of Mr. George McGovern.

My first point concerns Miss deMare's assertion that: "Even after the press had left the room, the press-conference atmosphere prevailed despite students' attempts to hold a conversation with Mr. McGovern." This seems to imply that Mr. McGovern was either reticent or evasive with his answers. But this simply was not the case at all. It should be noted, too, that there was a student who continued to shoot a camera during the entire luncheon. Perhaps this is what was meant by "press-conference atmosphere."

Miss deMare's observation that Mr. McGovern, "launched upon a seemingly canned speech about the benefits of racial diversity for a community," is quite skewed. I found it hard to believe that we were at the same luncheon when I read such conclusions as: "there was no true discussion"; Mr. McGovern was "Following the stereotype of 'politician'" by not offering "direct answers to the concerns we voiced"; and finally, "Most of the students left the luncheon disheartened with a candidate they had been prepared to accept." Miss deMare's article was not news reporting, and should have been placed on the Editorial pages.

Mr. McGovern's answers were frank — witness his discussion of the Santa Fe campus — and often displayed a good sense of humor, (something which helped to offset the effects of the cameras.) The conclusion that students were "disheartened" was certainly not manifest in their discussion with the Search Committee. Mr. McGovern generally received a high grade from students and was named as a second choice (after the overwhelming favorite, Mr. Dyall) by half of them.

I think that Miss deMare's article would have been at home on an op-ed or editorial page, but to

try to pass it off as "news" serves only to mislead the St. John's community.

Dan Schoos

Dear Editor:

This letter is written in response to Mr. Gelfand's letter of the March 4th Gadfly about George McGovern. I will not use this space to refute Mr. Gelfand's comments, because the superficiality of those comments do not warrant it. His characterization of Mr. Govern as leftist, and his continued assertion that he is a "symbol of far-left politics" evinces not only a gross lack of knowledge of McGovern's political career, but also, and more importantly, a startlingly glib acceptance of the propaganda of today. The distorted political stereotypes of the day are, of course, shaped by those in power, and the political bent of those in power today positively is right-wing. People with radical rightist beliefs are in the positions of greatest power today in America, but their only political opposition, that is, their only meaningful opposition, is not the left but liberal (and one must think about this word) and conservative (also another word to think about) politicians and groups. Mr. McGovern falls into this group of liberal and conservative politicians who oppose the current rightist agenda. Any fears of Mr. Gelfand's that St. John's will become a haven for leftists I find absolutely fantastic. Any real leftist, I think, could find few

points of common ground with George McGovern. The true political risk that St. John's runs if McGovern becomes its president, is discrimination from rightist groups that have distorted people like McGovern to fit the stereotypical mold of their own political purposes. Alas, Mr. Gelfand's "left" is non-existent as a political force in America; there is no American left-wing. Unfortunately, anybody who believes that the United States shouldn't be trying to overthrow the Nicaraguan government, or that civil rights legislation should be enforced, or that it is the responsibility of the government of a country to provide basic necessities for the millions who live below the poverty line, stand far to the "left" of Ronald Reagan (and, incidentally, our own right-wing college president, Ed Delattre). St. John's students are not responsible to comment on every new story that appears in the paper or on television, in fact almost all of us here are absolutely unqualified to do so, but we are required, for our own sake, in the desire to be free-thinkers in all areas, to examine the propaganda and opinions of the day before we swallow them.

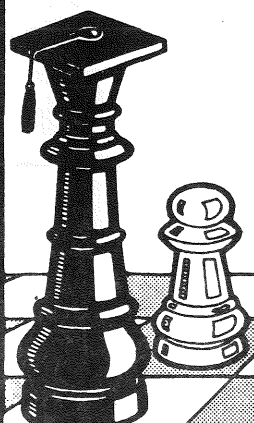
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Our movies are cheap

by Melissa Mead '86

Need a break from your essay? Come see James Cagney at his best in The Public Enemy. The plot is simple: bad boy turns worse. Along the way he meets Jean Harlow, with whom he eventually parts (but not before the famous "grapefruit in the kisser" scene).

Also showing this weekend (Friday/Sunday) is Last Year at Marienbad, a deservedly acclaimed beautiful and puzzling film. A woman meets a man at an old-fashioned spa — has she met him before, and did they have an affair as the woman insists?

Next week two fascinating films will be shown, one of them a prediction of the future mad just prior to World War II, the other a funny and horrifying look at what the world became just a few years after that war.

On Friday and Sunday, Things to Come ambitiously tells the fate of the world after the second "war to end all wars." Made in 1936,

the movie looks 100 years into the future to 2036 and the first rocketship to the moon. Although the predictions are wildly wrong, it is an imaginative, engrossing film.

On Saturday and Sunday, The Atomic Cafe, looks at the attempts made by the government and the media to "educate" the public about the atomic bomb through newsreel footage and specially made films. Newsclips of Burt the Turtle teaching children to "duck and cover" when they see the flash of the A-bomb, of school children preparing bomb shelter provisions in home economics class, and of an army chaplain proclaiming the detonation of an atomic bomb "one of the most beautiful sights ever seen by man," are just a few of the many film-clips which comprise this look at the mark made on society by the bomb and our government during the 1940s and '50s. The Atomic Cafe has been highly acclaimed and is not to be missed.

Film schedule

Last Year at Marienbad

April 4-Friday 11:15 pm

April 6-Sunday 3:15 pm

The Public Enemy

April 5-Saturday 8:15 pm

Things to Come

April 11-Friday 11:15 pm

April 13-Sunday 3:15 pm

The Atomic Cafe (\$2.00, sorry)

April 12-Saturday 8:15 pm

April 13-Sunday 8:15 pm

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In praise of observational biology

by Jon Lenkowski

The biology sequence of our freshman laboratory runs just under one semester long. With a very few reservations, I believe that, despite long-standing criticisms of various sorts --- or perhaps just because of them --- this class in "observational biology" has established itself now as something of a success.

Although it is philosophically-minded, this is not a class in the "philosophy of science;" for our primary interest is observational, rather than meta-theoretical. This is a laboratory, in which much time is devoted to work with one's hands (dissecting, e. g.); and our readings, though thoughtful and discursive (they all attempt to persuade the reader by argument --- a far cry from the "we know" tone of most contemporary textbooks and other literature in the natural sciences), are meant to direct our observation and to help us reflect on this activity in the laboratory.

Although our authors are read more or less chronologically, this is also not a class in the "history of science": we don't read them for their "historical" significance, but rather for their intrinsic significance. To read them merely as past is to assume in advance something about their intrinsic worth. This constitutes a prejudice no less unacceptable than a theoretical one.

It is rather remarkable in this day and age to offer a biology laboratory class that begins with Aristotle's Parts of Animals and De Anima, centers around other "dated" authors such as Harvey and Driesch, and deliberately omits (or minimizes) any discussion of genetics, molecular biology and evolution (these are reserved for the senior year where, for many reasons, their inclusion makes more sense). Yet I believe it to be just this which is by and large responsible for its success. The omission of these sciences, which have come to dominate the field of biology completely, may at first glance seem perverse and anachronistic. No so. The deliberate decision to construct the laboratory in just this way is the result of the necessity of confronting the problem of where and how to begin in biology; and it reflects the conviction, I grown out of this confrontation, that the study of living organisms must be primarily observational, not theoretical. I would like to give an account, as I understand it, of why this conviction is held, of what follows from the decision to give priority to observation, and of what problems arise therefrom.

I can think of two reasons for holding this conviction. First, it is the natural consequence of the attempt to remain free from a commitment to a particular theoretical view of what it means to be a living organism and of what mode of explanation is most suitable to the primary phenomena of living beings; it is the refusal to prejudice these questions in advance; it is the attempt to permit these questions to remain open questions.

A way of seeing what is bound up with this insistence on a biology which is free from theoretical prejudice --- observational biology --- is by contrast with what is called "research," at least as that word is used in English. We are not engaged in "research" in this

laboratory because we don't begin with a set of questions or problems already formulated. We have, on the contrary, the hope and the expectation that the observation of living things will itself form questions in us; that questions will arise naturally out of our observations, in such a way that observation will itself become investigation. The studies of the flight of birds carried out by Leonardo da Vinci, and those of Giovanni Borelli, are good examples of this; for the anatomical studies take their clue directly from the painstakingly careful observations of the primary phenomena (morphology, movement and behavior), and remain fully rooted in them (it is said, perhaps not incidentally, of Leonardo, that he was able to see details of birds' movements not seen again until the invention of the slow-motion camera --- dare we aspire to such care and precision in our own observing?). We ought to insist on this freedom from theoretical prejudice, from accepting a set of "research" questions and problems already formulated, from closing the book on what constitutes "being alive": in the same way that we think there to be no definitive or authoritative understanding or interpretation of the books we read, so must we come to think that there is no definitive or authoritative understanding or interpretation of living things, no definitive statement of what it is we ought to see or look for. It is in this sense that our study of living things transcends what textbooks tell us about them. I wonder if this isn't one sense in which the phrase "the book of nature" might be justified for us, whatever sense that phrase was originally intended to have.

The second reason for giving priority to observation has to do with the question of adequate preparation. Our primary biological experience is with whole organisms, our own selves and other organisms of all sorts. The jump from this experience to that theoretical underpinning which genetics or molecular biology would claim to provide is enormous; and I cannot find, in my primary experience, any motivation for making it. The turn to the sub-cellular world is, after all, the turn away from anything that is recognizably alive. Although we all know, in an everyday sort of way, what it means to be alive, we don't thereby have that kind of experience of those "higher" activities of organisms which would make us look beneath them to the cell in the first place; nor do we have the experience of cell-activity which would make us look beneath the cell. Such moves require a preparation.

I am reminded of Aristotle's claim that young men can't reason well about ethical or political matters, not because of their youth, but because of lack of experience. I wonder if this may not also be true of questions in the live sciences. Despite our presumption to be able to negotiate and deal thoughtfully with such things as the controversy between mechanism and vitalism, perhaps we ordinarily do so glibly --- though without knowing this about ourselves. Perhaps here too we are really essentially incapable of thinking well about living things unless we are in possession of that experience which alone would make that possible. And experience of the living world, like experience of the human political world, is

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something we can deceive ourselves into believing we already possess. This can be expressed in yet another way: All theoretical formulations, all systematizations, of living phenomena must, if they are to have validity, be based upon a certain range of "experience" of those living phenomena --- an experience which we cannot simply presume to possess already.

Thus, the first goal of a class in observational biology should be to provide us with that experience --- or at least with the means of acquiring that experience for ourselves --- on whose basis alone any theoretical discussions which we might undertake would first acquire their legitimacy. This is in no way intended to denigrate theory. It is, however, to try to constrain theory to be ever-mindful of its roots. Theory begins in observation and must remain guided by those phenomena which are its origin. Thus Hans Driesch:

It is form particularly which can be said to occupy the very center of biological interest; at least it furnishes the foundation of all biology.... The science of living forms, later on, will afford us a key to study metabolism proper...." (H. Driesch, The Science & Philosophy of the Organism, AMS Press, 1929. P. 7)

But where does all this caution and refraining leave us? The immediate practical result of our refusal to be simply told what's what, or where to look, or what to look for, by any authority, is to be thrown back onto our own resources and powers of observation. But this is not as hopeless as it sounds. After all, in our reading, we come to pride ourselves, not on our ability to give a definitive interpretation of a book, but much more on our having habituated ourselves to a care in noticing things, especially important things. As we come to gain the habit of noticing things in texts, so should we, in a laboratory in observational biology, come to acquire the habit of careful observation --- i.e., of noticing things in natural beings and natural phenomena, and in nature generally. Perhaps skilled reading and skilled observation have this in common --- viz., that they strive to allow nothing to escape notice.

But if theory is to yield in this way to observation, that observation must attempt to become insightful and responsible observation. And this presents a certain difficulty, since it suggests nothing less than that the eye must become educated. This, means, initially, that we have to be weaned away from our native presumption that observation is a natural ability. We have to come to see it as a skill which must be acquired. To educate the eye means to come to acquire the power of observation. We must be persuaded that the eye has to be educated.

But where does one turn in order to educate the eye? How can one come to learn how to observe? Although this question does not admit of any simple and straightforward answer, we can nevertheless be shown examples of skilled observation --- much as we can be shown examples of thought-fulness. Whether or not we are able to benefit from these examples may depend upon whether we are more like the slave-boy or more like Meno.

In the case of observation, moreover, we have active recourse to something which can help us significantly toward the acquisition of this skill --- viz., drawing. According to one account, the German botanist, Julius von Sachs, customarily told his laboratory students at Wurzburg that "what one has not drawn, one has not seen." (A. Arber, The Mind and the Eye, Cambridge U. P. 1954. P. 121). Artists likewise insist that to learn to draw is to learn to see (cf. e.g. John Ruskin's Preface to his Elements of Drawing, Dover. P. 13; cf. also pp. 27-28). And the Swiss zoologist, Adolf Portmann, in his semi-autobiographical book, An den Grenzen des Wissens (Vienna 1974), traces his remarkable career in zoology to his boyhood love of drawing animals. What is it that drawing reveals? What do we acquire thereby which we wouldn't otherwise have? And what exactly does it contribute to sight? These are difficult questions, but not altogether without parallel. We do, after all, raise similar questions about the role construction plays in a mathematical proof --- and here too we are not satisfied with merely attending to the figure on the page in front of us, but find it necessary to reconstruct for ourselves the figure with our own hand. Though why this should be so may

remain something of a mystery, it does nevertheless seem that the hand and the eye working hand-in-hand reveal and accomplish more than the eye working alone, and that increasing care in the one produces increasing care in the other. I will return to this interplay of eye and hand shortly; but as to the question of how one learns to observe; it looks as though increased care in observation is produced by the activity itself. Here more really does mean better.

A laboratory in observational biology should therefore aim as much at developing this skill in observation as at studying animals. Indeed, for a biology which is observational, the two seem inseparable. Only in a biology which is observational do the education of our understanding --- scientific education --- and the education of our sensibility --- aesthetic education --- coincide. I can think of all sorts of ways in which the benefits of this coincidence are transferred elsewhere. I cannot, e.g., imagine that our reading of the Seminar books is not enhanced by this.

What does it mean to "observe" something? What are we doing when we are "observing" living beings? Observation is the eye's way of studying something. It could perhaps be called "visual study." but it's not only the eye that is involved. We are also invited to inspect the object with our hands, to handle it, to turn it this way and that (though this is surely easier to do with something that used to be alive). Here the hand works in concert with the eye, and the observation is enriched. This is why the laboratory centers around the "practicals," and includes as many as possible --- and of the right sort --- without becoming either superficial or overambitious.

This is not at all intended to minimize the importance of the books and papers we read --- though the readings are chosen primarily with an eye toward how they might help us to better see what we're looking at, rather than simply as authorities of one kind or another. I have always thought that a very special high point of this laboratory is the dissection of the sheep's heart while reading Harvey's Motion of the Heart and Blood: While we follow his arguments, we are at the same time examining the heart and discovering for ourselves the structure of the tricuspid and mitral valves, the variable thickness of the walls of the different chambers, the differentiation of muscle tissue according to texture and striation --- all clues to the differentiation of function, and evidence for the path of the blood's motion. Perhaps this is the kind of unity of eye, mind and hand we should aspire to in all parts of our laboratory program.

What do we do, then when we observe or study an object? - if not let the object inform us in its own ways and in its own good time. This means that, if we are to become good observers, we must strive to free ourselves from theoretical and other conceptual biases and expectations to which the object would thereby from the outset have to conform. This goal is a viable one even if it should turn out - and there are very good reasons to suspect this - that there is, strictly speaking, no such thing as completely neutral (theory-free) observation, that we can never be entirely passive in our observation. But to strive for this goal is to believe that things will thereby reveal themselves to our scrutiny in ways not open to us if we approach them with any theoretical expectations. We have to linger with the object and let ourselves become familiar with it; observation means long, patient examination of single objects, of individuals (think of those artists who, in preparing to execute a painting, undertake numerous, painstaking sketches - "studies" - of the very same single object). To observe is to remain in this posture of openness to the object and its ways; it is to strive to be receptive to its every aspect; it is to strive to allow nothing to escape notice.

How is it that one comes to notice something? It seems unlikely that there could be any sort of "method" for learning this skill. Even seasoned observers get surprised. I've not seen a better account of the bitterness which accompanies noticing something for the first time, than that given by the English botanist, Agnes Arber:

"Every biologist must be able to confirm from his own

8—Special report

experience that perception depends upon preparedness of mind, as well as on actual visual impressions. As a trivial instance, the writer may recall having been acquainted with Queen-Anne's-Lace (*Anthriscus sylvestris* Hofm.) for half a century, without noticing that the pattern of its growth is such that the main axis almost invariably terminates in a reduced inflorescence, which, in association with the grouping of the lateral shoots below it, gives the plant a highly distinctive facies. When that visual fact had at least succeeded in forcing its way into the mind, any plant that came under observation was found to show this salient feature so strikingly as to leave the observer bewildered and humiliated at having been totally blind to it year after year." (A. Arber, *The mind & the Eye*, Cambridge U.P. 1954. p. 117) But, while there is no method for acquiring this skill, its acquisition does seem to depend completely on long, patient examination of individuals. What happens here? Perhaps it's just that the longer one remains with a certain object, the features which first seize one's attention become so familiar that attention ceases to focus on them and they simply yield to subtler aspects. Perhaps what goes on is less scrutable than that. In any case, it seems clear that only by lingering with objects in this way can one expect a pay-off. June Goodfield (*An Imagined World: A Story of Scientific Discovery*, N.Y. Harper, 1981) tells the story of a woman training in immunology who was given the task of examining slides of mouse tissue. With patience and persistence she looked at those same slide through a microscope for months, and then suddenly came to discover two quite distinct populations of lymphocytes, related to two different regions of the spleen and lymph nodes. Although those mouse tissues had been seen by countless observers before she came along, no one had ever noticed this distinction before, though it was plainly there for anyone to see. This discovery gave rise to an entire career in immunology research, for it generated a whole new constellation of questions - such as why and how the lymphocytes sort themselves out into specific locations and organs. It was the observation itself which generated these questions, and which therefore naturally turned into "research". Observation itself

became investigation."

While these two examples show something of the inscrutable side of the ability to notice things, they also point up how coextensive the cultivation of this care in noticing is with the acquisition of the power of observation.

I began by arguing for observational biology on the grounds that it alone answers the question of where and how to begin in biology. Does our own laboratory live up to this? It does, but there are still matters which need further attention. The primary phenomena of animals are their form and their behavior. Our laboratory should probably come more to terms with the very important distinction between those animals which present themselves to sight and those which do not. Perhaps our study of form, and perhaps even our study of morphogenesis, would be greatly affected by thinking through this distinction.

Let me return finally to my claim that this laboratory ought to provide us with a certain kind of experience, or at least with the means of acquiring it. As it now stands, we don't do enough actual observation of living animals. For two reasons, however, this doesn't trouble me as greatly as it might: First, the authors we read present us with first-rate models of observation. Think, e.g., of how Tinbergen and Lorenz are able to distinguish the subtleties of the aggressive behavior of the stickleback into specifically different mating, feeding and nesting aggression. Or think of Portmann's exposition of the difference between cryptic and sematic form-production. We're not just being given information: we're being shown how to look and notice. With not too much effort we can follow their example. Secondly, what we actually do in the laboratory ought to be seen as only a beginning. If the laboratory is successful, it will have either awakened or heightened a love of looking at animals and wondering about them; and, along with giving us such models of observation, it will have made this activity become simply a part of our lives. If the laboratory accomplishes this, it has succeeded in giving us the means of acquiring for ourselves that range of experience of living phenomena which is the foundation of biology.

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Dyal, Riccards chosen; McGovern, Santa Fe jilted

by Chris Sturr '89

The Board of Visitors and Governors came out officially with their final choice of presidents for the two campuses on March 9. Most members of the college community have heard that William Dyal was chosen for the Annapolis campus, and Michael Riccards was chosen for Santa Fe, but few have heard about some interesting events which lead up to the choices.

First, at the meeting of the board on March 9 there was considerable debate about the choice of a president for the Annapolis campus. George McGovern had reportedly been very popular among both the faculty of the Annapolis campus and many Board members.

John Dendahl, President of the Board of Visitors and Governors, told me in a telephone interview that although there was support for Mr. McGovern in both the faculty and the Board, "the support Mr. McGovern enjoyed in the faculty was of a different sort than that in the Board." He explained that many people on the Board, including himself, thought that Mr. McGovern would be a boon to the College, that he is highly regarded and has obvious leadership ability. Others, however, felt that he failed the criteria the Board had set for the president. A third group, Mr. Dendahl said, thought that it would be a serious mistake to elect someone who is "prominently aligned with a political position, whether right, left, or center." I guess you even have to look out for extreme moderates.

Douglas Allenbrook, who was present at the Dallas meeting, told me that, going into the meeting, the Search Committee favored McGovern for the Annapolis campus. (Traditionally, the Board accepts whatever choice the Search Committee might recommend.) He said, however, that there was an "organized effort" in the days before the Dallas meeting by a "neo-con-

servative branch" of the Board to defeat Mr. McGovern in the Board's final vote. As a result, Mr. McGovern was rejected in favor of Mr. Dyal by two-thirds of the Board in what Mr. Dendahl called a "tough call."

Mr. Allenbrook also remarked that while there was much debate about Mr. McGovern and his liberalism, the vote for Mr. Dyal went through without discussion. In fact, said Mr. Allenbrook, Mr. Dyal is every bit as liberal as Mr. McGovern.

Many people may also not have heard that George Packard was offered the presidency of the Santa Fe campus, but declined for "personal reasons."

As reported in the March 4th issue of the Cadfly, students were told at a luncheon that Mr. Packard had asked to be considered only for the Santa Fe campus. At the meeting with the students that night, Mr. Packard told me that he had been "steered" that way, when I asked him why he preferred Santa Fe.

Mr. Dendahl, who lives in Santa Fe, told me that Mr. Packard's visit there (after his visit to Annapolis) was very successful and that he seemed enthusiastic about the campus.

Whether Mr. Packard chose Santa Fe or was "steered" that way, all this makes his rejection of the offer of the Santa Fe presidency more perplexing. Mr. Packard was unavailable for comment at his office at the School for Advanced International Studies before press-time.

I asked Mr. Dendahl two questions about the process of presidential selections for the two campuses.

First, did the Board find itself limited at all in the choices it could make for the president of Santa Fe? Messrs. McGovern and Dyal themselves asked not to be considered for Santa Fe, so after

Mr. Packard rejected the offer only two candidates, Mr. Riccards and Claire Gaudiani, were left to be considered for Santa Fe. Two problems could have arisen: the two remaining could have declined the offer or the two remaining could have appeared less desirable after their visit than they did on paper.

Mr. Dendahl answered the latter problem by pointing out that the choice wasn't limited in any adverse way, since the Search Committee was originally told by the Board to come up with a short list of candidates "any one of whom the Search Committee considered qualified to be president of either campus."

Second, Mr. Packard was one of the favorites of the faculty in Annapolis, and while he rejected the offer of the presidency in Santa Fe, he might well have accepted the offer of the Annapolis presidency if he had not been considered especially for Santa Fe. Notwithstanding the surprise of Mr. Packard's rejection of the offer, and the fine character of Mr. Dyal, who was chosen, was Annapolis cheated out of consideration of Mr. Packard? Mr. Dendahl told me that although he knew that Mr. Packard was a favorite of the Annapolis faculty, "this aspect was not presented to the Board."

It seems, however, that all of the problems above could have been solved if there had been separate search pools, one for each campus. The question may be academic, however, since the College may never have to find two presidents at once again.

The members of the college community should be pleased with the two new presidents and their fine records. We also have high hopes for good relations between the presidents and the faculty and students. But one wonders whether potential difficulties in the selection of presidents could have been avoided.

Marathon Alert:

Our annual Marathon Relay is coming up soon: Saturday, April 12, at 1:30. This is a team competition, but you can earn individual (blazer) points, depending on how well your team does, and how many laps you run. The laps are 1/2 mile for men and 1/4 mile for women.

Since this will be my "last" marathon, it has been suggested that the situation calls for some sort of meaningful, symbolic act on my part ... perhaps an opening 15 minutes speech on the virtues of physical fitness. However, doing is better than talking, so I shall run (jog? walk?) a preliminary starter lap. When my laps is completed, the race will begin. This means that the start will be delayed a few minutes, perhaps 5 or 6, maybe 10. You won't want to miss this dramatic opening event.

Women's

by Roberta Rusch

Volleyball

March 5: Maenads - 3, Nymphs - 2; 16-14, 11-15, 10-15, 15-10, 15-13. The intrepid Nymph team of Msses Jacobs, Updike, Harriss, and Townsend took on the Maenads one last time, hoping to repeat their triumphant Feb. 21 upset, but the Maenads (in the persons of Msses Davidson, Pantalone, Halkett, Orlin, Breuer, and O'Malley) persevered. But what a climactic game! It could have gone either way. The Nymphs won honor, and the Maenads won the season.

Volleyball Final Standings

	W	L	Pts
Maenads	11	1	34
Furies	6	6	24
Nymphs	6	6	23
Amazons	1	11	13

Softball

Now that spring is most evidently upon us, we have the honor, privilege, and responsibility to play the game of games, the sport of sports, the pasttime of past-times. Welcome to Softball, that

most congenial of athletic pursuits. How better to enjoy these blessedly mild afternoons?

March 26: Nymphs - 27, Maenads - 9 After an enthusiastic acappella rendition of the national anthem by the assembled host, the first ball was thrown out by His Deanship Mr. Duskow, and we tackled the business of opening the season. The Maenads were a little shorthanded, which made it kind of tough in the field; and the Nymphs were batting up a storm; Ms. DiGiovanni, Ms. Townsend, and Ms. Duvoisin, batting at the top of the order, all went 5 for 5.

March 28: Furies - 21, Nymphs - 6. This time it was the Furies who were shorthanded, but they didn't let that get in their way. Their pitchers, Ms. Mooney and Ms. Farias, cooled down those hot Nymph bats, which was a good thing, considering they only had 2 outfielders and 2 infielders. The Furies turned in 5 home runs: 2 from each pitcher, and 1 from Ms. Rico. Things looked like they might take a sudden turn for the worse when one of the faithful few Furies had to leave in the bottom of the 4th, but Miss Leonard stepped in to play first, where she made a couple of key put-outs, and she went 2 for 2 at the plate.

Mention simply must be made of the stylish approach that the Nymphs have the good taste to take to Softball. It's too early to anticipate the end of the season balloting, but it's our suspicion that a certain Nymph is once again sitting pretty when it comes to the Ms. Softball Fashion 1986 title.

March 29: Maenads-22, Amazons-17. An enthusiastically played slugfest. Except for the 4th inning, whose scorelessness was marred only by a 2 RBI home-run by Ms. Davidson, we had a lot of batting all the way through the order, due to both some mediocre fielding on both sides (but hey, it's the first week of the season) and some legitimate good hitting by both as well. (The scores would have been even higher if either team had subscribed to the Mary Anderson school of baserunning, but things were pretty

low-key.)

Softball Standings

	W	L	Pts
Nymphs	1	1	4
Maenads	1	1	4
Furies	1	0	3
Amazons	0	1	1

Schedule

- April 2, 4:15 — Furies - Amazons
- April 4, 4:15 — Maenads - Furies
- April 5, 3:00 — Nymphs - Amazons
- April 9, 4:15 — Furies - Nymphs
- April 11 4:15 — Amazons - Maenads
- April 12 3:30 — WOMENS MARATHON

Men's

by Bryce Jacobsen

Softball

March 27: Hustlers-11, Guardians-8. After 3 innings it was 8-5, Guardians. But the Guardians were shut out thereafter, and the Hustlers kept accumulating more runs to take our season's opener.

Offensive leaders were Mr. C. Beckman, who gained 10 bases and caused no outs, and Mr. Mattingly, who achieved 7 bases with no outs, Mr. Shaughnessy and Mr. Yancey made classy cameo appearances, each clouting a homer in his single time at bat — hard to top that.

35 players showed up! Very good Druids-11, Spartans-7. After 3 innings it was 9-1, Druids. The Spartans chipped away at this gap, but time ran out on them. For the Spartans, Messrs. Heimann, Hefferman, Suh, Lavery, and Masters did well at the plate and on the bases. For the Druids, it was Messrs. Dillard, Chang, Adams, Demajistre, and Empie. Mr. Eggleston made a classy cameo appearance, clouting a homer in his single time at bat — hard to top that.

37 players showed up! Very good March 29: Guardians-24, Greenwaves-19. In the early part of this game the Guardians had a lot of trouble getting people out looked like they were playing volleyball some-times. So the Waves built up a big lead. But then in the 5th inning the Waves were smitten with a horrid case of fielding jitters, allowing the Guardians to score 14

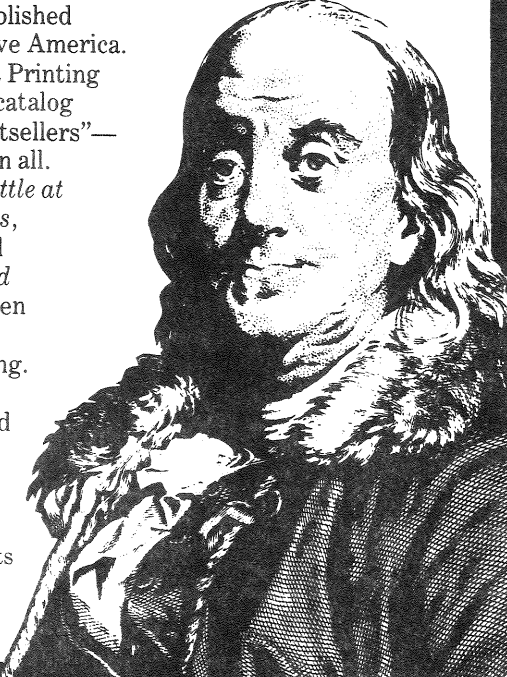
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 runs, and win the ball game.

People whose bases exceeded their outs by at least 4 were Messrs. Weiss, Anderson, Jackson, O'Flahavan, Duvoisin, Elliott, Dink, Kalinauskas, Lowther, Madhu, and Mattingly.

Softball Standings:

	W	L	Pts
Hustlers	1	0	3
Druids	1	0	3
Guardians	1	1	4
Spartans	0	1	1
Greenwaves	0	1	1

Upcoming Schedule

Softball

- April 3, 2:45: Guardians-Druids
 4:15: Greenwaves-Hustlers
- April 5, 1:30: Greenwaves-Druids
- April 8, 4:15: Guardians-Spartans
- April 10 2:45: Hustlers-Druids
 4:15: Greenwaves-Spartans
- April 15 4:15: Guardians-Hustlers

Marathon Relay

Saturday, April 12, 1:30 pm

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U.S. Department of Health & Human Services

TEST YOUR KNOWLEDGE.

Q: How many of the people who died of lung
cancer last year were smokers?

A. 25%
B. 40%
C. 60%
D. 80%



QUITTING. IT COULD BE
THE TEST OF YOUR LIFE.

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