

# The MOONfly

The St. John's College Student Magazine  
Annapolis Edition

Annapolis, Maryland & Santa Fe, New Mexico  
March 28, 1995

A man of two campuses.





# Dear Gadfly readers, Smoking Ban Ignites Campus

-Kate Feld

Welcome, once again, to The MOONfly. As you should know by now, The MOONfly is your bi-campus publication, written by the staffs of the Santa Fe NOOMOON and Annapolis' The Gadfly. This issue was written and compiled on the Santa Fe campus during the Annapolis spring break. What you have in your hot little hand, however, is the Annapolis expanded version which includes additional material, previously unreleased. Enjoy!

I would like to thank everyone who took the time to answer the poll through campus mail last issue. This includes even those clever bastards who took a stack of polls and tried to make it look like a large constituency was interested in Crosswords, Cryptographs, and naked pictures of Tony Cole.

One thing that we heard from lots of people is that we should print more overheard. We agree, but we can't have overheard if no one overhears anything. So send your overheard through campus mail, email (gadfly@sjca.edu), or give them to a staffer.

As you will soon see, Jim and Jon have changed the format of their beloved column for a second time. They will be interviewing interesting people in our community. Get it while it's hot on page 8.

We received many helpful ideas from the community poll, and we thank you all for your continuing support.

Nathan D. Jongewaard  
Editor-in-Chief

As of yesterday, March 27, no smoking is permitted in any of the college buildings, in accordance with a new state regulation banning smoking in the workplace. At a campus where 48% of the student body smokes (see graph), there is no denying that this ban will have an effect on many students, tutors and employees.

The new law prohibits smoking in an enclosed workplace. Clearly, this applies to smoker haunts such as the coffee shop, the dining hall, and FSK. There shall be no smoking at any time in these locations. There is a great deal of confusion, however, about whether or not this ban applies to college dormitories, since they are not specifically addressed in the regulation's definition of an enclosed workplace. But a cautious interpretation of this regulation would include dorms as an "indoor work area," since both Housekeeping and Maintenance employees work in the dorms. Does it mean that students will not be allowed to legally smoke in their dorm rooms?

"Many schools have asked this question," said Assistant Dean Anita Kronsberg, "and until we get clarification we have to read the law this way." She explained that smoking in the dormitories would be regulated on a spot-check basis. "There are residents in the dorms and, if non-smokers who are offended complain, we'll have to do something about it." Exactly what the penalty would be for smoking in one's dorm room has not yet been determined.

Most students, smokers and non-smokers alike, seem to feel that prohibiting all smoking in the dormitories is extreme. Alice Brown, '95, an ex-smoker, commented, "There is a distinction between your room and the hall. The hall is a place where employees work, and your room is private." Says Heather Lockhart, '95, "If I knew I couldn't have smoked in my room I would not have lived on campus."

Imam Sawez, '95, a non-smoker, added: "I thought having non-smoking halls would be sufficient."

Before Monday, the campus had three dormitory halls where smoking was not permitted: the second floors of Pinkney, Campbell, and Humphries.

Bill Bolan, '95, a non-smoker, has lived on a hall with smokers and says, "I'm asthmatic - I'd be the first to complain, but it has never really bothered me."

Kristen Byrne, '95, specifically requested a non-smoking hall because the smell of smoke on her hall last year bothered her occasionally, but she thinks a campuswide ban on smoking is too radical.

"I think that people should have the right to smoke in their dorm rooms. The smell of smoke really bothers me, but I don't mind the smoking section of the dining hall because I couldn't smell it where I ate." She added that the fact that there would be smoking at campus parties had never prevented her from attending.

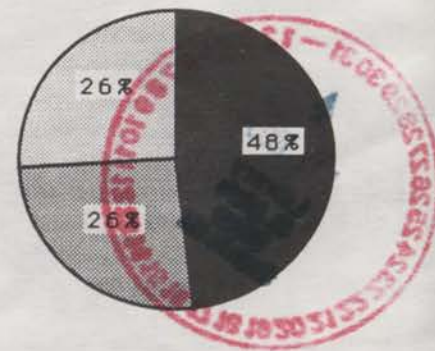
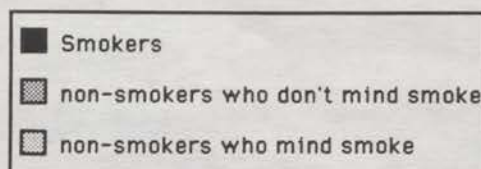
*continued on the next page*

## CONTENTS

-A.D. NOTES P.4  
-TWO CAMPUS DILEMMA P.5  
-WOMEN AT ST. JOHN'S PP.6-7  
-SENIOR READINGS P.7  
-PEOPLE IN THE NEIGHBORHOOD WITH JIM AND JON P.8  
-OPINION P.9  
-ANNOUNCEMENTS P.11  
-PROFILE: MR. BLUE

## 1994 Gadfly Smoking Poll

Information collected from 94% of last year's student body. Compiled by John Williams, this chart originally appeared in the February 22, 1994 issue of The Gadfly.





"Every pub I've ever been to had smoke - you get used to it," she said.

Most smokers are upset about the prospect of not being able to smoke at future parties, including this weekend's Lola's, where the cigarette girls have always lent a certain air to the festivities. John Gallagher of Marriott confirmed that the smoking ban in the dining hall extends to include after-hours events. As for enforcing the ban in the dining hall, the Marriott employees will see that the rule is obeyed, and multiple offenders will be sent to the assistant deans for discipline. Mr. Gallagher added, "The health department will make checks, and if we didn't enforce the law we'd be fined."

The regulation gives strict guidelines for establishing a "designated smoking area." Among other specifications, this area is required to have ventilation system that exhausts air directly to the outside, and limited openings to adjacent workspaces. There is a possibility of setting up a few designated smoking areas on campus, but probably not in the near future.

"We are looking into that question," Ms. Kronsberg commented. "We feel that there should be common areas where smoking is permitted. A lot of the common areas could be vented."

The Campus Planning Committee will be considering this matter, and if any students are interested in being involved with the committee they may see Ms. Kronsberg for details.

In the old days at St. John's it was rare to find a student who didn't smoke, according to some of our tutors. Most of the tutors smoked as well, and a perpetual fog of smoke lingered in the classrooms, where smoking was permitted - and exercised - at all times. In the freshman seminar one pondered the "eidos of the ashtray" rather than the "eidos of the table." The cigarette and all its accoutrements accompanied the Johnnie through four years of classroom dialectic.

Gabe Pihas, a '93 graduate, told The Gadfly, "This was always the smoking college, and it made sense because of our angst. Angst is the reason we should smoke."

But, gradually, the college's attitude has changed. President Nelson reflects, "Over time smoking was restricted more and more, generally in response to news of its harmful effects - but the campus has never taken the position that smoking should be banned entirely."

## Seminars in the Mist: Should the Program Be Abolished?

-Steve Pearson

Well, most of us probably would say NO, since if we thought YES we probably wouldn't be here. So at the Guerrilla Seminar held on March 1, in Santa Fe, hosted by the Student Instruction Committee, the question was rephrased thus: Given the college's aim to provide "a genuinely conceived liberal arts curriculum" as stated in the introduction to the college catalog, is the program effective? This is not, by the way, a question posed by a bunch of pretentious malcontents; according to Daniel Flaumenhaft, the consideration of this question was the original aim of Scott Buchanan when he started Polity.

Ten students gathered to address this question. The conversation spent large amounts of time on three issues: secondary sources, the role of tutors, and the Language Tutorial. Several students

thought that the discussion of great books could be better if we had more lectures and general summaries of each book (perhaps a Seminar Manual written by tutors) that could provide us with a brief outline of the main ideas we should be seeing in the books. Other students felt that by not having these materials, we understand the material better than students at other colleges who are told what the authors are saying. It was suggested that any secondary sources would have to be analyzed as closely as the primary texts if we are to be sure that they are trustworthy; this would necessitate cuts in the reading list as it now stands. Also, it was asked just how important it is that students always get the point of the readings; might it not be better to allow people the possibility of missing "the big picture," since a student who honestly misses "the point" has still entered the conversation and perhaps can make a case that "the point" is not really in the text?

Some of the students felt that the program could be more effective if the tutors were more active in guiding the discussion. The problems this would solve ranged from students who missed the main ideas of a text to students who don't prepare for class but talk anyway to

students who never learn how to work together. Most of us agreed that good tutors do in fact reduce these problems; we have all experienced the difference in a class when a tutor knows the material, rides the students to get their work done, and provides an example of how to discuss the text that we can begin to use ourselves. But are these necessarily the qualities of a good tutor? A case could be made that we would get more out of having a tutor who is not comfortable with the material, who assumes that we should be responsible for finding our own initiative to do the work,

and who has difficulty discussing the material, since in all of these cases we have to do more work. Of course no one would advocate preventing tutors from teaching in their own fields; these objections were meant merely

**Given the college's aim to provide "a genuinely conceived liberal arts curriculum" as stated in the introduction to the college catalog, is the program effective?**

to make us question our own assumptions about how much we should rely upon the tutor. A tutor with whom I discussed this issue said that students seem to expect more from the tutors than they used to, that they seem to have no longer the "we're all in this together approach."

The last part of the seminar centered around the perennially problematic Language Tutorial. One student said that this was the class that felt the least like the description in the catalog. Most of us agreed that we could not understand how the tutorial trained us "in the means of precise communication." Some students wanted us to read more about linguistics and theories of communication, while others felt that we needed to learn Greek and French better in order to understand the grammatical questions raised by a close reading of the texts. Many students felt that their classmates spend the first year-and-a-half waiting to be done with Greek. Liking the language was a very important part of the tutorial, they also said, and while it in some ways seems counter to the St. John's approach to say that students need to like the material, it does make sense that the

*continued on page 12*



# A.D. Notes .....

"Never sacrifice work to appearance; but of course style is effect, and honest hard work will give true style eventually."

—Steve Fairbairn, British Rowing Coach

The following is the text of Eva Brann's Temple Iglehart lecture given at the tip off of the first intercampus basketball game:

We are witnessing tonight a wonderful, a marvelous sight. Before I can tell you what we are seeing, I must tell you who we are.

Some campuses belong to the same system, usually one flagship campus and many lesser schools. Some campuses consider themselves sister schools, colleges that have some set of common features. We, the St. John's College campuses, are twins, but not mere twins, not even mere identical twins: we are Siamese twins.

So we are seeing the incredible sight of a bunch of Siamese twins playing ball with each other. What a picture: Each offensive and defensive pair is welded together, by a bond to be broken only by the most drastic surgery.

But, you may say, as does the reference work I carefully consulted, and which I quote: "Basketball is theoretically not a body contact sport." What, under the physical conditions I have asked you to envision, happens to the whole system of personal fouls, the common, double or multiple fouls given for "pushing, pulling, bumping, holding, tripping, charging." Siamese twins are either fouling all the time or never. Very confusing!

So let me put tonight's game back in the realm of the possible. We are Siamese twins in spirit—not two souls in one body but one soul in numerous pairs of bodies.

Now for such creatures as we are, Santa

Fe and Annapolis together, one in heart and mind, with a lot of heart and immense amounts of mind, in short, one community and that a community of the intellect—for us basketball does

seem to be the right emblematic sport, the sport of minds in bodies.

For one thing, as my print-out on fouls implies, basketball has a theory, and that suits us as a school in general. Next the theory demands the separation of bodies, and that element, in its generalized version (you might call it the off-court personal foul theory), suits the assistant deans in particular. And finally, the game implies a deep and wise theory of body in general, a theory worthy of Iglehart, the temple dedicated to the wisely regulated conduct of the body, and to its grand lecture series "On the Body" that I have the honor to continue tonight.

This universalized theory of basketball begins by taking into account Newton's third law, the law of reoli: that bodies coming together in violence, or—Newton implies in a long lost scholium—in love, come apart with equal and reciprocal force. The wisdom of basketball says: Keep a mannerly distance, lest you foul up your life and lose its points. A body engaged in a worthwhile game keeps a controlled distance, for the most part.

Next, basketball teaches you not to hold on too tightly to the world, for that is quite obviously what the ball represents. You can't run with it. You have to dribble and pass. The physical sphere is not ours to possess and hold on to. And finally, the basket itself is a great symbol. You shoot or slam the ball; the net holds it momentarily and then, it turns out, there's no bottom. The basketball basket is bottomless. It doesn't collect the balls for the scoring team to take

home. No, you use the same ball over and over, and you collect nothing but honor. The work and play of the body, the ball in the bottomless basket says, are boundless and non-cumulative. The gain belongs only to the spirit.

In truth, a marvelous game with remarkable players: Johnnies who have come to play against each other in order to be with each other!

And this from the Fencing Club:

The two weekends before break the fencing team had away tournaments, including the conference championships in Newark, NJ. Fourteen colleges and universities competed in one day of very intense fencing after being divided into three pools. In A foil fenced Wiz Fewtrell who won a couple bouts in the lions den, and in B foil fenced Darren Gardner who performed well, winning half his matches. In A épée Richard Schmechel came away with an even record, Emily Murphy in B épée earned a chocolate cake from Army, and Mike Goree in C épée did well, yet accidentally broke (safely) a blade on his opponent's neck! Jeremiah James unfortunately had a minor injury in B sabre and Aidan Kellehur was nearly shut out in A sabre amid stiff competition. The sabrists had saved the day the week before, though, and the team overall came in thirteenth—edging over Lafayette despite our many forfeits. The team's collegiate competition is over for the year, but we are still practicing for local tournaments.

Athlete of the Week honors go to Mike Gaffney for the men for his super Bee Team play on his March Madness team. Ditto for Heidi Grossenbacher, Athlete of the Week for the women.

Attention Everyone:

You may now send letters, articles, opinions, overheard, etc. to  
*The Gadfly* via email.

Our address is: [gadfly@sjca.edu](mailto:gadfly@sjca.edu)



## Spring Break Firsts: Bi-campus Seminar, Basketball Game

—Christy MacElroy with Elizabeth Trice

For the first time ever, students from St. John's two campuses have come together during Spring Break to have a Bi-Campus All-College Seminar, and a basketball game.

The seminar was held on March 7 as part of a visit to the Santa Fe campus that fifteen Annapolis students made during their spring break. At 4:30, Tuesday afternoon, eight Annapolis and ten Santa Fe students met in ESL Rm.109 to cuss and discuss over Flannery O'Connor's short story "Everything That Rises Must Converge". The reading was chosen by members of the womens' literature study group, and (my thanks, ladies) it was blessedly short. Since the length was not a burden on anyone's schedule, the profitable conversation flowed freely and a good time was had by all. The plot told the story of the most important day in the life of a young man who can't stand his mother. When she more-or-less dies that day his true emotions are revealed.

The dynamics of the discussion were unremarkable and therefore remarkable. That is, despite the fact that our campuses are very different and very far apart, the same method of inquiry we are all learning makes the differences negligible.

Since the seminar was an offshoot of the women's literature group, I must diverge for a moment. I don't know whether it is the sun, the seminars, or the shorter hair, but the women I have seen on this campus are more confident and more assertive than the women in Annapolis, and that's a compliment. God knows I'm not a PC women's lib-er, but I do so like to hear a strong woman not afraid of the over-zealous men in her class once in a while.

Some of the Annapolis students went on to deliver a wooden boat made by the Annapolis boat-building class to a buyer in Napa Valley, California.

During the week of March 20, five Santa Fe students are flying to Annapolis to play basketball against a selection of Annapoloids.

In the past, there have been Spartan Madball games in Memphis, Tennessee during Spring Break. It is hoped that inter-campus traditions will continue to be part of life at St. John's.

## The Two Campus Dilemma

—Brian Parkinson

Since the founding of the Santa Fe campus, St. John's College has tried its best to preserve the concept of one college on two campuses. At the very beginning all aspects of the curriculum were identical. However, due to differences in outlook and situation, the two campuses have gradually found themselves creating separate identities. These differences include both curriculum and life style.

In the senior year at the Santa Fe campus all students participate in an art tutorial where painting and design are studied and practiced in much the same way as in the Sophomore music tutorial. The Sophomore music tutorials themselves also differ greatly in subject matter and emphasis. Santa Fe has in addition started an Eastern Classics program that is analogous to its Western counterpart. These are just a few examples of the many small differences in the curriculum that have appeared between the campuses. Most of them concern the manuals used in the various tutorials.

Student life also bears a few distinctions. Annapolis has organized intramural sports and fencing in which many students participate weekly—they also have a gym. Santa Fe students, on the other hand, enjoy pick-up games of basketball, soccer and fencing—they also have T-shirts that say

*St. John's, Santa Fe*

*Great Books no Gym*

Due to their respective locations, Annapolis offers its students the opportunity for boating and it is in close proximity to Baltimore and Washington D.C. The mountains and wilderness that surround the Santa Fe campus provide more solitary recreation. Santa Fe also has the Search and Rescue team that is comprised of students and members of the public who help people lost or hurt in the wilderness.

Most of these differences should be welcomed as providing character and expanding a student's options while attending St. John's. However, a more troublesome factor exists that is causing a less welcome divergence. As Santa Fe Dean Van Luchene describes in the annual "Statement of Educational Policy and Program" that is alternately given by the dean in Santa Fe and Annapolis, there will be a small pay

raise for tutors in Annapolis, of 3% including a 1.5% bonus. This has happened before, but the problem is that Santa Fe cannot commit to match this increase in the near future. This threatens the unity of the campuses in so far as it complicates the intercampus transfer of tutors and therefore the concept of a single faculty. There will also be a discrepancy in the cost of tuition next year: Annapolis' will be slightly higher.

There are many factors contributing to this financial situation. According to the Dean's Statement, St. John's in Santa Fe is the most expensive college within a radius of 800 miles. Since the majority of students go to school within 500 miles of home, they are more apt to choose a less expensive school. The problem is then compounded because there is no tradition in the western United States of supporting expensive independent schools. In the east such a tradition exists, and St John's in Annapolis benefits from it by being in the middle bracket in tuition for colleges in its area. To help in compensating for this predicament, St. John's in Santa Fe is in the process of financial adjustments.

These adjustments would primarily center on amending financial aid policy. These might include any of the following: increasing the importance and financial benefit of work-study, an increase in loans as opposed to grants, and possible scholarships to students who seem especially promising as St. John's students. All of these measures are designed to alleviate the burden that the campus now suffers, being an institution that spends nearly as much on financial aid packages as it does on instruction. These steps, however, offer no guarantees of a reconciliation between the two campuses.

Mr. Van Luchene suggests in his Statement that the campuses have diverged in some ways and should be thoughtful about further divergences. The latest Joint Instruction Committee meeting, comprised of three tutors from each campus, established guidelines as to what aspects of the program should be preserved between the two campuses. These included the development of intellectual virtues that are not necessarily rooted in practical concerns (learning for the sake

*continued on page 10*



# The Co-Education Crisis

The January 23rd, 1951 all college forum on co-education focused on dorm regulations and eventually moved into questions concerning morals. Printed community reactions to co-education can be found in the *Collegian* (re-printed below) and the yearbooks of 1950-51 and 1952-53. The 1951-52 yearbook, in the proud tradition of less-than-reliable school publications, died an untimely death halfway through the year.

Both the *Collegian* and the '51 yearbook are pre-co-educational; they face the decisions to be made, and expectations to be had before the arrival of women on campus. The '51 yearbook article entitled "The Administration and the Student Body", written by T.J. Williams, mentioned the problem of dorm regulations; it pointed out that "with the advent of women students in the fall of 1951 certain difficulties about the dormitories would be, not created—for women have been visiting St. John's dorms for years—but intensified." Even before co-education Johnnies weren't monks!

More troublesome than the logistics of having women on campus while upholding the social mores of the time was the attitude and actions of the Administration in deciding to make St. John's co-ed in the first place. The Administration stated that "in this matter the student body [is] merely a part of the public" and thus the students were not asked to express their views on how the tutorials and general learning environment at St. John's would be changed by co-education. Williams' article states that in deciding to come to St. John's every student invests a certain amount of faith in the Program "...a faith that every St. Johnny renews when he has to tell his friends that he is not majoring in anything and, when pressed, has to try and explain just what he is studying." Familiar to all of us, this necessary investment in and defense of the Program "denies the statement that it was purely an Administrative matter" since women would add an "extra dimension" to the St. John's education.

The split between the Administration and the student body apparently widened over the next two years, though the problem became one of practice rather than principle once the women arrived. The 1953 yearbook article "A Familiar Problem" articulates the position of both the Administration and the students in the style of Thucydides'

Athenian/Melian dialogue. The title of the article itself indicates that the tension caused by women being introduced to campus became, at least for a few years, a definitive part of campus life.

In the argument the Administration speaks of "pressure from outside", "standards of decent behavior" and general concerns about the reputation of the college: If the Great Books Program is so unacceptable now, how much more unacceptable will it be if it flouts the accepted moral standards of our society? The dissenting students come back with shouts of hypocrisy and love of appearances. They accuse the Administra-

tion of in effect saying "We will provide a set of dormitory regulations that will be a statement to the world that we are trying to avoid promiscuity, but if you can get around these you are a clever fellow and there's nothing we can do about it." While the old policy regarding women visitors was "Discretion" the new policy would be "Enforced Discretion." The students argue that if real moral law exists, then, in keeping with the St. John's way, they had better find it for themselves rather than trust someone else. The somewhat sophisticated arguments of students come to a peak when they speak of the "destruction" of St. John's because of these

*continued on page 10*

St. John's *Collegian* Special Issue Annapolis, Maryland January 23, 1951

## Adam and Eve on a Raft or Levitations from Leviticus

In the fall of '51 the St. John's community will enter a phase which we hope will in some sense at least be fruitful. A College Forum has been called by the Executive Committee for Tues., Jan. 23 at 8:00 p.m. to provide the college community (administration, faculty and Student Polity) with an opportunity to discuss how co-education will affect St. John's. It will be impossible at this time to anticipate the many situations which will arise when women come to live on this campus, so that this meeting can not possibly have for its purpose a solution of these problems, but rather must come to some agreement on the attitude with which these problems must be faced. It is unfortunate that the society in which we live has found it necessary to establish separate codes by which the moral life of men and women must be judged. In considering the attitude with which we will meet these problems likely to rise next fall, we must have in mind not so much the mores of the society in which we live, as the simple fact of human dignity and responsibility to that dignity.

The fact that there is an anticipation of tension over what will come about next fall indicates that a sharp dichotomy between male and female does not represent a healthy relationship in communal life. Therefore in considering this problem it is advocated that we do not make the fatal mistake of considering women as other than students.

Parents of prospective students quite

rightly concern themselves with the moral attitude of the community that their son or daughter is about to join. What must be understood is that this attitude can not be judged in terms of the rules and regulations imposed on the community, but rather this attitude can be judged only in terms of the rules and regulations which the community proposes to itself and accepts or rejects.

Females as such have certain potentialities peculiar to themselves. It is only in terms of these, that regulations have any conceivable justification. It must be realized, however, that no amount of regulation can prevent these potentialities from being actualized.

Imposed regulations can not be enforced! All they can possibly represent is anticipated irresponsibility, and all they can possibly accomplish is to present a surface respectability. The only conceivable solution is that each student, male and female, assumes complete responsibility for his actions. This is the subject for Tuesday's discussion.

It has been suggested that a temporary group of minimum restrictions be agreed upon and observed for a stated length of time, to give women a chance to familiarize themselves with St. John's and men time to adjust themselves to women's presence. In light of the immediate novelty of the relationship this seems reasonable. After this initial period of familiarization it is hoped that an obvious solution will suggest itself.

The Editors



# Senior Readings changed Gender Differences in the Classroom

## in Santa Fe

-Daniel Flaumenhauff

—Brady Parkhurst

During Winter Break, the Instruction Committee made several changes to the last few months of the Senior Seminar readings. They added three authors, dropped one, and made a number of changes in the Supreme Court decisions sequence. At the end of every year, according to Dean Van Luchene, the Committee meets to re-evaluate the seminar readings, and last year several members recommended that the changes be made. No final decision was reached over the summer, but a meeting on the subject was held in October, and the new schedule was prepared over the next vacation. Serious typographical errors then delayed its release to students until 20 February.

The most systematic of the changes occur in the nineteenth and twentieth century American politics readings. These, according to Mr. Van Luchene, are intended "to bring students into the world of contemporary politics and thought." Because many of the readings are not "great books," and cannot provide sufficient material for a seminar on their own, arranging them as seminar readings poses many difficulties. The new sequence is intended to clarify their relationship.

Whereas before, the topics of the court cases included readings on a variety of subjects, including the powers of the Supreme court and federal government, slavery, civil rights, the right to privacy, and religious freedom, the new sequence centers around a single group of issues: slavery and civil rights. As well as many court cases, seniors will no longer read Henry David Thoreau's *On Civil Disobedience*.

Several new readings will replace the eliminated ones. Frederick Douglass's autobiography will return to the program in order to complement the readings on slavery, and the American politics sequence will end with *Regents of the University of California vs. Bakke*, a 1978 affirmative action case. Two completely new works, Edmund Husserl's *The Origins of Geometry* and Hannah Arendt's *On Humanity in Dark Times: Thoughts on Lessing*, will round out the semester.

According to Mr. Van Luchene, these two works form a sequence with the existing Heidegger readings: the former was a student of Husserl's, and Arendt was, in turn, a student of Heidegger's. In addition, *The Origin of Geometry* has greatly influenced the form of the College's mathematics and laboratory classes. Some tutors objected to the Arendt reading on the grounds that it was a response to an author whom we do not read; the committee decided that this problem was not serious as it had been given as part of a lecture series that had been established in memory of Lessing, and the references to him were largely a matter of courtesy.

The first altered reading is that of Monday, April 17, and Mr. Van Luchene asks that all Santa Fe seniors who have not already destroyed their uncorrected reading lists do so now. Mr. Van Luchene agrees that burning and shredding are both acceptable means of destroying documents, but, as can be seen in the works of Ian Fleming (which have never been assigned in senior seminar) the best thing to do is to tear the old reading list into tiny bits and swallow them. Please be careful *not* to swallow the staples.

After interviewing several people concerning gender differences in the classrooms at St. John's, I've come to the following understandings.

The first is in agreement with Dean Brann. Any differences that are found between men and women are not able to be generalized to include men and women everywhere, though differences may be found within a given community. Some people disagreed with this, one saying that, since there are so many other physiological differences, the brains, and therefore the minds of women and men are probably different. This may be true, but I feel that these differences are not great enough to be important.

The first question that I posed for most people was whether or not women are more shy than men in classes. Opinions were mixed. None of the women I spoke to said yes in a direct manner. I think the point of view that I agreed with the most was stated by a Sophomore male. First he said that he interrupts women more often than men, but that he does so out of habit rather than ill-intent. He then said, "It may be that I don't pay attention to women, but I think that's true of a lot of other people, certain tutors too." While only a few of the women I spoke to felt that women are shy, at least half of the men I spoke with stated that women are definitely more shy than men.

Lee Hogart said, "Of the silent people, the majority are women. Half the women in my seminar are silent and it's not half of the men that are silent."

If I am accusing people of ignoring women, I am not doing so from the point of view of one who is innocent, though I have taken time to reconsider my actions as a result of these interviews. In the course of these interviews one woman felt that I had ignored her. I did ignore her, and I did so out of habit. I am not denying that there exist classes in which women tend to be shy, but I also think that being careful not to ignore women is a good practice (note that I am not suggesting that we pay special attention to women because they are women, unless the question asks for their experience on a gender-specific subject).

Another issue that should be mentioned is being aggressive to the point of intimidating people. While most people mentioned that many women are assertive, the people who are extremely aggressive usually seem to be men. Allison-Eddy Brown is the only woman who felt that she is sometimes very aggressive. But she also expressed annoyance at "testosterone-out battles" that sometimes occur in philosophy seminars.

Another question that came up is whether academic subjects can be divided between subjects that men are better in and subjects that women are better in. While people seemed to have strong opinions on this subject, the opinions varied a great deal. Stephen Urich feels that everyone who speaks regularly in his math tutorial is a man. Janice Thompson, on the other hand, said, "I have the power-women math class." There is enough variation that any classes that do fit the stereotypes probably do so on accident.

First he said that he interrupts women more often than men, but that he does so out of habit rather than ill-intent.



# People in the Neighborhood

with Jim and Jon

## This week: "Sunday Man"

You see them every day. You do. But do you talk to them? Nooooo! We will. Each week will bring a few moments of cordial candor from different people in the neighborhood. This week we visited with Bob Gallagher, or Sunday Man, at the Smoke Shop.

Jim and Jon: Where are you from originally?  
Bob Gallagher: Pittsburgh, Pennsylvania.  
JJ: And what brought you to Annapolis?  
BG: Uncle Sam. I'm retired Army. And every time I came back from overseas, I came back to Fort Meade.

JJ: Are you married?  
BG: Sure am.  
JJ: How long?  
BG: Twenty years in August.  
JJ: Any kids?  
BG: Hell no! Kids? No, no kids.  
JJ: How long have you been working at the Smoke Shop?

BG: Well, I don't really call this a job, it's more of a hobby. But I've been a customer here for more than twenty years.

JJ: We've never seen you smoke a cigarette.

BG: I rarely smoke cigarettes. I used to smoke, waaay back yonder, Kools. It was kind of one of those "hangin' with the guys" in high school type things. But, I thought, "I don't really enjoy these anyway." So I switched to cigars, and then at the suggestion of some of the people I worked with, who thought they stunk like hell, I switched to a pipe.

JJ: Is your wife a smoker?

BG: Yeah. She smokes Alpine lights.

JJ: What's your favorite spot in the world?

BG: Germany. Out of all the places I've been—forty-five of the fifty states, a whole load of foreign countries—and if I could go back to any place, I'd go back to Germany.

JJ: Did you learn any of the language there?

BG: I was fairly proficient when I was there. My wife and I still

speaking it at home sometimes, but both our proficiencies have fallen off a bit.

JJ: Do you have a favorite T.V. show?

BG: Well if you mean the network type, Married with Children. But primarily, I watch more PBS, A&E, and Discovery. Very little network television.

JJ: Do you have a favorite author?

BG: I don't really have one. I don't read much in the way of fiction. I like non-fiction. Reality is scary enough!

JJ: Any philosophers?

BG: Just Francis. [Francis is the owner of The Smoke Shop. -Ed.]

JJ: What kind of music do you like? What was that playing when we came in?

BG: That was the Chieftains and Van Morrison. I like Irish and Celtic music, the rock n' roll of the fifties and early sixties, swing, Benny Goodman. That's pretty much the area I listen to.

JJ: Do you ever chew tobacco?

BG: Many years ago I tried Copenhagen and Skoal. The first thing I ever smoked was dried pine needles wrapped in newspaper. That was some nasty stuff. I spent a lot of time in the hills in Pennsylvania, lot of dried up pine needles in the woods.

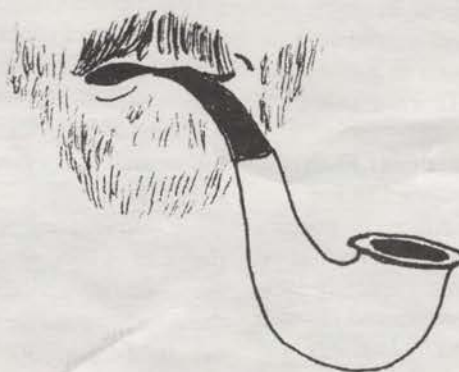
JJ: Have there ever been any celebrity

customers here?

BG: I met one Friday, Frank Bond from Channel 9 News. I'm not absolutely sure, but I think I've waited on Marlin Fitzwater. He sure looked a lot like the guy.

JJ: You didn't ask?

BG: I was going to, but I didn't. I was kind of busy at the time, so I didn't have time to make small talk.



**THE SMOKE SHOP**  
263-2066  
56 Maryland Ave.  
Annapolis, MD



**Royal Valet**

EXPERT SHOE  
& HANDBAG REPAIR  
CLOTHING  
ALTERATIONS  
**vibram**

RED WING  
"SHOES"  
268-2807  
32 WEST STREET  
DOWNTOWN ANNAPOLIS

"WE SELL & REPAIR  
BIRKENSTOCK, REDWING  
ROCKPORT, & OTHER  
FINE BRANDS"

DYES • POLISHES  
SHOE STRETCHES  
WATERPROOFING

**Birkenstock**



**Shelly's Flower Box**

10%  
discount  
given to all  
students &  
faculty  
800-736-0876

260 King  
George St.  
Across from  
campus



# OPINION

**For a long time we have hesitated to write a piece about women. The subject is irritating, especially to women.**

—paraphrased from Simone de Beauvoir's *The Second Sex*

Women at St. John's spend very little time thinking about who or what we are as women. It doesn't seem like it should be foremost in our thoughts, seeing as we are primarily humans and individuals. Here at St. John's we ideally focus on what it means to be human, not what it means to be male or female. We all knew that when we decided to come here. We also knew that the authors on the program were, with a few exceptions, male. We didn't think that this would be a problem, because these books are great, and their truths should be readily apparent to any reader.

However, from the beginning of freshman year, we noticed something in our readings of seminar texts. Whenever we found something distasteful to us, be it blood & guts, honor & glory, slavery or the treatment of women, we tried to be objective. We tried to rationalize that things had changed since then and that the reaction we were having was an emotional one, one that perhaps wasn't justified. We felt that we should appreciate the text more, and not condemn it due to our own lack of understanding or experience.

Once seminars had begun, we tried to figure out the protocol the makes a good seminar. One of the first things we learned was that the more dry and objective the topic and discussion, the smoother the seminar. This meant staying away from any subject that could possibly make an individual uncomfortable. Whenever a touchy or personal subject would come up, everyone would re-cross their legs and examine their fingernails. Often someone would change the subject or say, "Let's not get into that." Because of this, we were unlikely to bring up the topics that affected us most.

Of course, this didn't always have to do with the fact that we are women. Most students have had similar experiences. We all screen our emotional reactions to some degree before expressing them in seminar. Issues from which we can't stay emotionally detached are avoided, so as to appear more rational in discussion.

However, in addition to personal hang-ups, we found ourselves screening for reactions that could be written off as purely a modern woman's perspective. This bothers us. A large part of who we are as humans is made up of our individual experiences. This includes gender, race, upbringing and contemporary views. None of these should be considered hang-ups; rather, they are integral parts of what makes us individuals.

There does seem to be a marked difference between the limits to which male and female students see their subjectivity extend. In our self-imposed objectivity, we sometimes found our participation in class bordering on sexless. Upon speaking with our male peers, we found that they didn't consider their sex to affect their objectivity. Usually this was not a problem because most of the texts were written from a male perspective. We found that as more believable female characters were introduced, the questions raised by them were more approachable, and women's perspectives became more pertinent to discussion. While this is encouraging, we still feel that the college as a whole needs to learn to discuss subjects that are "difficult" with the same intelligence and creativity that we discuss the more traditional academic topics.

While this is not an easily attained goal, we think that as the community as a whole recognizes a larger variety of perspectives as valid, a more honest dialogue will be possible. Perhaps then we could continue the conversation of Western literature as complete thinking and feeling men and women.

Heather Pool and Elizabeth Trice

## **Should Tutors be required to teach all segments of program?**

To the St. John's Community,  
In my article on the Guerrilla Seminar "Should the Program Be Abolished?" (on page 3), I reported only topics discussed in the seminar itself, although in one instance I offered objections that were not made during the seminar but that I felt should have been. However, one issue which was hinted at in the seminar but never made explicit, and so not mentioned in the article, has been on my mind of late, and is perhaps my biggest complaint about the current structure of the program. I have never been

comfortable with the fact that tutors do not seem to be required to teach all segments of the program.

I do not recall where I got the idea, but I thought that tutors are expected to teach all areas of the curriculum. In the admissions material I have, though, the strongest statement I can find (and maybe I am just missing it) is that tutors are expected to teach outside their own subject areas. Perhaps I am remembering the words of an article written about St. John's but not necessarily endorsed by the school, but other people I have talked to have the same impression, and if this is not the school's policy, then the school should dispel this idea. Insofar as the admissions material states that tutors are to be active learners, to educate themselves in areas outside their specialty, and to be equal members of the class with the students, I believe this impression is understandable. But I concede that the language is vague enough not to imply that all tutors teach all classes. Yet even if this be the case, I am bothered that they are not required to do so.

Although I do not think it is necessarily harmful, I do wonder how we as students look at the tutors, and at the program, once we know that they do not have to teach all the classes. Are we really seeing the tutor as just another member of the class when we know that other tutors will not teach this subject because they fear they will not know the material enough to help the class? It seems to me that this knowledge inclines us to think that the tutors who do teach the class have some competence in the field, a notion that is not easily dispelled even when the tutor admits it to be untrue. Also, are we able to see the tutors as more advanced learners when we are required to take classes that they are not required to teach? While it may not happen often enough to be a real problem, it can be frustrating when you bring up something from another class that your tutor (especially if he or she has been here awhile) cannot address.

In short, we as students seem to expect too much from our tutors because they do not teach all classes. Granted, once we have a tutor who really knows the material, we want always to get tutors who know the material, but this may be a detriment to us in the long run. It becomes easy, especially during the really hectic times in the program, to rely on the fact that our tutor can

*continued on page 10*



*"Tutors" continued from page 9*

explain the material in a pinch, and therefore to do less work on our own. On the other hand, while I sometimes get frustrated that my Lab tutor is only in his first time through Junior Lab, I mostly find that this makes me do more work outside of class, and very often that this allows the class the freedom to explore alternatives that may not be right, but that are not clearly prohibited by the text, and that are in a sense valid misunderstandings which may be as instructive when we understand why they are wrong as when we are told what the "facts" are.

Insofar as we do not seem terribly hurt by tutors who do not teach all areas, the problem is perhaps unimportant. But I also wonder about how we see the program based upon how the tutors teach it. It seems that all tutors do teach all the seminars, all of Freshman year, and all of Sophomore year with the exception of music. Does this mean that the subject matter of seminar, i.e. philosophy and literature, is more important than that of the tutorials? Does this mean that we are more devoted to the ancients (even Freshman lab, insofar as it relies mostly upon observation, can be seen as part of the ancient world) than we are to the moderns? Yet if a liberal arts education is supposed to make us good citizens, how can we be good citizens in the modern, scientific world if the moderns and the scientists are slighted? (I am not, by the way, saying this because I like the moderns; I do not.)

Further, if tutors apply here without wanting to teach all parts of the program, are they seeing the program in the same way we are? As a student, I came here partly because I would have to take courses I probably would not take on my own, and, as a future professor, I want to be able to teach in as many different areas as possible. I thought the attraction of this school was that professors who could not limit themselves to one area could study and teach as many things as they want. Are professors applying here simply because we have more room for people who are not in "politically correct" fields, e.g. classical philosophy, science, or even pre-Twentieth Century literature?

I am not trying to impute motives to those tutors who refuse to teach certain classes. I am just bothered by why someone would want to teach here if they are unwilling to teach all parts of the program. And I am not saying that tutors who do this are

bad; I have had wonderful tutors who do refuse to teach certain classes. At the least, tutors who do not wish to teach certain subjects should be required to take those same courses, if not actively prepare to teach them. What concerns me is that we students have somehow gotten an impression that is not true, and also that the nature of things may in some way affect the way we approach our education here and prevent the school from effectively providing the liberal arts education that the catalog states is its purpose.

Many of the people at the Guerrilla Seminar said that more tutor involvement would be helpful. I think we need to ask why we think this, and to examine what we understand a tutor to be and how much self-reliance we are willing to accept for ourselves. If the catalog is correct that education depends upon the activity and initiative of the students, then this belief may obstruct the education we have come here to get.

—Steve Pearson, SF '96

*"Dilemma" continued from page 5*

of learning), maintaining a discussion based form of instruction in a small class format, and preserving the option of intercampus transfer for students.

In areas where an amount of independence has been granted to the individual campuses there is still an attempt to reconcile differences and learn from each other. For instance, earlier this year tutors from both campuses visited each other to compare approaches in the Freshman Lab curriculum. The Calculus units in Junior Mathematics, according to Mr. Van Luchene, have actually become more similar in recent years. Such attempts at communication is of central importance to the maintenance and improvement of curriculum and the college as a whole, should current financial trends continue.

Mr. Van Luchene described the divergence of the campuses as analogous to the natural growth of two plants of the same species. While they are under common directives, they will still grow to show distinctive qualities. Because of geographic location and a distinctive faculty and student body one must expect and allow for such differences to arise. This will occur in any situation when two communities strive to attain similar goals under dissimilar conditions.

*"Women" continued from page 6*

dorm regulations.

The unknown compiler of these two arguments ends the article by labeling the two parties "Youth and Age." The author finally decides that moderation is the key—Youth should submit to some guidance since the college at that time was in loco parentis, and Age should not squeeze Youth into the "deadening uniformity" of "conventional bourgeois 'respectability'."

The problems of the fall of 1951 had to do with education and sex. In such a small and intense community both students and Administrators were struck with crises. Students, allowing for controlled libidos, were concerned with maintaining free communication between students, and the notion that each student must come to personal knowledge of the Good rather than learn it by rote. Administration wanted to avoid sexual anarchy and negative publicity in order to more easily defend the St. John's curriculum in the public eye.

Forty-four years and a sexual revolution or two later the students and Administrators at our school may not have to deal with these particular problems. Though many things have changed, we do still defend the Program before our friends, we still struggle with notions of individual dignity and mutual respect, and we are still worried about the school's public image.

## ANNOUNCEMENTS

### SCHOOL INSURANCE UPDATE

The so-called "Student Health Insurance" for 1994-95 provides coverage until 12:01 a.m., August 27, 1995. You can pick up brochures and claim forms in the Harrison Health Center waiting room. For details call 1-800-222-5780.

Students who are currently covered by their parents' insurance, which may expire at graduation, may be interested in a short-term policy that provides health care coverage from graduation until employment. For details call Garrett Thurber of United Graduate Care Student Insurance Division 1-800-237-0903.

REMINDER: Only students with the so-called Student Health Insurance may charge at Rite-Aid. The college no longer maintains a VISA account with that pharmacy. Other insurance companies may cover expenses, please check your policy.



## ANNOUNCEMENTS, CONT'D

## CROQUET TEAM TRYOUTS

With these 60 degree sunny days, and the occurrence of the vernal equinox, I have been forced to declare the spring 1995 Croquet season officially open. For those who are interested, the crown of the season, the 13th annual match against the Naval Academy will be April 22.

Anyone who would like to be considered for the two open slots on that team must talk to me by March 31. While playing often is certainly a necessity, it is imperative that everybody who wishes to be a candidate make that fact known to me: I will not pursue anybody. There are too many potential players. I will try to make a decision by April 8. After the 8th, the good sets will be reserved for use by the team only, until after the Navy match. We will be getting new general use sets within the next two weeks.

Anybody who would like to learn how to play Croquet may talk to me, and if I can't teach you myself, I'll point you to someone who can.

I wish everybody who is trying out the best of luck.

Thank You,

H.R.M. the Imperial Wicket, Craig Sirkin, x310

## EMAIL!

Faculty, staff, and currently enrolled students may now apply for accounts on the St. John's public UNIX machines, which offer Internet-e-mail, World Wide Web service, and a cast of thousands of other useful and cool features. The application process is simple and totally wired: from a color Macintosh in the Computer Lab (or from the PC in room 110), run Netscape and click on the link to the public UNIX account application. This will produce a simple form, which you must fill out to obtain an account. Complete applications have generally been processed in less than a day. Please be aware that these UNIX machines and the College's present (very slow) Internet service are in their early days of public operation, so bugs are to be expected.

Matthew Braithwaite

NOTE: Now you can send mail to The Gadfly. Our email address is [gadfly@sjca.edu](mailto:gadfly@sjca.edu).

# P R O F I L E

## Cobalt Blue: The man, the myth the legend

-G'berg

I recently had the opportunity to spend some time with Cobalt Blue, assistant director of laboratories in Annapolis for the past three years, graduate of SJC Santa Fe in '92, and campus personality extraordinaire. This is what he had to say:

Moonfly: To start with, where were you born?

Cobalt Blue: I wasn't so much born, as I was thrown into this universe.

MF: How about a short biography?

CB: Okay, I first started at Lawrence University in Wisconsin, which I found very boring and dreadful. The next year I tried to come to Santa Fe, but because of finances I ended up in Annapolis instead. I got there in the summer, and lived in my '72 Buick with two heroine addicts until the dorms opened. The next year, I came to Santa Fe, where I lived in the stable that once stood where the suites are now, with Tony Lagouranis. I'm very sorry to see that stable go, it was the finest stable I've known.

After I graduated in '92, I had no clue what to do. I worked various jobs, including a 7-11, where I learned to do this really well [raising his arms high into the air] and a job as a repo man. After that, I came back to St. John's where I've had my current job for the past three years. Now you have it.

MF: What are your goals in life?

CB: To build an entire house out of Lego's (including the toilets) and to wear the Winnie-the-Pooh costume at Disneyland or in the Ice Capades.

MF: What are your thoughts on the city of Annapolis?

CB: There are places on earth where insects live forever and men can't die soon enough.

MF: What about Santa Fe?

CB: [Santa Fe is] proof that life can exist in a vacuum.

MF: Which campus do prefer?

CB: Santa Fe. In Annapolis, they work hard to get stuff done, and then they work to have fun. In Santa Fe, they work to get stuff done, and they just have fun.

MF: Would you happen to have any irrational fears that folks might want to know about?

CB: Escalators, spontaneous combustion and being devoured by sloths.

MF: What are your feelings about St. John's in general?

CB: It is the platypus of all colleges. If you took 400 people that you would not eat lunch with in high school and crammed all these lovable misfits into one campus, you'd have St. John's.

MF: What do you consider your greatest accomplishment in life so far?

CB: Being voted most likely to become a solipsist. (Of course I was the only one running.) [Webster says that a solipsist is one who believes that only the self can be known to exist. -Ed.]

MF: What would you say is your basic philosophy of life?

CB: If you see someone without a smile get the hell out of their way. Don't run with sharp objects. Don't make that face or it will stay that way and those who live in glass houses shouldn't.

MF: What are your basic ideas on economy?

CB: Pay when you can, steal when you must, and never take more than you can carry in both arms.

MF: What is the best way to find happiness?

CB: When the going gets tough, the tough throttle those responsible. (It may

*Continued on page 8*

"If you see  
someone  
without a  
smile get the  
hell out of  
their way."



*"Profile" continued from page 7*  
not make things better, but it sure is satisfying.)

MF: What hobbies do you have?

CB: Hitting things with my head and breathing.

MF: Do you have any favorite toys?

CB: Yeah, Lincoln Logs and matches.

MF: What about a favorite saying?

CB: Either "Never once do my fingers leave my hands." or "Officer, I've never seen that girl in my life."

MF: A favorite luncheon meat?

CB: Gee, uh, I never really considered that. It's a very silly question. Certainly not bologna. It's made out of horse eyelids.

MF: Did you have a favorite class here?

CB: Senior math with Spike [Venable].

MF: Okay, to finish off, I'll ask the question that everyone on both campuses is dying to know the answer to: Just why did you change your name, anyway?

CB: Well, I could tell you, but then I'd have to kill you. No, seriously, it is one of two things, I won't say which: First, have you ever heard of the witness protection program? And second, I used to be a female midget wrestler. That is, I used to wrestle with female midgets.

**W**ith 4 months deferred payments you'll have another 119 days before you have to start working



**GRADS GET \$400 CASH BACK AND PRE-APPROVED CREDIT UP TO \$18,000 ON ANY NEW FORD**  
The \$400 cash back is in addition to any other offer or you can take advantage of special purchase financing. And with your pre-approved credit, there's no down payment and no payment for 120 days. So hurry in.



*"Program" continued from page 3*

sooner students can see the beauty of Greek, the sooner they can have good discussions about language and "the means of precise communication."

This summary must leave out many of the details of the conversation; likewise the conversation never got around to discussing how effectively the program teaches us the skills of musical analysis, mathematical demonstration, and experiment. Since many of the students were Freshmen, a discussion of musical analysis may have been unfeasible; the fact that demonstration and experiment were not discussed may mean that the students felt that the St. John's approach, in these subjects that are the most different from the approach found at other schools, is effective. It could also mean though, that these skills are not considered as important by students and/or that any problems in teaching us these skills are not as easily noticed as in the case of the Seminar and the Language Tutorial. Hopefully, future discussion will show us how well the program works in these areas.

*The Gadfly*  
St. John's College  
Annapolis, MD 21404  
(410) 263-2371 x320  
gadfly@sjca.edu

**NOOMOON**  
St. John's College  
Santa Fe, New Mexico 87501  
(505) 984-6137

The **MOONfly**

**Inter-campus Editor:** Elizabeth Trice  
**Santa Fe Editor:** Taffeta Elliott  
**Annapolis Editor:** Nathan D. Jongewaard  
**Photography:** Joshua Goldberg  
**Cover Photo:** Lori Freeman  
**Copy Editor:** Aysha Massell

Library  
St. John's College  
1160 Camino de la Cruz Blanca  
Santa Fe, NM 87501-4599

*The MOONfly* is a joint-publication of the *NOOMOON*, of St. John's College in Santa Fe, New Mexico, and *The Gadfly*, of St. John's College in Annapolis, Maryland. *The MOONfly* comes out three times yearly; after summer, winter, and spring breaks and aims at addressing issues of importance to all Johnnies, regardless of location.

All opinions expressed are those of the authors.