

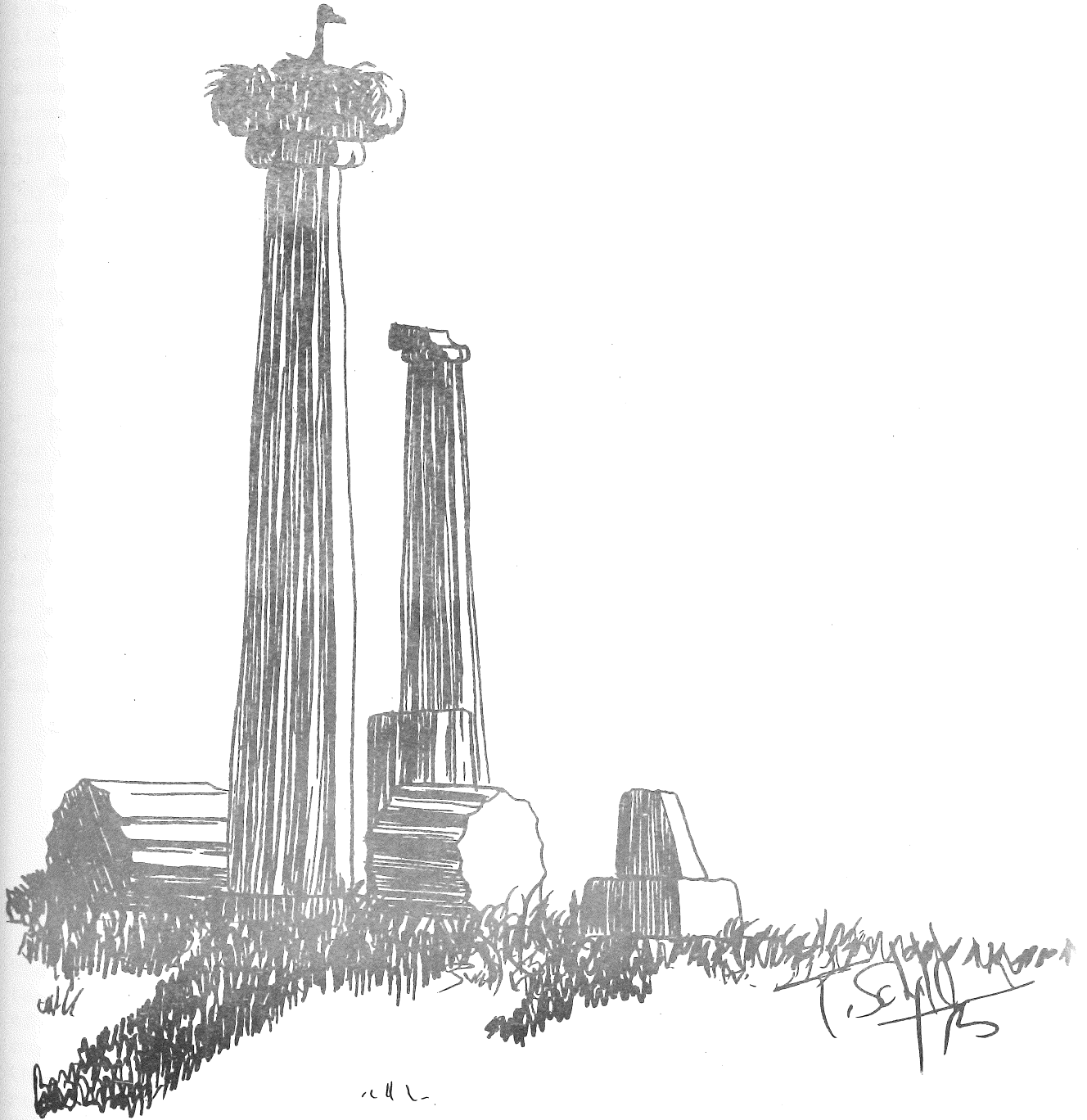
THE COLLEGIAN

THE STUDENT WEEKLY OF ST. JOHN'S COLLEGE

ANNAPOLIS, MARYLAND

NUMBER 175

FEBRUARY 16, 1975



calendar

MONDAY, 17 FEBRUARY

4:00 - 6:00 p.m. Karate in the Gym

TUESDAY, 18 FEBRUARY

4:00 p.m. J Sarkissian's Organic Chemistry Class, McDowell 24
 4:00 - 6:00 Karate in the Gym
 4:00 Women's Self-Defense Class in the Gym
 7:00 Simon Kaplan's Bible Class, McDowell 21
 8:00 Small Chorus in the Great Hall
 8:15 J W Smith's New Testament Bible Class, McDowell 36

WEDNESDAY, 19 FEBRUARY

7:30 - 9:30 p.m. Fencing in the Gym
 8:15 Film, "Breakfast at Tiffany's", presented by K C Victor, David Glass, and Steven Weinstein, FSK Auditorium

THURSDAY, 20 FEBRUARY

11:30 a.m. Freshman Chorus in the Great Hall
 4:00 p.m. Women's Self-Defense Class in the Gym

FRIDAY, 21 FEBRUARY

8:15 p.m. Concert, tenor Ernst Haefliger singing Schubert's "Die Schone Mullerin", FSK
 12:00 a.m. C S III Film, "Sahara", FSK

SATURDAY, 22 FEBRUARY

9:30 - 11:30 a.m. Fencing in the Gym
 8:15 p.m. RAM Film, "The Silence", FSK

SUNDAY, 23 FEBRUARY

8:15 p.m. RAM Film, "The Silence", FSK

PACKAGE ROOM OPEN:

Mon. Wed. Thu. Fri. 12:30-1:00
 Tue. 1:15-1:45
 Mon.--Fri. 7:15-7:45

WOODSHOP OPEN:

Wednesday, Friday, Saturday
 1:00 - 4:00

BOATHOUSE OPEN: Wed: 1:00-5:00
 Fri: 2:30-5:30
 Sun, 12:30-5:30

ART GALLERY HOURS

201 Mellon

Tues: 7:30 p.m.

Opening. A Face for a Spirit:
 Ritual Masks of Black Africa

Wed: 7 - 8 p.m.

Thu: 3 - 5 p.m. 7 - 8 p.m.

Fri: 7 - 8 p.m.

_____r.a.m.
 movie of the week

Secret Message: Ingmar Bergman's
The Silence

"Art lost its basic creative drive the moment it was separated from worship."

"If my original ideas have enough strength to make a film, I decide to materialize it. Then comes something very complicated: the transformation of rhythms, moods, atmosphere, tensions, sequences, tones and scents into words, into an understandable script."

"My first commandment is always to be interesting. The public has a right to demand from me sensation, emotion, joy, rejuvenation. Everything is allowed but that which leads to failure; the most dangerous roads are in the end the only practical ones."

--Bergman

"I find that this film is a success, for he had the courage to take a subject that is very delicate and very difficult to treat...I saw the film in Stockholm at a large movie theatre, and during the screening and even afterwards the most complete silence held sway. It was impressive. It also proves that he achieved his end, in spite of the subject's danger...The Silence is truly a masterpiece."

--Carl Theodore Dreyer
 Director of La Passion
de Jeanne d'Arc



The screenplay of The Silence is a terrifying, completely unnerving piece of writing. Completely without discursive content, it consists of sequences that could be called surreal. But surrealism is something specific and to Bergman the whole realm of drama and picture is free territory. The erotic

subject matter is powerful and outright, and bizarre characters float through inexplicable scenes with a significance that remains nameless. Whatever "Meaning" is in the movies, Bergman has a firm grip on it, or at least on its illusion. Some of us saw his Persona last year and will never be the same. That picture was like the life of some great consciousness out of whose eye we peer, sometimes transposed into an individual spirit, sometimes detached, gazing out at reality, always inquiring as to the very experience of personality.

Two women and a child are on a train trip to some place. The language around them is totally incomprehensible. Strange events transpire. One of the women is ill. The child wanders about. Somebody goes to a movie which is unusual and observes a couple in sexual intercourse.

"I can't help thinking that I am working with an instrument so refined that, with it, it would be possible for us illuminate the human soul with an infinitely more vivid light, to unmask it even more brutally and to annex to our field of knowledge new domains of reality." This is the core of Bergman, and it helps to explain both his obsession with high-intensity melodrama, and his fascination with the camera itself. Out of his opus, many works seem hopelessly pretentious, operatic, and unrealized, crammed full of symbols and medieval dankness. A few stand out, breathtakingly perfect and original, full of certainty and command. Then you know that someone from another planet is at the controls.

--B. D.

On Wednesdays in Lent, beginning Ash Wednesday, February 12 and ending March 26, there will be a series of services at St. Anne's Episcopal Church featuring guest preachers.

Charles Hoffacker

Contest Proposal

here is a topic of discussion around here which often seems to prevail over almost all others. This topic is, briefly, The Perfect Class & what constitutes it: how it is run, who is in it, what should be talked about, the mood and manner of it, and so on. Things being what they are, talking about The Perfect Class usually takes the form of figuring out why such-and-such a particular class was not The Perfect Class. Still, we are pretty sure we know what The Perfect Class is; otherwise, how could we know so well what it isn't?

I am not trying to be more than a little cynical, because I think most of us do have -either empirically or through the light of reason- some knowledge of what a good class is like. There is another area, however, about which we are generally much less knowledgeable, though, it must be admitted, hardly less talkative. Our time here at St John's divides itself into three large parts: class time, study time, and spare time. Classes and studying are comparatively set, common, and determined for all of us. What about this third period; or, assuming we all have the same general idea of what this superfluous part of our lives is for, what about The Good Time? The search for The Good Time takes up a great deal of energy, but despite our wholesale efforts, and the equally valorous attempts of multitudes of other students both prior to and contemporary with ourselves, it must be admitted that a satisfactory consensus on this vital issue remains to be found. Genius and tradition have provided us with a hundred Great Books; but the hundred (or whatever) Great Good Times are not, it seems, so easily brought to light.

What can we do to clarify this crucial question, about which, I am sure, none of us wish to remain in the dark? I would like to propose, as a possible first step, the inauguration of the COLLEGIAN Good Times Contest, the substance of which would consist in the evaluation of various descriptions of The Good Time. In case there is some confusion, I am not suggesting vague or metaphysical treatises on the Good, or on Time, or even on both together. Such treatments would be altogether out of place, considering the immediacy and importance of the problem. Rather, let us take as our subject that

most concrete of voids, The Saturday Night. How could or should The Saturday Night be spent so as to yield The Good Time? What events, situations, actions, entertainments, and the like are its essential ingredients? Should it include poetry readings? Grain-alcohol punch? The endless Boogie? Marx Brothers movies? Splendid intensity? Or just sex? Whatever the opinions may be, let prospective contest-entrants try in a page or so to describe the necessary and sufficient conditions for The Good Time's attainment. When enough proposals have been gathered and printed, the college community could vote its preferences and award appropriate prizes to those whose fantasies gained most approval.

Since I do not want the 'Good Times Contest' to divert ideas or initiative from Reality, let me say at once that I am serious about the term 'fantasies'. Contest proposals should be concrete, but by no means 'practical'; that is, by no means something to be carried out or urged on the rest of us. Reality, whatever else it may be, is preeminently 'of the earth, earthy', I think it worthwhile, in contrast, to have a try at defining, or at least imagining, our ideals concerning The Good Time, without worrying about whether or not these utopias could ever become, or ever have been, real. Though we may be unable to bring our plans to pass, we might succeed in setting forth some sort of pattern for the mind's eye, so to speak, to follow.

Adam Wasserman



WALTZ PARTY!

There will be a Waltz Party this Saturday after the movie in the Great Hall--not, as previously announced, in FSK Lobby. Due to the success of past collections, there will be no collection for this party.

Tom Horvath
Derek Cross

CS III Movies

MIDNIGHT MOVIE presents: Sahara, starring Humphrey Bogart and directed by Zoltan Korda; Friday night, Feb. 21; 75¢ SJ Community, \$1.25 Others.

The picture is set in North Africa during the Second World War, just after the fall of Tobruk. Bogart is the commander of a tank which is cut off behind enemy lines by a sudden enemy advance. With a motley crew from several nations Bogart attempts to get to a waterhole and then back to his own line. The film's climax comes when they are surrounded by five regiments of Nazi infantry and have to fight it out. A really spectacular, action-packed film, it is a good vehicle for Bogart's laconic toughness.

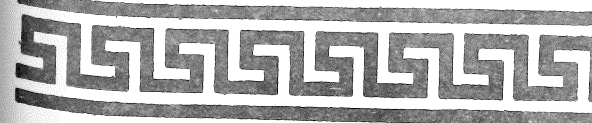
submitted by G. Poissionnier

Seniors

Would you be interested in meeting with representatives of potential employers to discuss employment possibilities? Some possibilities are: IBM, Xerox, C & P, area private schools, insurance companies. If so, please contact Mrs. Marx or Miss Robertson, extension #21. I need to know if there is sufficient interest before scheduling such visits.

For students who are interested in Teaching - The Teacher Corps offers a two-year paid teacher internship in special programs for low-income children. Positions are available in 34 states, and in Washington, D.C. and in Puerto Rico. The Corps is composed of 1/2 college graduates and 1/2 people with two years of college. For details, please come to #22 McDowell Hall.

submitted by Brenda Robertson

You Take Real Well

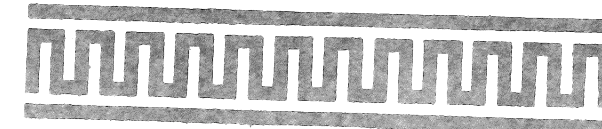
no shivers me fright
but hope I can
they will be felt
by self when mus'd

my needless fear
of shivers not here
it will be cured
by muse if bound

sing soundless songs
but think not that
they will be heard
by muse new found

(I am here to be
amused and that is
not with an alpha
privitive)

Plaut



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Wed. March 5th at 8 p.m. in Key
Auditorium, St. John's College

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Wicker Basket - Annapolis
For the Record - Annapolis
St. John's Bookstore - Annapolis

Tickets in Advance: \$5.00
Tickets at Door: \$6.00
St. John's Community: \$2.50

For Reservations Call 267-0654

MOVIE: WEDNESDAY, FEB. 19

BREAKFAST AT TIFFANY'S

This week marks the debut of Victory Films, a purely ad hoc film society set up solely for the purpose of bringing Breakfast at Tiffany's to St. John's College.


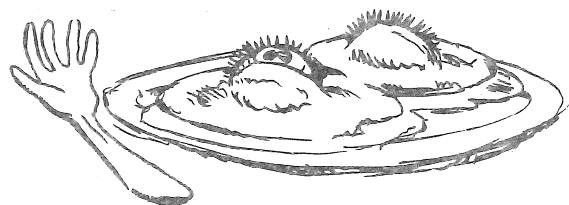
Breakfast at Tiffany's is a glitteringly romantic story about a young woman (Holly Golightly, played by Audrey Hepburn), set adrift in the jungles of New York society. The movie is based on a novella by Truman Capote. The movie also stars George Peppard and Patricia Neal, and is directed by Blake Edwards. The appeal of the movie lies not merely in the story line, or even in the delightful characters, but in New York City. This is a New York known only to those who love it. The young woman, Holly Golightly, embodies its ambience. She is scared and lonely, and seeks the comfort that perhaps money, big money, will provide. As she explains it, when the blue meanies come, you can always wash your hair or get drunk. But the blue meanies are only fits of depression, hard to take but bearable -- most of us get them periodically. But the red meanies! Those are those awful, sudden moments when one realizes that perhaps all that you are, and are doing, is futile; and that you are, really, alone, a separate entity. That can be fearsome. For Holly, only a trip to Tiffany's, the landmark jewelry store, can relieve them; the grandeur of the place and all those oh-so-solid stones lying around gives a feeling that somehow, somewhere there is Peace (Piece?). It is up to Holly to find her place, a place where she belongs. George Peppard, as the writer who lives upstairs, provides that place for her.

The movie is very funny, filled with both sophisticated and slapstick humor. The cocktail party sequence proved so hilarious that another movie, The Party, was made by the same director as a direct take-off. The last scene, in which Holly and her writer are finally united by finding her cat (a "poor little no-name slob"), is one of the great tear-jerking sequences of American film.

-- Steven Weinstein

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"Boss" MaGee Elected Dorm Delegate
The Randall Report

Monday, February 3 is not a date that will soon be forgotten at Randall Hall. There, in the elegant and spacious Common Ball Room, a tense election drama unfolded before a throng of anxious spectators. They were witness to the auspicious emergence of a bold new leader, Steve "Boss" MaGee, a rough-hewn man-of-the-people, a folk hero whose promises of hall safety and togetherness have earned him quick respect and votes from his hallmates.

Said one resident before the vote: "It's been made very clear many times that MaGee is very interested in our safety." This reporter has observed that "togetherness" at Randall has already improved--no one is seen travelling in groups of less than three.

This heightened concern was written all over the faces of the Randall voters, huddling against the cold in the Ball Room, loitering near the polling booth, and being heckled by a crowd of students on the stairway, who had crashed the moving spectacle. Despite the catcalls, jeers, and obscene gestures from the crowd, the serious nature of their imminent democratic task appeared to have a remarkable effect on the voter's visages: gone was the traditional look of Randall apathy, replaced by a quiet, responsibly determined lassitude.

"There is definitely a growing political awareness in this hall," Mr MaGee told this reporter earlier that night, "and I'm doing my best to keep my boys on their toes."

MaGee was given a warm reception from a bunch of supporters as he entered the Ball Room to give his final victory plug. MaGee, after shaking off the unwanted used clothing, encountered Oran Baldwin, the opposition's candidate, a genteel man of letters, who had thrown the supporters. Pleasantries were exchanged, and then MaGee, never one to pass up an opportunity for conflict, then attacked Baldwin's party platform, accusing him of advocating too much beer and not enough hard liquor. Soon a no-holds-barred debate was underway, in which both contestants demonstrated their considerable forensic powers. Mr Baldwin was relieved when in-

formed he will not be charged for the stairway bannister.

Despite the ferocious campaign maneuvers conducted in the Ball Room, the real battle was beneath the surface. In dark, smoke-filled rooms on the second floor, swiftly shifting political alliances determined the promising futures of idealistic young men like Baldwin. He made reference to sinister political machinery in his last minute appeal to voters: "... There is a...cancer...on the delegacy..."

As poll time neared, the literacy test was administered to those of the 40-odd Randall voters who responded to appellate stimulation. The 3 odd voters who qualified were then given one ballot each. After exchanging reverent glances with Mr MaGee, they marked their choices. Early election results showed Mr MaGee leading with 67% of the vote, and the remaining returns, obtained after the use of a stomach pump, established that margin as Mr MaGee's victory trophy.

by G Harper



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IN THE HEART OF HISTORIC ANNAPOLIS 267-

AN ADDRESS BY DR. ROBERT A. GOLDWIN

This address was delivered at the celebration of the New, New College of the U. of S. Florida, February 2, 1975. An excerpt of the address follows.

There is a third element of education which is harder to name and which cannot easily be classified in terms of the benefits--who gets them or what they are. Some call these studies valueless. I call them invaluable. I mean those skills called the liberal arts. We don't often think of liberal studies as connected with skills, but in fact the liberal skills are the highest and hardest skills. How can I describe them? First of all, what are they good for? Perhaps I might answer with an anecdote.

There is a story that Euclid, the great ancient mathematician, was giving a first geometry lesson to a young man, demonstrating the first theorem of geometry, the construction of an equilateral triangle. When he finished, the young man asked, "But Euclid, what shall I gain by learning such things?"

Now consider how Euclid might have answered. He might have said, learn this and the theorems that follow, and when you get to the end of the first book of only 47 theorems, you will learn the Pythagorean theorem, which depends on this first theorem. And with that Pythagorean theorem you will have the basis of physics, and vectors of forces, and be able to design a bridge that will not fall down when the chariots cross. And with that theorem you will have the basis of trigonometry and can use it to survey your next real estate purchase. That theorem also starts you on an understanding of irrational numbers, a great advance in number theory. Euclid might have said all of that--and more--to explain the practical benefits that could flow, and have flowed, from studying his first theorem.

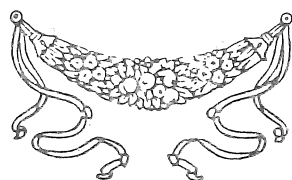
Instead, Euclid turned to another in the group and said, "Give this man a coin since he must show a profit for everything he learns."

Now why should he give such a scornful response to that question? My guess is that Euclid was greatly disappointed in the young man because he did not see at once that mathematics is a liberal skill, in addition to being a powerful practical skill. Euclid hoped that the young man's heart would be gladdened, his spirit enlivened, his soul lifted, his mind expanded at the first experience of geometrical proof.

We call such study "the humanities," because when we engage in it we discover something extraordinary about ourselves, we discover now exciting being human can be. We find we can develop very special skills that imitate the Creator Himself, for we too can make new worlds, not out of nothing, but with nothing more than a pencil and a straight edge and mind. Such humanistic skills are also called liberal, because they free us from the restraint of our material existence and let us soar as free men and women in the realm of the mind.

What could the young man have said to satisfy a demanding man like Euclid? He could have said, on seeing the proof of the first Euclidean theorem, "It is wonderful, and I am wonderful to see it and understand it! My mind has an eye and it sees." He might even have said, "So that's what I am!" And so that's the third element of education--developing the liberalizing or humanizing skills.

Submitted by J. Rowbottom



FOR SALE:

Refrigerator w/small freezer compartment for best offer over \$25.00.

Call Steve Chew at 268-9062

From Newsweek, Jan. 20, 1975

RENEGADE MORMONS

At 9:00 on the night after Christmas, fire bombs were tossed into several houses at an unorthodox Mormon community in Los Molinos, a small village 100 miles south of Ensenada, Mexico. When the terror-stricken residents ran outside, they were met by bursts of shotgun fire. Within less than an hour, two men were fatally wounded and a dozen others were hurt. By last week, the killers were still at large, and the search for them had spread into California and Utah.

Violence is nothing new at the 2000 acre commune, which shelters 200 excommunicated Mormons, most of them Mexican citizens and some of them polygamous. Since its founding in 1963, the community has been torn by factional fighting. At issue is the leadership of the faithful--and ownership of their rich farmland, valued by one estimate at \$1 million.

The sect, known as the Church of the First Born in the Fullness of Time, was founded in 1955 by three brothers: Joel, Ervil and Floren Lebaron, who had been expelled from the Mormon Church in their native Utah for advocating polygamy (which was dropped by mainstream Mormons in the 1890's) and for resisting other theological innovations. After ordaining each other and baptizing themselves in a rented pool, the brothers left for Chihuahua, deep in Mexico, where they founded the first of a half dozen communes that now claim 2000 members or more. Ervil, who has eight wives, soon was expelled by his brothers and set up a rival sect, called the Church of the Blood of the Lamb.

At Los Molinos, only a quarter of the families are polygamous, but since women outnumber the men by 5 to 3, the men with multiple wives have as many as seven each. The residents raise wheat, tend goats and do some fishing in the nearby Pacific, and they live in sound adobe houses with a good water supply and electrical appliances. Legal title to the land is held by Ervil, who reportedly has been trying to sell it, but the Mexican government insists that all the

farmers have a right to the property. The dispute over land and spiritual control of the community led to a shootout in August 1972 in which Joel was killed. Ervil served a year in jail as an accessory to the murder and was one of four suspects sought last week in Mexico and the U.S. Joel's leadership of the Los Molinos community, meanwhile, passed to yet another Lebaron brother, Verlan.

Traditional Mormons view the Mexican renegades with a blend of bewilderment and dismay. "These people are constantly having revelations and visions," says one recent visitor who requests anonymity. "They have a big belief in flying saucers, so they've been seen at times sitting naked on their housetops, waiting for the spaceships." But both sides of the warring Lebaron clan also believe that they are the only Mormons who have remained faithful to the original teachings of Joseph Smith, the prophet who founded the Church of Jesus Christ of Latter Day Saints. As with many other true believers, fighting comes easily to them.

Submitted by Ann Browning

FROM THE GREEK ANTHOLOGY

ΑΔΕΣΠΟΤΟΝ

Καὶ πένι καὶ ἔρως δύο μοι
κακά.

Καὶ τὸ μὲν οἶσω κούφως
Πῦρ δὲ φέρειν Κύπριδος
οὐ δύναμαι

WITHOUT AUTHOR

Both poverty and love are bad to me;

And while the former I will bear
lightly;

To carry the fire of Cyprus I am
not able.

Translated by
R. Rothenberg

PRISMS

OLD WOMAN IN THE MIRROR

I knew you child
scattering brittle ones under your hand
sweeping your field of vision clear

When you were windy
caught round with sun
Like a seagull on the water's edge
when your strong fingers
spun clouds

you careened large-written
through indigo nights like fireworks
world's own child
your soul flutters round your head
brilliant as your hair

I know you still.
I wear your fire upon my face
and carry your soul
engraved by elementals
smooth-fitting in my palm

Caroline Allen

Period Piece

"So let the sideshow begin
Hurry hurry
Step right on in
Can't afford to pass it by
Guaranteed to make you cry"

This is from a popular song of 1974. It's
crappy poetry, but boy oh boy it hits
home as the American prodigy, studying
Greek and the philosophical mode of
thought, runs to and fro, chasing love
and glory and

Howdy Howdy
Let's get rowdy
So long as we graduate
Summa Cum Laude

but
"The dance of destiny goes on and on"
("They Shoot Horses...")
No, we are just trying to be
The best darned students we know how.
Renaissance Freshmen, unite.
(...Don't They?)

--Ethan I Bauman

2/10/75

REMINDER!

For those of you planning to attend the
Bach Mass in B Minor, March 28, at the
Kennedy Center, please get your money in
as soon as possible. So far, only nine
students have paid. There must be 20
before the student discount is affect-
ive. Originally, 44 students signed
up. Feb. 28 is the last day to pay.

The Music Library

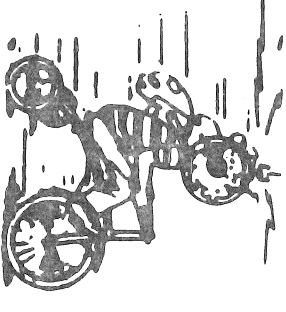
Notice

There will be another introduction to
Transcendental Meditation this after-
noon, Sunday the 16th, at 4:00 P.M.,
in 33 McDowell Hall. Everybody is
welcome. No participation of any kind
is required.

Cliff Adams

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The next selection is from page 44 ff.

St. John's College. The conventional way of describing a college by breaking it down into departments or by into requirements versus electives or by discussing its general education requirements is not applicable to St. John's. There are no departments; all faculty are simply St. John's tutors. And there are, except for preceptorials (nine weeks in-depth studies), no electives; all students take the same required program, a program of great books—classics from Plato and Homer through Virgil, Dante, and Shakespeare to Melville, Faraday, Freud, and Marx (see Table 3). The list of books varies only slightly from year to year. When asked whether they would like to see the curriculum broadened or narrowed in any way, most students agreed that "you don't mess with something that works."

Students attend a seminar based on books from the program for each of the four years. Seminars, each with fifteen to twenty students and two tutors, meet twice a week for at least two hours. They are started by one of the tutors, who asks a question about that week's reading; a free-flowing discussion follows. This was a chief strength of the program for some students. A weakness mentioned comparatively frequently, however, was the "idle rap." There were complaints that some students did not contribute and that others would try to dominate discussion. Students also have a language and a mathematics tutorial each year, as well as a music tutorial in the sophomore year. In addition, each year groups of fifteen to twenty students meet with a tutor twice a week for science laboratory (studying such topics as theory of measurement, biology, classical mechanics, and atomic theory). The different backgrounds of students, particularly in music and mathematics, have proved to be problems in these tutorials.

Preceptorials, added to the program in 1962, allow a nine-week period in which juniors and seniors, with a tutor, can study one book or theme in depth. The preceptorial replaces the seminar for that period and provides the only place in the curriculum where the student has some choice, since he can choose any of fifteen to twenty preceptorials offered each year. Preceptorials were praised by tutors for permitting a chance to study one area of interest in depth and lessening the classical emphasis of the curriculum. Some

A recently-published book, Reform of Undergraduate Education, by Arthur Levine and John Weingart (Jossey-Bass, 1973), has rather a lot to say about St. John's. The following pages contain excerpts.

The first selection is from page 34.

Special Programs

The programs considered in this cluster are the Yale Directed Studies program, the Berkeley Experimental College Program, and the St. John's four-year program. All of these programs are similar in that they are intended for a self-selected group of students to utilize a core format consuming all or part of the participant's time. As a result of the self-selection, these programs were generally popular with the participating students and faculty—more universally popular than any other core program discussed. The three programs represent a continuum from which to examine faculty roles and structures in higher education. The Yale program is assembled on a departmental basis—with all the attendant problems of division of material into departmental boxes, lack of coordination in content and effort by participating departments, and forced participation of junior faculty. The Experimental College Program at Berkeley had a uniform nondepartmentalized curriculum and a self-selected full-time faculty; however, because the faculty still adhered to the university's traditional reward system, they were unable to work together, and most attempts at cooperative planning failed completely. St. John's College has avoided the practices of Yale and the Experimental College Program because of a difference in values. The curriculum is not divided, and there are no rewards for specialization; rather, each faculty member is required to prepare himself to teach the entire curriculum. Similarly, faculty members are encouraged to audit each other's classes—an abandonment of the concept of academic freedom, which is commonly construed to bar faculty from each other's classes. As a result, St. John's has succeeded in functioning of the three general education pro-

tutors felt that more should be offered and that the nine-week period should be lengthened, although all agreed that they should be kept out of the first two years of the program. The students interviewed either liked their preceptorials or were looking forward to them. Those who had already taken theirs mentioned that they provided all the relevance needed in the college and that they were small and "unrushed." (Typical of subjects providing this relevance seemed to be Descartes's *Discourses* and Plato's *Symposium*.)

Another component of the St. John's program is the formal lecture, a Friday-night presentation by an outsider or tutor, followed by a discussion. These are held almost every week and often attract people from surrounding communities as well as students and faculty. This structure received praise from students and faculty alike.

The teaching load at St. John's is unique. The goal of every tutor is to be able to teach the entire program, although there are now only a handful of tutors capable of doing this. It was said that even new tutors can teach the parts of the program they want without having the disappointment common elsewhere of having to "earn" the right to teach the best courses. The average tutor's weekly schedule includes four class hours for the seminar, four class hours for a tutorial, and another four or five hours for an additional tutorial or a laboratory. In addition, he has innumerable informal meetings and up to forty-five paper conferences with individual students each term, sits in on oral examinations and the oral grading session each semester, and serves on the usual faculty committees. Finally, many tutors audit other classes so that they will be able to teach them in following years.

The most common weakness mentioned by tutors is the amount of time consumed by the program. Tutors said that there is simply too much to do, although they were quick to acknowledge that shortening the reading list might remove some of their favorites, and lessening the work load is a financial impossibility without weakening the program. Individuals said that there is little time to pursue a line of inquiry, they cannot follow their individual interests, some books are not studied adequately, and the demands on students are too great. Two factors, however, tempered this criticism. First, even from those who protested the skimpy treatment of some works, there was a strong feeling that students should be instilled with an interest in the great books, which will last them all their lives. If the program is successful, the students will go back in future years and study the works in greater depth. Tutors particularly

approved the lack of emphasis on disciplines, so that the humanities are not separated from the sciences. Second, as an assistant dean pointed out, the program is flexible, and as a consensus is reached that there is too much material, some works are dropped. Connected with this were the comments of the younger tutors that it is "a frantic existence trying to carry such a load and deal with so much new material."

Accepting a position at St. John's involves a great risk. Because there are less than fifty hours a day, one must devote oneself completely to the program in order to fulfill what is expected. Thus, tutors establish neither a reputation nor contacts in their fields or, for that matter, in any part of the academic world outside St. John's. This, coupled with the fact that 75 percent of the new tutors are denied tenure, would seem to make a teaching position at St. John's as desirable as a hair shirt. Yet hundreds of applications are received each year for the few open teaching positions.

What is important to note is that faculty at St. John's, unlike other college faculties, accept the limitations of their school. For the most part, they would oppose changing the program in any way, even if it meant that their particular complaint could be removed. In addition, despite their criticisms, they do not leave St. John's unless they are forced to. They are very dedicated to the program and willing to accept the risk involved in working at a school which allows them no chance to make a "professional reputation."

Because St. John's accepts students only as freshmen, the student body is weighted toward the early years. Thus, in 1969-1970 there were 125 freshmen, 97 sophomores, 60 juniors, and 59 seniors. Currently, the admissions office aims for a freshman class of 126, or twenty-one in each of six seminars and fourteen in each of nine tutorials. Faculty consistently praised the students for their high intelligence and commitment to the program.

In 1969-1970 St. John's accepted 69 percent of its applicants, and 74 percent of these enrolled. The high acceptance rate and small enrollment indicate that a large number of applicants regard the school as their first choice. The program was a significant factor in all but one student's decision to come to St. John's. About half mentioned the program by name as the most powerful attracting force, while other students listed reasons closely connected to the program.

Transfer students are an interesting phenomenon at St. John's. The program is viewed as an integrated unit; therefore, all

new students, including transfers, start as freshmen. Yet about 20 percent of each year's freshman class consists of transfer students. The four-year matriculation required for transfers causes a peculiar problem. That is, the school cannot compensate for dropouts by accepting a large number of transfer students. The attrition rate is consistently over 50 percent during the four years; that is, less than half of the entering students graduate four years later. Up to one sixth are asked to leave, a larger group transfer to other schools; of the rest, administrators are quick to point out, some come back and finish years later.

From the initiation of the great books program in 1937 until 1967, about 2400 students entered St. John's, and 642 graduated (27 percent). These figures include the Santa Fe campus, open since 1964. Fifty-nine percent of the graduates went to graduate or professional school, and a large percentage of others went into teaching. A study compiled by the alumni office in 1967 shows the distribution of fields for the 380 graduates who, at that time, had attended graduate school. The study indicates a wide diversity in professional fields. Seven alumni are currently tutors at St. John's.

As a general criticism some tutors said that St. John's intellectual withdrawal from the rest of the academic world gives its students and tutors too great a feeling of superiority. One tutor described the present attitude at St. John's as somewhat "monastic"; another said that the faculty devote themselves so totally to the program that they tend to become passive and uncritical. Another felt that the common program itself is a problem because the lack of diversity of tutors' interests makes faculty life somewhat boring. One tutor simply said that the school is a "little too rigid."

Students too pointed to the "incestuous," "ivory tower" nature of the school, and some added that St. John's despises other educational ventures to the extent that it becomes bored with itself and ignores its own problems. Several students complained that St. John's is too small; others said that it is too intense. Another group said that it is a dull place socially, and several others blamed all the college's woes on its being in a town as "boring" as Annapolis.

Among the changes suggested was that St. John's become part of a larger college complex, although the tutor who suggested this was afraid that some of the closeness now present might be lost. Another suggested solution was the same problem was that students be encouraged to work off campus to ease the claustrophobia.

The next selection is from page 54 ff.

St. John's College employs a similar procedure, called "sophomore enabling." Sophomore enabling is a review, conducted by the instruction committee, of the student's first two years at the college. As a major part of enabling, all sophomores are required to write an essay summarizing what they have learned. After reviewing the student's essay and his record, the committee then decides whether he should continue at the college. Decisions fall within three categories: the student is "enabled," becoming a junior; or the student is told specific work he must do to be enabled; or the student is not enabled and is asked to leave the college. In 1969-1970 almost one fifth of the sophomores were ultimately not enabled. Most left the college; only a few chose to repeat the sophomore year.

Because St. John's, unlike Bard, requires its students to meet individually with all their professors each term, sophomore enabling was not considered as unique as moderation was at Bard. Nevertheless, faculty and student reactions were not dissimilar—the faculty at St. John's generally positive, the students with very mixed feelings. The anxiety caused by enabling apparently is greater than that encountered at Bard, since many students reported that they had no idea what was being examined, or how to prepare for it, or on what basis judgments were made.

The next selection is from page 116 ff.

Oral Evaluations

Oral evaluations, examined at St. John's, present—in intensified form—many of the problems found with written evaluations. Most notably there was an enhanced level of politeness and lack of candor, imposed in part by the fear of unnecessary cruelty to students but also by the evaluation format of face-to-face confrontation. In addition, faculty must spend even more time preparing and delivering oral evaluations than is required for written evaluations, simply by virtue of the formal sessions required.

The St. John's "don rag" (evaluation session) was often criticized for its discontinuity with grades; and most instructors admitted that they use the sessions to evaluate each student according to his own ability. Thus, a C student might be praised for giving his all, and an A student might be criticized for "slacking off." In addition, since St. John's is a small school with close contact between students and faculty, many complained that the evaluation sessions simply repeated the informal student-faculty sessions. As a result, the senior session has now been eliminated, and there is serious talk of eliminating the junior session as well.

But in spite of these problems, the oral evaluation has several distinct advantages. It is especially helpful for the shy student, since it forces him to meet with all of his instructors at regular intervals. According to instructors, these meetings frequently resulted in follow-up dialogue between such students and the instructor. Moreover, because the St. John's evaluation takes place in the presence of students and colleagues, the evaluating instructor considers his job more seriously than the author of written evaluations. The one-sentence evaluation is no longer possible, nor is omission of evaluations for the average student.

The next selection is from page 144.

Faculty and student rationales for participating in universities were most clearly defined at universities with the most clearly defined institutional philosophies. Of the twenty-six sample schools St. John's has the most clearly defined institutional philosophy, based upon a perennialist philosophy implemented through a great books program; and the student and faculty who attended the college did so for reasons most closely associated with the institutional philosophy. As a result of the close correspondence between the institution's program and its guiding philosophy, four fifths of the students inter-

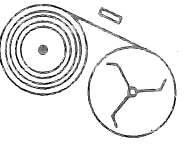
viewed said that they were very satisfied or fairly satisfied with their St. John's experience, and all of the faculty also had a positive experience.

Lower attrition rates, and therefore lower costs, can be expected to accompany more knowledgeable selection of schools by students and faculty. St. John's is a bad example in this respect, because its catalog fails to note the isolation of its curriculum and location. This is a high cause of turnover, and the omission of such an institutional reality from the catalog should be expected to cause a large attrition. In addition, so few colleges operate with well-articulated philosophies that St. John's attracts some students simply because of its program's coherence rather than its content. Were more schools to develop explicit goals and objectives, students wishing a coherent program would have more choice. However, the success of St. John's is borne out by the fact that it is a very satisfied community, notably free of the faculty and student unrest which was so prevalent elsewhere. Therefore, one can certainly conclude, based upon the observations of twenty-six colleges, that the establishment of institutional philosophies with implementable and realistic objectives is highly necessary and desirable in providing a higher-quality undergraduate education which has greater meaning to the internal and external community while at the same time reducing college costs by cutting attrition rates.

- Submitted by Robert Spaeth

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NOTICE TO ALL STUDENTS

Regarding Transfers to Santa Fe

The deadline for submitting applications for transfer to Santa Fe is Monday, March 31, 1975. Dean Neidorf has asked that we not forward the applications to him for final approval until April except in the case of students who have compelling reasons to ask for an earlier decision.

Our agreed-upon policy is that students in good standing should be allowed to transfer provided that the demands thus imposed on the teaching slate can be met. For freshmen and sophomores, a requirement is the passing of the algebra test, and acceptance of sophomores for transfer is contingent on enabling.

The forms used to apply for transfer are available in the Dean's Office. The submission of such an application is taken as implying a commitment to transfer if the application is approved, barring cosmic catastrophes that might prevent.

submitted by Curtis Wilson, Dean

The best example of an "Accident Prone" employee we have found is the following letter from a bricklayer which was reprinted in a British newspaper:

"Respected sir, when I got to the building, I found that the hurricane had knocked some bricks off the top, so I rigged up a beam with a pulley at the top of the building and hoisted up a couple of barrels full of bricks. When I had fixed the building, there was a lot of bricks left over."

"I hoisted the barrel back up again and secured the line at the bottom, and then went up and filled the barrel with extra bricks. Then I went to the bottom and cast off the line."

"Unfortunately, the barrel of bricks was heavier than I was and before I knew what was happening, the barrel started down, jerking me off the ground. I decided to hang on and halfway up I met the barrel and received a severe blow on the shoulder."

"I then continued to the top, banging my head against the beam and letting my finger jammed in the pulley. When the barrel hit the ground it burst its bottom, allowing the bricks to spill."

"I was now heavier than the barrel and so started down again at high speed. Halfway down, I met the barrel coming up and received severe injuries to my shins. When I hit the ground I landed on the bricks, getting painful cuts from the sharp edges."

At this point I must have lost my presence of mind, because I let go the line. The barrel then came down giving me another heavy blow on the head."

"I respectfully request sick leave."

submitted by Keith McCoy

ELECTION TIME AGAIN

A General Election for the filling of three offices on the Delegate Council will be held in the first fortnight of March. The exact date of the election and the names of the candidates will be published next week by the Elections Committee. That means that all those interested in the positions of President, Treasurer, and Secretary must get their petitions in to Nancy Polk this week.

If you want to run for President, you must have been a student here at least one year, and your petition must be signed by at least twenty members of the Polity. If Treasurer, or Secretary, you must have been a student here at least a semester, and your petition need only be signed by ten members of the Polity.

For the edification of political aspirants, here are the job descriptions as put forth in the Constitution.

Article II, Sect. A, Paragraph 3
The President

a. The President must have been in residence at least one year prior to the time of his election and must not be intending to leave the College before the completion of his term of office. Nor may he have ever had his Polity membership revoked.

b. The term of office for the President shall be approximately one-half an academic year. Elections for President shall be held in the first fortnight of November and the first fortnight of March under the supervision of an Elections Committee appointed and chaired by the Chief Justice of the Polity Court.

A member of the Student Polity may be nominated for the Presidency by the submission to the Elections Committee of a Petition of Nomination signed by at least twenty members of the Polity. A general election shall be held in which write-in votes and deliberate abstentions will be accepted. On the first ballot, the candidate receiving the plurality of votes shall be

elected, provided only that at least one-half of the Polity participates in the election, or that he receive two-thirds of the votes cast. Should no candidate be elected on the first ballot, the two candidates receiving the greatest number of votes shall stand for a reballoting in which write-in votes and deliberate abstentions will not be accepted. On the second ballot, the candidate receiving the greater number of votes shall be elected. In these and all Polity elections, sufficient opportunity to participate must be given all members of the Polity.

c. The President shall have the following responsibilities and authorities: (i) He shall be the



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Chairman and voting member of the Delegate Council, and he shall call and preside over meetings of the Student Polity and the Delegate Council, formulating the agenda in consultation with the Delegate Council. (ii) He shall be authorized to request from the Treasurer a financial report on Polity funds, and from the treasurers of Polity organizations, detailed account of funds allocated to those organizations, either of which is to be submitted within one week of the request. He shall sign, together with the Treasurer, all checks connected with Polity funds. (iii) He shall be authorized to impeach any Polity Officer (i.e. the Treasurer, the Secretary, the Polity Attorney, or any of the Justices) or Delegate and shall instruct the Polity Attorney to prosecute (unless the Polity Attorney be the defendant, in which case the President shall prosecute). Sufficient grounds for impeachment and subsequent

cases. An Officer or Delegate may not be impeached more than once in any two month period. (iv) If a Delegate be convicted of negligence of duty or misconduct in office (see part (iii) above), an election shall be held, supervised by the Polity Court, in that electoral unit. Should the convicted Delegate be reelected, he shall be free from impeachment by the President for a period of two months. If acquitted, he shall be similarly free from impeachment for a period of two months. (v) He shall appoint subject to the approval of the Delegate Council, a Treasurer and Secretary to fill any vacancies which may occur in those offices. (vi) He shall appoint two Justices of the Polity Court, subject to the approval of the Delegate Council. (vii) He shall appoint the Polity Attorney, subject to the approval of two-thirds the seated members of the Delegate Council. (viii) In case the Polity Court recommend to the Faculty that a member of the Student Polity be expelled from the College, the President shall be authorized to reduce sentence to recommended suspension, should he see fit. (ix) After room drawing, he shall appoint, with the approval of the Delegate Council, Interim Delegates, all of whom shall serve until formal elections are held the following autumn. (x) He shall represent the Student Polity whenever the Polity can be better represented by one individual than by the Delegate Council as a whole. (xi) He shall be authorized to appoint whatever committees may be necessary to aid him in the execution of his duties.

d. The President shall be impeached (i) by submission to the Chief Justice of the Polity Court of a Petition of Impeachment signed by at least seventy-five members of the Student Polity or (ii) by submission conviction shall be negligence of duty or misconduct in office; the Polity Court shall try all such

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of a similar Petition of Impeachment signed by at least three-fourths of the seated Delegates. Sufficient grounds for impeachment, and subsequent conviction by the Polity Court shall be negligence of duty or misconduct in office. Prosecution shall be carried out by a representative of the Petition of Impeachment. If convicted, the President is thereby recalled from office. If acquitted, he shall be free from subsequent impeachment for a period of two months.

Art. II, Sect. A, Par. 4

The Secretary

a. The Secretary, an Officer and voting member of the Council, shall have been in residence at the College for one full semester prior to his election. He shall be elected by the same procedure and in the same general election as the President, except that his Petition of Nomination need be signed by only ten members of the Polity.

b. The Secretary shall keep the minutes of all meetings called by the President. He shall be responsible for all Polity Records. He is to serve as Acting President in the event that the office of President become vacant, or, in the event that the President is temporarily incapacitated. In the event that the office of the President becomes vacant, the Secretary shall serve as Acting President until a new election for President is held, not later than two weeks after the vacancy occurs.

Art. II, Sect. A, Par. 5

The Treasurer

a. The Treasurer, an Officer and voting member of the Delegate Council, shall have been in residence at the College for one full semester prior to his election. He shall be elected in the same election and by the same procedure as the Secretary.

b. The Treasurer shall keep account of and disburse all Polity monies, and sign, together with the President, all checks connected with Polity

funds. He must make each month, or at the request of the President a formal report to the Delegate Council concerning all Polity monies. He shall be responsible for collecting for the Polity all fines levied by the Polity Court.

* * * *

I hereby announce my candidacy for the office of the President.

--Dan Jerrems
Polity Attorney

← delegate council

Delegate Council Minutes for Feb 11

I lost Ms O'Connell's minutes, so this is just the stuff I remember:

- 1) \$7.50 to Cliff Adams for a seminar party.
- 2) \$7.50 to Steve Weinstein for a Tiffany party.
- 3) \$17.32 or so to Chris Rote for Dwarf costumes.
- 4) \$20.00 to R Godfrey for a surprise party.
- 5) The Syndicate of Bacchus presented a charter which named Mr Party (G Anastaplo), Mr Waltz King (D B Horvath), and Mr People's Rep (T Ash) as the committee in charge of all future disbursements of funds for large parties for the remainder of the semester. Ratified, 5-3-1.

S Gray

Dean's Meeting Minutes for Feb 13

Socialist Workers Party Presidential candidate Leo Carillo wants to speak to da College about his party's platform in return for an honorarium. We agreed that we should never spend money when we didn't absolutely have to; hence no honorarium. However, if he wants to talk for free, he is welcome to come and try; this way we may still get on his friends list in the eventuality that he is elected.

Someone (not Mr Carillo) is interested in offering a course here on Yoga and Eastern philosophy. Are we interested? Sayeth the surrounding multitude, omg, sure.

S Gray

MEN'S SPORTS by Bryce Jacobsen

Badminton: Spartans-79, Greenwaves-71. Messrs Sonnenfeldt, Kimble, Kneisl, and Skinner combined to win a fairly tight one over the Waves. It was Mr Kimble's 15-point victory margin that did the trick.

In our Women's Doubles Finals, Ms Blue and Ms Quesenberry settled down to defeat Ms Bassan and Ms Davenport after losing the first game, when they appeared to be somewhat jittery.

In the Men's Doubles Finals, it was Messrs Horvath and Nelson winning by three games to one over Messrs Church and Sonnenfeldt.

Faithful Readers might want to know how things are shaping up in that much heralded Chew-Jacobsen Prediction Derby (since there were no basketball games to write about). Well, it looks like this so far. The scoring system works thusly: an excess of one in either wins or losses over the predicted number registers as negative one, or "down" one...an excess of two is "down" two, etc. He who is most "down" loses, and must buy the other a free lunch at the Little Campus, including any beverages consumed.

In basketball, we are both already down three with the Hustlers, we each having predicted only two wins for them! I am down one on the Druids, but Mr Chew is down four. Neither of us is hurt by the Guardians so far. With the Spartans, I am down one, and he is down three. The Waves have hurt my 5-3 prediction, causing me to down two already...but Mr Chew's 8-0(!) has put him down five already.

In volleyball, I won't bore you with all the details, but merely state that I am down nine, and Mr Chew is down ten. So, all in all, I am down 16, and he is down twenty five.

Just to keep the record straight, it ought to be revealed that my normal, everyday lunch consists of:

- a) a cocktail hour...3 scotch and sodas, at least
- b) my own Chef's salad, specially prepared with artichokes and avocados
- c) Lobster Tail Soup...Maine lobsters, of course
- d) a two-inch T-Bone steak, washed down with copious quantities of Carlings Ale
- e) a double serving of Shoo-Fly Pie...a la mode
- f) Brandy...as desired
- g) Cigars...choice Havana, of course

Volleyball: Greenwaves-55, Guardians-51. There is no doubt about it...this was the Guardians finest hour, volleyballwise. They (at 0-6) came within a whisker of upsetting the unbeaten Waves, who played a rather erratic and slipshod game. It was touch-and-go all the way...beginning with the Guardian B-team eking out a 25-24 victory. After that, Messrs Dink, Elliott, Bell, Hill, Jerrems, and Cone kept the pressure up with some fine play, and were still leading at around 50-48. 'Twas a noble effort, but it fell a little short...luckily for the Waves.

Druids-55, Hustlers-41...which is just about what you would expect.

LEAGUE STANDINGS:

Basketball	W	L	Pts	Volleyball	W	L	Pts
Hustlers	5	1	16	Greenwaves	6	0	18
Druids	4	1	13	Druids	6	1	19
Guardians	3	2	11	Hustlers	3	3	12
Spartans	1	5	8	Spartans	1	5	8
Greenwaves	1	5	8	Guardians	0	7	7

THIS WEEK'S SCHEDULE:

Thursday (Volleyball) 3:00 Greenwaves-Hustlers
4:15 Spartans-Guardians
Saturday (Basketball) 1:45 Guardians-Greenwaves
3:00 Hustlers-Druids

WOMEN'S SPORTS by Betsy Bassan

Basketball: Maenads-29, D.C.s-18. The Maenads have skyrocketed to glory. Suddenly they've actualized their potential and who knows where it may take them Onward and Upward! Ms McKay scored 13 points in this game!

Nymphs-34, Maenads-28. It was a close game. Predictions are that if the season were to last just a bit longer the Maenads could even beat the Nymphs. (But, alas, Ms D'Agnesse is back -on guard, all teams!)

Volleyball: Amazons-2, D.C.s-1. The Amazons won by a very small margin. The D.C. team only had four players most of the game, then Ms Chester showed up. Where are the other D.C.s, who will close up that margin, and bring a few victories?

THIS WEEK'S SCHEDULE:

Wednesday (Basketball) 4:15 D.C.s-Amazons
Friday (Volleyball) 4:15 Nymphs-Maenads

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WED:	LUNCH	Tuna & Noodle Casserole
	DINNER	Spaghetti & Meatballs, Hot Turkey
THURS:	LUNCH	Hamburger on Roll, French Fries
	DINNER	Baked Chicken & Dressings, Bar-B-Que Beef
FRI:	LUNCH	Welsh Rarebit
	DINNER	Grilled Ham Steak, Cheese Omlet
SAT:		BRUNCH
	DINNER	Steamship Round
SUN:		BRUNCH
	DINNER	Beef Stew, Liver & Onions

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