

THE
NINETEEN FORTY-FOUR
YEARBOOK



ST. JOHN'S COLLEGE
ANNAPOLIS, MARYLAND



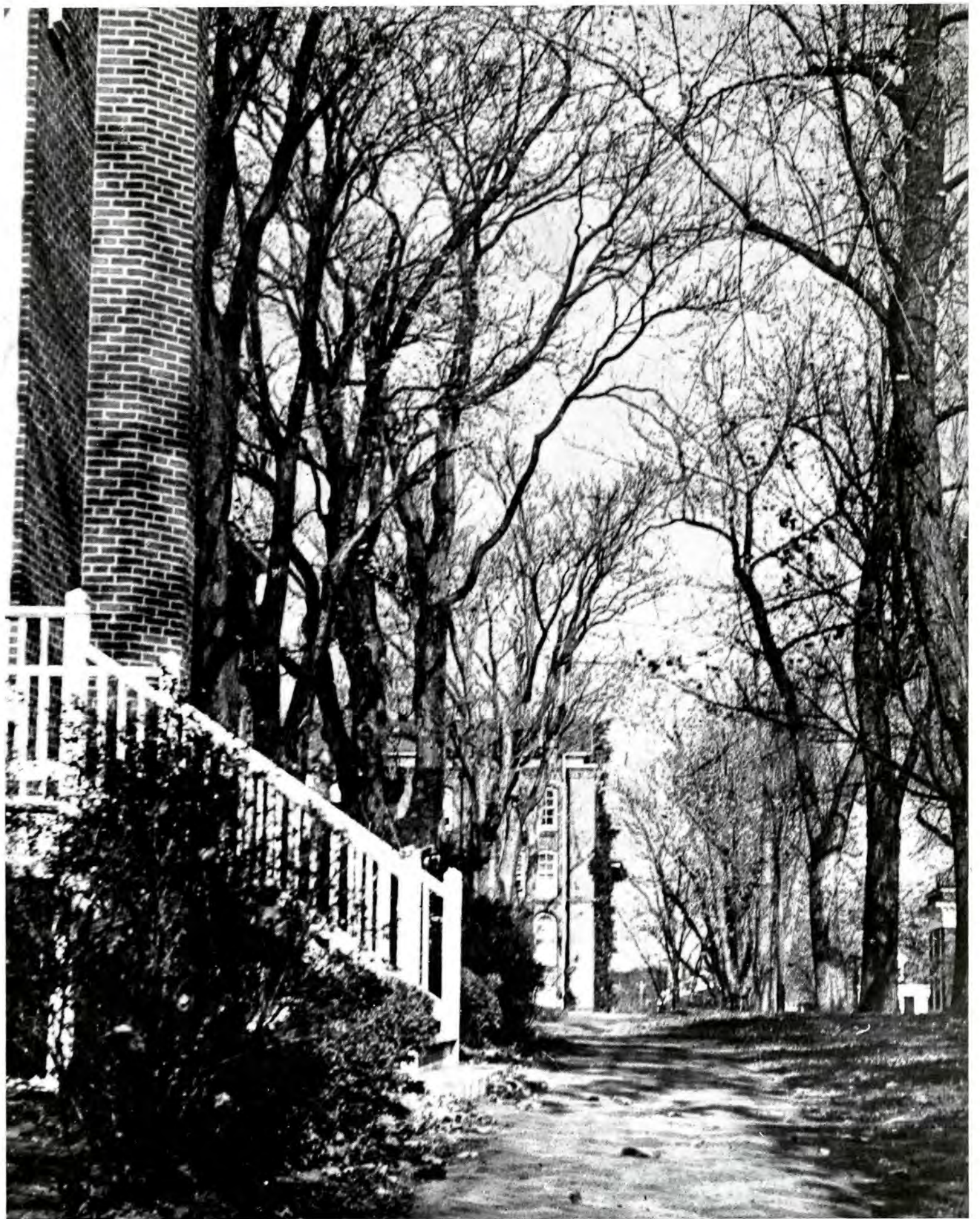
ST. JOHN'S COLLEGE

Founded 1696

— as —

KING WILLIAM'S SCHOOL

**Dedicated
to the Spirit
of the College
and the Tradition
of the Liberal Arts**



St. John's College **Yearbook** Annapolis, Md.
1944

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The War

... has introduced chaos into all the aspects of our student life. The pattern of its effects upon us has changed considerably during the past few years.

It is not an easy task to determine the effects which the war has had on this community during the past year, nor is it a simple matter to bring to light the principal means by which these have been produced. One thing, however, seems evident and this is that the current influence of the war upon us, and our corresponding reaction to it, are quite different from that of a year ago.

In order to make this clear we must divide the College's war history into three periods and examine each: (1) from Pearl Harbor to the calling of the Army Reserve in March, 1943, (2) from this time to the summer vacation, and, (3) from the opening of the school session of 1943-44, on July 7th, 1943, to the present. During the first period the nation was at war, although the student body had not, as yet, suffered materially. Even during this time, however, a few of the seeds of discord were sewn. We had lost a number of our best faculty members by the spring of 1943. Mr. Kelly had been at M. I. T. for a year, Mr. Comenetz had left the previous June, Mr. Taliaferro during the summer and Mr. Neustadt in January. During the

second we suffered our serious material decrease by the successive calling of the reserve groups on the campus. Finally, except for the Sophomore Class, we once again achieved a state of equilibrium under the new Freshman Plan. This annual covers temporarily the third period, but in order to discover and illuminate the complex form of our relations to the war during the days with which we are concerned we must first go back and look briefly at our life during the preceding intervals.

Period I

We felt that we were aware of the magnitude of the war, its causes, its issues, its implications and especially the possibilities involved in its outcome. We held our War Meetings and concerned ourselves with what we determined quite rightly to be the most important problem—a lasting peace. We participated well in what seemed to be the best course of action open to us at the time and felt our thinking to be sound, our proposals necessary. It was not difficult to approach the problems presented for they appeared before us as speculative objects which we regarded with aloofness and emotional detachment. This mode of consideration was familiar to us since we employed it daily upon other objects, similarly distant, which we were likewise commensurate with the mode. We read and discussed the news as we read and discussed Thucydides.

Gradually, however, we became aware of our insecurity as spectators; it became increasingly evident that we were being drawn into the position of active participants. We enlisted in reserve groups and remained in college in this capacity, judging soundly that we could be of most value to the nation as students; but we soon realized that this



choice, although the best, was only a postponement of the inevitable, that one way or another the result would be the same. It was merely a question of time.

Period II

When the first of the reserve groups was called we believed that the war had hit us with its full force. We were mistaken; the real impact came much later and its appearance was much more subtle, illusory and diabolical.

The loss of a large portion of our student body to the armed services in the spring of 1943 introduced chaos into all the aspects of our student life. We watched our friends disappear one by one; we held farewell parties and indulged in the miseries of drunkenness in our futile attempts at self-deception and we reached a point, finally, where we became utterly confused, even about the ends of these occasions—the loss of friends was secondary, indulgence and escape primary. We lost sight of the communal end and consequently were unable to follow the means with the necessary discipline. We neglected our studies and sought diversion, and, although we knew on the one hand that such a quest could lead to nothing but an increase in misery, yet, on the other, we felt ourselves unable to escape. We became adept and ingenious at excusing our own vices and our facility in this respect usually manifested itself in criticism, not of the Program itself, (for we knew too well its necessity, goodness and consequences), but of the way in which it was being applied. Students criticised the Faculty, classes and one another, all as being inadequate, and the Faculty reacted to some extent in the same way.

Although our criticism was made in the spirit of self-indulgence, and consequently was not good in intention, (this intention being the justification of vice), there was, nevertheless, much truth in it. We had lost a large and irreplaceable part of our Faculty, irreplaceable because of the nature of a faculty member adequate to the Program. Many of our best students had been called. But instead of taking the better course of action—doing what we could with what we had, we chose the worse—inertial lamentation.

Period III

During the summer vacation we were able to recognize to some degree the unhappiness of our past action and resolved to attempt the better. The Upper-classmen, returning in July, found their number pitifully small, discovered that only a handful remained of what had been, the year before, three large classes. Contrary to past experience, they found themselves to be a tiny part of a community dominated, numerically at least, by a mob of youngsters admitted under the new Freshman Plan.

The last of the reserve groups had been called and it appeared that the Junior and Senior classes, at least would remain relatively stable until their respective graduations. The war potential of these groups had been almost completely exhausted. The Sophomores, on the other hand, found them-

selves in much the same position this year as that of the other two classes last Spring; they were destined to suffer gradual and continual loss of members throughout the year. As a consequence the chaos of last Spring continued but remained confined to this group, and its reaction was much the same as that of the two classes above it had been.

This effect of that disease which is war was intelligible to us; we had expected it, reacted badly when it came and understood, upon reflection, the injustice of our actions. We had experienced fully the insecurity necessarily felt by any community during war time and those of us who remained were desirous of a better course of action and seemed willing to take it. It appeared that we succeeded; beneath this appearance were concealed essential failures. We went to classes, worked hard and learned, but in spite of this the spirit of the college became immersed in an appalling gloom. Intellectual excitement had vanished. Individually we were working better; as a community we failed.

As a community we no longer existed. The Juniors and Seniors, decimated, retired to Randall Hall and formed a number of small communities of their own, each with its implied constitution determining its peculiar mode of action with respect to its end, this end being identified by each diminutive group with that of the highly nebulous body known as the College Community. Any such multiplicity of constitutions, all directive to the same end, leads inevitably to warfare within the whole, since any group, in order to justify its existence, must believe that its mode of action is the best, its understanding the true one. The Sophomore Class suffered by itself the chaos produced by continual diminution while the Freshmen, abandoned by the



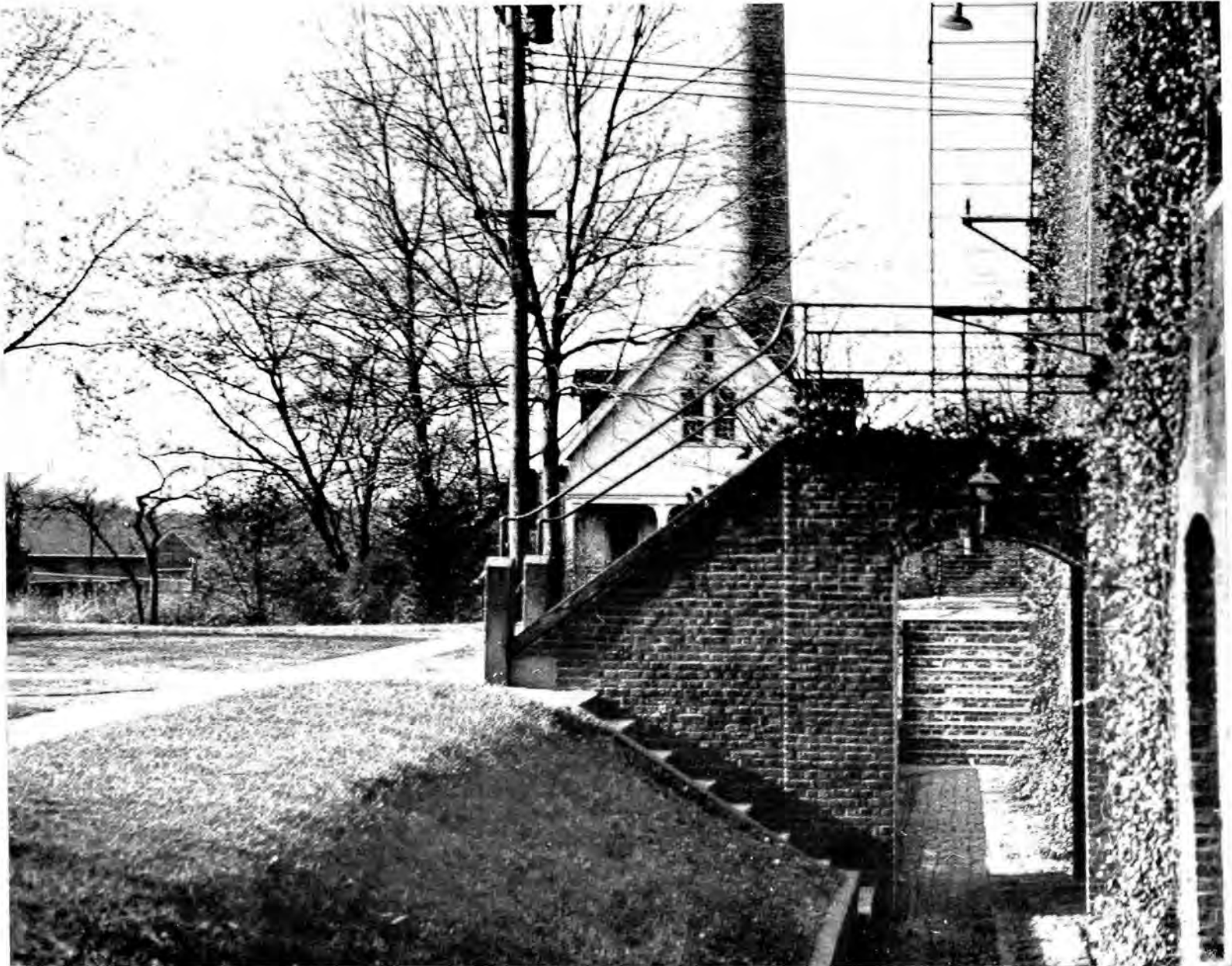
upper classes, who guarded jealously their communal secrets, struggled vainly to determine what that social form was into which they were ostensibly being initiated. The upper classes refused the information and were indignant at the result.

The Coffee Shop, which in our experience had been the informal center of the intellectual life of the community, had become, oddly enough, a refreshment counter. We remember it as a place in which discussion was always to be found, where tutors and students continued their seminars until two and three in the morning. Someone always had a problem and many were available to contribute eagerly to its discussion. Now we found that few were interested. This year, for the first time in its history, the Coffee Shop made a profit. No one rejoiced.

A number of factors seemed contributive to this decline of intellectual interest. For five years we had struggled to build up the Program, Faculty and student body, overcoming almost insurmountable obstacles in doing so. Imperfections remained, it

is true, but the Program, in general, was established on a sound basis. The majority of the faculty members, although lacking knowledge and experience in many parts of the Program, possessed requirements more essential to success than either of these: (1) the firm conviction of the necessity and goodness of the plan, (2) the personal excitement in undertaking the Program both as teachers and as students, and, (3) the capabilities of becoming good faculty members of the true Liberal Arts College. The student body, given the current state of secondary education, was probably as good as could be expected.

The advent of the war, although unable to affect the Program, certainly introduced deficiencies into the teaching of it. A good Faculty is absolutely essential to good participation in the Program by the student body. It may be argued that the books are, after all, the teachers, and that the student learns from them rather than from the Faculty, the latter being only the means leading the students to the end, but from this it would be difficult to con-





clude that the quality of the means is unimportant. It is, rather, all important, for in general a student's predisposition to learning is not sufficient to insure that it occurs and this is especially true during the initial stages of the learning process, before knowledge and good habits of study are acquired. Here the quality of the means may make all the difference. Later the means may become less important, but still they will never be entirely irrelevant. A faculty member, as mediator, must lead the student to the books and this is achievable only in so far as he is able to impart his own knowledge, conviction and excitement. The majority of the pre-war Faculty possessed these necessary qualifications and where knowledge was lacking other factors substituted themselves and the consequences were manifested in the student body.

The war took from us a great number of these men that we had so carefully and painstakingly

acquired and the whole community suffered accordingly. We tried to make up this loss with replacements but in many respects this was little more than a numerical achievement.

Such a loss, coming after five years of struggle, coming just at the moment at which success seemed imminent, might well have proven disastrous. Minimally speaking it was disheartening and depressing. It meant that after the war we must again set our house in order. And indeed we must, for if we fail in this struggle there will certainly be little left to fight for.

As the Faculty suffered, so did the student body. It lost the majority of that group which had experienced the infusion of intellectual excitement and devotion, which had created for itself habits, customs and myths, producing an established relation to the Program. Because of the quality of the Faculty and the minuteness of the body of Upper-classmen, the incoming Freshmen found little in their experience to indicate that one mode of behavior in respect to the Program might be more desirable than another. Tradition was confined to the few who remembered; the majority was left to create its own.

The war confronted us on all sides with vast, swirling seas of human activity, and the very im-

mensity of the spectacle of this fundamentally physical action, its inescapable presence and inevitable, permeating influence, dwarfed by comparison, that appearance which was our own intellectual activity. We were deceived by this, thinking, or, more properly, being forced to think that the relative magnitudes of the outward manifestations of these two kinds of human endeavor were consequences of their importance and relevance to the life of man, and because of this error we were led to feel, generally without being aware of it, that deliberation and discussion by us as a community were insignificant, trivial, perhaps even unjustifiable, certainly pitifully ineffectual in a world which, in appearance, was dominated almost completely by action in another order. The dictates of reason had become irrelevant to action.

Our existence as an intellectual community was chaotic; we seemed continually on the verge of

dissolution. We were passive and impatient with any group discussion of war and peace, the necessities of law and liberal education. The propositions which, a year ago, we had accepted with enthusiasm had become routine and obvious. The period of communal deliberation seemed no longer useful historically; communal action was imperative. We failed to realize that, for us, the two should be synonymous.

In spite of our failure as a community we achieved, individually, certain notable successes. The war confronted us, as individuals, with the necessity of justifying our own particular course of action and this necessary self-justification produced, in many cases, an application and mode of operation in respect to the Program which otherwise might not have been achieved. Individual working habits improved and if, as a community, success was not possible, nevertheless it was imperative individually and personally. The desire for discussion and argument was at least present among some of the Upper-classmen and to some extent this was fulfilled, although the satisfaction was personal rather than communal. The first formal lecture by an undergraduate was given. Several Upper-classmen originated, for them at least, a school of philosophy, concerned quite seriously with the formulation and explication of its Platonic doctrine of the relation of knowledge to reality.

We knew the factors which were necessary to determine a durable peace and we were aware of the necessity of federation, sacrifice and legislation in order to insure this end. But as the war progressed we recognized two things, intrinsically related, which made this end seem hopelessly chimerical, its pursuit pathetically quixotic.

The first was the highly complex and massive form which modern society had attained and the second was the incredibly great motive force necessary to overcome the inertia of this mass. If true peace was to be achieved then this leviathan had to be moved, stirred throughout its being. Force was necessary for the motion, but where was such a force to be found? As our perception of the war grew it became increas-

ingly evident that the answer was—nowhere. We had created a machine of such a complex nature that it had become self-moving, and paralysed. The only hope seemed to be that it would reveal the seeds of its own impossibility, its essential contradiction, and dissolve by self-destruction.

By forcing upon us this realization, then, the war dealt our community its most powerful devastating and diabolical blow. If government was to be good, peace established and happiness insured, then liberal education would have to exist as an institution for all. We, and those who saw the truth with us, would have to bring this about and such a thing was achievable only by political action. But through our continued contact with the war the political scene revealed itself in its almost unimaginable complexity and with this revelation brought to us the realization that our efforts would be pitifully ineffectual, that the fight which we must undertake might well be hopeless—hence tragic.



The Curriculum

. . . has apparently suffered only slightly, in spite of the war. The effects of a few of the changes, however, have been somewhat serious.

Lectures

With a few notable exceptions the lectures this year were disappointing to all of us excepting, perhaps, the Freshmen. In fact the majority seemed to be Freshman lectures, either by accident or intention. There were eight lectures on the Liberal Arts; Mr. Adler devoted his three lectures to the Freshmen specifically. We do not wish to imply by this that we are either above or removed from lectures on the Freshman level; we were, and still are, intimately concerned with the problems of their year. The Administration, if it was responsible, may have had reasons for devoting so much of the lecture time to this class. Perhaps it did so because this was the predominant group on the campus or possibly because it felt that their intellectual status needed it. Whatever the reason, we cannot concur with that judgment and do not feel happy at the result. The former procedure of letting the Freshmen grow into the lectures rather than the opposite seems to us a better solution, for it entailed much more excitement and considerable anticipation. We remember fondly the first few lectures which we experienced as Freshmen. The wiser Upper-classmen informed us that we would not understand them at all and it is certain that we didn't. This was more or less insured, since the Dean customarily gave the first lecture. But we were excited rather than repelled by this and knew that we would have to listen carefully and follow as closely as we could and looked forward eagerly to the time when we would comprehend.

Neither of our two perennial visiting lecturers, Mortimer Adler and Mark Van Doren, achieved that standard of excellence which they, by example, had set for us in previous years.

No lecturer do we anticipate more fondly than Mr. Van Doren. More than any one else he has always succeeded in captivating us, in persuading us to feel his own sympathy and sincerity for his subject matter, almost regardless of what it may be. He is a poet, and as such he almost invariably succeeds in moving us to share his own poetic perception and delight. His artistic analysis seems unfailingly good. However, he lacks to some degree the gift of philosophic analysis. Consequently we were disappointed by his lecture on rhetoric.

The subject did not seem appropriate to his talents. Again, in the case of the *Confessions*, we were moved by his perceptions of Augustine as poet but not as philosopher and Christian. We are closest to Mark Van Doren when he asks us to share with him the poetic understanding and sympathy for Homer, or Virgil, or Shakespeare.

The question period of Mr. Adler's first lecture, *Man's Essence*, brought out in full regalia those two Freshman prejudices which have unfailingly appeared with each class and which have generally been abandoned soon enough, until they are raised once more in the Senior year. As a consequence Mr. Adler decided to settle the problem once and for all by devoting his next two lectures to them; accordingly his second lecture was *Materialism* and his third *Evolution*. Such attention to the Freshmen seems unwarranted.

Two of the most significant lectures of the year were both first appearances for the lecturers. The first lecture by an undergraduate was given by Peter Wolff on *Astronomy*. Although those with strong affiliations elsewhere could not share Mr. Wolff's provocative affinity for Newton, the lecture was notably comprehensive and was received with well deserved enthusiasm. The Reverend Winfree Smith likewise made his debut on the platform this year and, with a remarkable degree of clarity and understanding, stated his objections to the theologians' reduction of God to Theology.

The Language Tutorial

In no other department of the Program has the failure of secondary education been felt more keenly than in the Language Tutorial. Here, for a number of years, we have been struggling with two tasks only one of which is properly our own. The first is the acquirement of adequate familiarity with the languages in which were written the majority of the books of the Program: Greek, Latin, French and German. The second is the employment of the knowledge of these languages in translating and close reading.

This tutorial is essential to the Program. As the Mathematics Tutorial is devoted to the arts of the Quadrivium, so is the Language Tutorial related to the Trivium; but whereas the language of the

former is almost unique and universal in its vocabulary that of the latter is diverse and can only be brought to the universality of the Trivial Arts of all languages by a familiarity with a number of specific ones. This familiarity, recognized as participating in the universal Grammar, Rhetoric and Logic, gives mastery of the particular, leads one to the highest and fullest usage of one's native tongue. Such mastery is not possible without first a familiarity with other languages. Only after this has

instill a certain amount of familiarity, some feeling, for instance, for the subtlety of Greek or the eloquence of Latin. This achievement in itself is not inconsiderable and has proven conducive to that perception of universality which we desire.

The war took from us a number of our language teachers and the Freshman Plan increased the number of necessary Language Tutorials. As a consequence it was no longer possible to continue the four languages this year. Instead, the Administra-



been attained can the universal Trivial Arts be acquired.

The mastery of languages should not confront a college as a problem. Extreme youth is the time during which this type of learning is most readily and easily achieved. By the time the student reaches college age the problem has become acutely difficult. Such a task at this stage is dull and routine and consequently not easily faced. Current secondary education, in failing to teach languages, (especially the two most fundamental ones, Greek and Latin), forces us to assume its responsibility as well as our own.

It is obvious, of course, that we can not pretend to teach four languages in four years but we can

tion decided to devote all of the Freshman and half of the Sophomore years to Greek and the remaining time to the close reading of English translations.

In considering the prospects for the Freshmen under this plan we were, of course, envious of the time that they had to devote to Greek. On the other hand we regretted deeply that they would not be able to undertake Latin. The language of Virgil would be an irreplaceable loss to them. We felt that such a loss should not occur unless absolutely necessary, that perhaps it would have been possible for them, even under the present conditions, to have had a year of Latin after their year and a half of Greek.

As it turned out it became possible for us to rein-

state the four languages in December. Consequently the Freshmen who were doing Greek did not suffer from the change. The three upper-classes did, however, for each lost a year of that language which it would have had ordinarily.

Vacations

Despite the fact that we accepted high school juniors this year it was necessary, in order that they be graduated by draft age, to eliminate the summer

by the end of the year with considerable regret how essential vacations were to us if we were to work well.

The year began in July and ended in March. By the end of the summer term all of us were exhausted from our continuous effort to overcome the enervating influence of an Annapolis summer in order to work. The heat was terrific. For forty days there was no rain. We cheered ourselves by imagining that we were Foreign Office representa-



vacation. By instituting a summer term we were able to telescope to three years our four year program. This policy had been adopted by almost all other colleges in the country long before we decided that it was necessary but we had been highly critical of such a move and had withstood it as long as possible. Our reasons for this abstinence followed from our belief in the essentiality of vacations to good participation in the Program. The Program was difficult; the work concentrated. We referred, perhaps lightly, to the summer vacation as a period of digestion. We professed, paradoxically enough, to do most of our learning during this time. Although most of us did not regard these statements with complete seriousness, we realized

tives in some forgotten tropical outpost. We waited restlessly for the mail boat to come. The quinine ran low.

The brief vacation which we had before the beginning of the fall term was not sufficient to restore our lost energy. The story was the same at Christmas. As a result we passed the whole year under a sort of unnatural nervous tension and we were never sufficiently relaxed to work well.

After such an experience we realized all too well how desirable a full summer vacation was. We hoped that, with the end of the war, it could be reinstated; we felt that the present plan would prove increasingly harmful to the community if it were continued.

The Freshman Plan

... for admitting younger students to the College has not conformed to our expectations. We, as well as they, have been responsible for the failure.

The Freshman Plan

During the Summer Term, for the first time in its history, the Administration put into effect a plan which, ideally, it had always considered desirable: the admittance of a Freshman Class whose secondary education requirement was the completion of two rather than four years of high school, as is the case generally. Thus the College said, in effect, that the last two years of high school, given the present state of secondary education, were relatively useless to the program of Liberal Education and hence, by the implication of its own principles of the desirability and necessary universality of its Program, useless almost without qualification. This condition of secondary education presents three possible courses of action; it seems to us that only

the first is a cure, the remaining two merely narcotics: (1) Revising secondary education so that its program becomes of use to Liberal Education, (2) Accepting students, provided they have certain necessary qualifications, before high school graduation, and, (3) Insisting that students fulfill the secondary educational requirements as they stand, hoping for three possible results: (a) That during the last two years of high school they will increase in maturity, thus facilitating their subsequent Liberal Education, (b) That, given certain possible choices, they will elect a few studies relevant to a liberal program, and, (c) That, at a minimum, they do not suffer from common errors and falsehoods, (such as the proposition—Science cures all).

Deliberation led us to choose the second of the three possibilities, the first being impossible at present and the third undesirable. There were two principal reasons for not continuing the third course of action, as we had been doing up to now; one was our uncertainty of its value in terms of maturity and the quality of curriculum, and on the other hand there was, in opposition to this plan, our experience of a number of ill effects suffered rather generally during these years; the other was the draft which, if we continued on the old plan, would prevent the graduation of the majority of our students. Consequently we accepted a Freshman class in July whose qualifications were twofold: the completion of two years of high school and the passing of an entrance examination.

We awaited their arrival with a few misgivings which only experience could substantiate or annul. Three principal questions had to be answered before we could determine either the success or failure of the plan: (1) Would they have sufficient intellectual maturity for the Program? (2) Would they be mature socially? and (3) Would they acquire the necessary habits of study, given the lack of enforced discipline by the Administration?

Although a judgment is possible, we cannot answer with finality the second of these questions; we can answer the other two without too many qualifications.





The new Freshmen had adequate habits of study. Our doubts, which had seemed justified, had led us to fear that the opposite would be the case: that they would take advantage of the possession, too soon, of almost boundless freedom and would run rampant. We imagined the necessity of a continual flow of administrative restrictions to keep them in check. Experience proved this particular fear to be unwarranted, for they did the work asked specifically of them and, in some cases, their habits in this respect proved to be more firmly rooted than those of many Upper-classmen.

Our fears for the intellectual maturity of a freshman class considerably lower in age were well grounded. They worked well but the quality of their intellectual life was of high school rather than college goodness. Perhaps the best statement of the case would be, (although this must be amplified), that they did what they were asked to do yet failed to perceive the wealth of toil not required of them and that the latter was the most important part of the Program. Another way of stating this would be to say that what they did seemed to be unrelated to what they were. They read the Republic and the Ethics because they were assigned and they discussed them because they had read them, but they failed to perceive the personal consequences involved. If they were aware at all of the problem of the assurance of happiness both in the part and in the whole it was in the light of a task, not of an intimate and personal concern. They were not able to perceive the great problems in the works they were studying and, if confronted with them, seemed incapable of retaining and examining them in any substantial way. The Platonic proposition—Virtue is Knowledge, has serious educational and personal consequences but if they

became aware of this at all that awareness was of highly unreal character.

If this younger group of students continues in its state of intellectual immaturity, regarding the whole as a task to be performed, and failing to perceive its personal relation to them, then, in so doing,

they must fail the Program. It may be argued that they will grow into it, (sometime during the Sophomore Year, say), but such an argument is truly unfair to a Liberal Arts student. The intellectual content of the Freshman and Sophomore years is far superior to that of the latter two, and how shall it profit a student if, in order to complete the four years, he neglect essentially the first two? It would be better for him if he waited until he was prepared to undertake the Program even though, as a consequence, it were necessary for him to leave before he had completed it.

Although these are, so to speak, the dictates of reason in the matter, a college, unfortunately, cannot follow these alone, for if it did it might find itself non-existent. In all fairness, then, although the foregoing might suggest that we should refuse to accept high school juniors, such a choice might prove fatal to the College. How many high school students, upon being graduated and faced with the likelihood of being drafted within a year or a year and a half, would elect to go to college for that length of time? Very few, seems to be a fair guess. It is easy enough for us to say that we would grasp willingly whatever we could get of Liberal Education in that time, hoping to return afterward, but we would make this judgment after experiencing the value of the Program, even in part, and it would be highly unrealistic of us to assume this judgment on the part of a high school graduate who, in all probability, would be only vaguely aware of the content of the Program.

On the other hand, the same student, given the prospect of finishing college before induction, might well be interested, to say the least. And although he be immature, and miss much because of this, he will, in time, grow and will





also understand and profit and doubtless, even under these conditions, be really much more of a college graduate than those who imagine, after they are graduated, that they have finished.

Ideally speaking, however, neither our current plan for the Freshmen nor the one in effect previous to the war can be called truly satisfac-

tory. Until such a time as secondary education can be cured of its many ills, college liberal education must necessarily suffer. Students should enter college knowing how to read and write; they should have had previous training in Greek, Latin and Mathematics, specifically, Euclid. The problem of the Language Tutorial has been discussed elsewhere, but the very fact that we have such a problem is a reflection on the inadequacy of current high school education. It should not be the burden of a college to teach its students the fundamentals of these languages. Extreme youth is the time for learning languages, just as it is the time for learning the multiplication table; these are the years in which this kind of training takes place with the most facility. By the time one reaches college age the difficulty is increased tenfold. The task by then

appears dull, systematic, routine; it is not easily faced.

The principal difficulty that confronts us in judging the social maturity of the Freshmen is the fact that we have not experienced them in any communal form of society. A number of people, on entering a community, would probably expect to find certain beliefs,

customs and laws; they might imagine that they would be informed of these and would be expected to follow them as members of the community. To the new Freshmen, at least, there appeared to be no beliefs, no customs, no laws, but if the sacred fire did exist, then it was buried in the inaccessible sanctity of Randall Hall and it appeared that it would have been presumptuous of Freshmen to go there in search of it. Hence, rather than be invited to become part of a community, they were forced to form one. They entered expecting to comprehend and then to lead what they vaguely anticipated to be a form of college life, but they discovered, to their bewilderment and confusion, that before this could be done they themselves, rather than others, would have to determine what this form was.

It was a long time before they became aware of the necessity that was imposed upon them and it is still doubtful that, as a group, they are fully conscious of it. They remained in a state of chaotic suspension, anticipating the imposition of the communal form upon them but growing more and more doubtful, as time passed without action, that this would ever occur. Had they been informed at the outset that they would have to determine for themselves what form their communal life would have to take the result might have been less chaotic, although even under these conditions it is doubtful that this form would have been good. The common end which leads people to form any particular community must determine the communal form of action with respect to that end; and presumably those of good judgment who see the end most clearly should be determinative of that form. In a college this is done by the Upper-classmen with administrative cooperation. Since we cannot grant the Freshmen the intellectual maturity necessary to an adequate perception of the end, it is doubtful that, in any case, a communal form constituted by them would have been sound.



The Fine Arts

... have never found a satisfactory place at St. John's chiefly because we have failed to reach an agreement in the understanding of their relation to the Program.

Introduction

Here at St. John's we have never had what could be called, by any stretch of the imagination, a sound and comprehensive relationship to the Fine Arts. Many have lamented eloquently this deficiency and urged the Administration to recognize and rectify it. Others have viewed with alarm the consequences of such a rectification to the curriculum. Some maintain that because the Fine Arts are essential to man we must acknowledge this necessity and include them in the Program. Others admit their essentiality but insist that we cannot maintain them without an expense to the Program which must not be incurred.

Any attempt to establish formally a sound relationship to the Arts would, if it did not make serious inroads into the curriculum, at least set up a kind of extra-curricular elective system. The Program demands of the student all of the study time that he is able to devote to it. Were the Administration to acknowledge as necessary a formal study of the Fine Arts it could do so only at the expense of its own Program; were it to set up a group of elective courses in the Arts it would be entering into competition with itself. It has acknowledged music and poetry as desirable to the Program to some degree by scheduling lectures and a concert series each year and by including the great poets among the authors. Indeed, poetry, critically speaking, receives a surprisingly great amount of attention from us. But formally, at least, we have not felt able to go beyond this point and the problem remains, with the arguments on both sides unresolved.

Although formal recognition of the Fine Arts by the Administration has been impossible, their recreational value has been emphasized and encouraged. They have been considered, together with athletics, as the most desirable activity in which the student body can engage by way of relaxation. The Administration has adopted a policy of aid and encouragement to any group activity which might prove valuable to the community. Under this policy, however, the majority of our attempts be-

come involved in a paradox and are unsuccessful as a consequence.

Almost any proposal for the presentation of some function of the Fine Arts to the community reveals within itself the necessary but tacit assumption that this is a formal activity and that consequently we have available that constant and adequate group of trained people necessary to success. When we recognize that this is not the case then we must either acknowledge failure, (as was necessary in the case of the Chorus this year), or slacken the communal ties to the Program to make possible a kind of professional adequacy, (which we managed for *The Tempest*). It is evident that any such attempt must entail a kind of failure, either with respect to the Arts or to the Program, that the excellence necessary to the success of the former can be had only if they are formally recognized.

Although our aspirations to study and to present the Fine Arts at St. John's have been, and, of necessity, shall be defeated, there is still open to us a third course of action which has been successful. This is the presentation of the works of other artists to ourselves as spectators. By the means of records and the concert series we have heard the greatest music and through the Film Club we have seen the finest drama that the cinema has to offer. These enterprises have been successful chiefly because they are of the kind most commensurate with our present position on the Arts.

Moreover (except for the local Durkee Enterprises, which are somewhat antithetical to our desires), we are rather fortunately situated with respect to the offerings of Baltimore and Washington.

However great has been our critical success with our seminars, lectures, concerts and films, we have been, and shall continue to be, unsuccessful in our attempts at learning and creating in the field of the Fine Arts. Our reaction to this failure is not trivial, for the poetic desires lie deep and we shall feel deeply this privation as long as the Program necessitates it.



Admired Miranda



and, with a quaint device



Which was to please.

the baseless fabric of this vision



[Solemn music]





All the world's a stage

Drama

On Friday, August 20th, the King William Players presented *The Tempest*. It must be confessed that this did not come as a surprise to the community. Since it was staged and rehearsed on McDowell Plaza, we all had at least a partial pre-view of it in its formative stages. We observed Messrs. Nabokov and Abrahamson directing the actors, Landau sketching scenery and costumes, Chenoweth, Sharp and Gilbert building scenery and hanging lights, Goldstein and Mr. Standen, off in a corner, experimenting with pyrotechnical effects. Once on our way to the Coffee Shop, we heard Peter Weiss declare with solemnity to a group of stage hands that "our revels now are ended". On another occasion we happened upon a tender love scene between Tris Campbell and Laetitia Dickinson. We even glimpsed Novak, muttering something about being "plagued", as he disappeared into the bushes pursued by Killorin and Williams.

When Friday evening came, however, and we took our seats in the darkness just in time for the first spot light and the alarmed cries of the mariners, all that we had seen and heard during the previous days was forgotten. A magic spell was cast over us and we were transported quietly and convincingly to that mystical and enchanted isle where the arts of Prospero prevailed even over the evil of Caliban and where the breezes sparkled with the jewel-like songs of Ariel. We hovered above the island like ethereal spectators as we watched with intensity the unfolding of the drama. We followed the intricate workings of Prospero's arts as they tested and brought Ferdinand and Miranda together, as they restored the dukedom and finally freed Ariel. At last, with Prospero, we relinquished reluctantly the arts that had held us, as well as the actors, under their spell.

Music

As is usual with us, we had our difficulties with amateur music. Our attempts to bring together a chorus and orchestra produced little that was perceivable to the community as public. Mr. Nabokov's efforts in this respect were laudable but this year, even more than last, communal cooperation and effort were lacking. Last year our amateur success was achieved through these groups; the orchestra gave several concerts and the chorus an excellent performance of the *Missa Brevis*. This year we failed here but succeeded with individuals and with small groups. On September 12th Mordecai Sheinkman and Allen Goldstein gave a piano and flute recital and again, on January 22nd, Mr. Sheinkman performed a full program of piano works. His selections were representative and imposing and the program was one which even a highly trained professional musician would consider thoughtfully before presenting to his audience. Although the pianist as yet lacks understanding and sympathy for certain composers and moods, chiefly the modern neurotic, the very attempt on the part of an undergraduate at a full length recital is deserving of commendation. And if one adds to this Mr. Sheinkman's not inconsiderable ability and familiarity with the classical tradition, then the effort was certainly laudable.

The final amateur program of the year was the concert given on March 12th for the Seniors by Mr. Nabokov's flute and string ensemble and by Mr. William Harper. Mr. Harper, accompanied by Mordecai Sheinkman, sang two Schubert songs and Franz's *Widmung*. We were surprised and pleased by the richness of this voice, hitherto silent before the community, the excellence of the phrasing, the sympathetic understanding of the phonetic possibilities of the German language.

Mrs. Benac, to whom we are quite indebted both because she is an accomplished violinist and because she has supported, as first violin, so many of our orchestral endeavors, played a Handel sonata, accompanied by Steve Benedict.

The flute and string ensemble opened the program with the Tellman *Concertante for Strings and Flute* and closed it with the excellent but seldom heard Bach *Suite in B Minor*. This was the only public appearance of this group but the performance, although it deserves praise, was, for amateur music, not nearly so important as the ensemble's existence. This music exists for its own sake; the performers are primarily concerned with the pleasure they derive from working together and

although they may appear publicly this is a secondary consideration. It is unfortunate that amateur music receives so little active support from the St. John's community. Perhaps it is because we are so self-critical that our musical talents seem absurdly inadequate; perhaps it is because we are lazy. In any case we, as a community, by our failure to bring ourselves to the position of more active participation in amateur music, have done ourselves an injustice, have confined to a few interested persons a pleasure that should be had by many more.

It would be possible for us to institute this as a significant activity but this would require a critical abandon to which we have never been friendly.

During the past few years the Book Store has become the center of a wide variety of diverse activities, some leading a mushroom-like life, arising one

day and disappearing the next, and others achieving a state of stability and permanence. This condition is obviously due to the approachability, interest and cooperativeness of Mrs. Lathrop, who is generally a willing pushover for even a somewhat wild scheme for an activity which might, if one is a bit imaginative, be connected with her own enterprise. Of the latter kind the most valuable has been the recorded concert. The top floor of Humphreys had by no means been an ideal place to listen to records. It was isolated, gloomy, formal and associated with all kinds of laboratory unpleasantness and it was a fortunate day for the college record library when units of it began to be heard on the phonograph established in the Book Store for the Poetry Club's Linguaphone recordings. Here, (as opposed to the third floor of the laboratory,

which one tended to disassociate from music—excepting the sonometers), one was always reminded that the College had a record collection and, since all paths lead eventually through the Book Store, one was constantly tempted to stop and listen.

Besides these concerts we continued with success the practice of previous years of holding outdoor concerts on McDowell Plaza when the weather was warm. On September 5th Ertegun and Campbell presented, by this means, the only jazz concert in the history of the College, (excepting those impromptu affairs which used to occur during dance intermissions, when Davis borrowed a trumpet, Terry played the drums and Goldsmith put on a song and dance routine, or when McKay accompanied Charlie Van Doren's clarinet on the piano). Such things, however, as Joe Oliver's cornet seemed incongruous in this classic setting.

The three professional concerts scheduled by Mr. Nabokov this year were excellent in all ways. They were as representative as three such events could be, the programs were well chosen and one of the performances, at least, can safely be called unforgettable, even by those of us who will be closely associated with music in the

Joseph Szigeti



future. This was the opening concert of the year by Joseph Szigeti on November 26th.

Mr. Szigeti is a fine violinist but perhaps the most significant thing that can be said of him is that he is a great musician. Not infrequently is one able to hear a good soloist but it is, unfortunately, a rare experience to hear one who, besides being technically proficient, is truly understanding and sympathetic to the music that he is playing and who, moreover, possesses the power of conveying that intelligence and feeling to his audience. The latter qualities distinguish the musician from the mere performer and Josef Szigeti's recital made us aware more than ever of this distinction. We heard the Bach *Chaconne* played with an almost incredible degree of warmth and sensitivity, with a fullness we are still not quite willing to concede with complete credence to the possibilities of a solo violin. Mr. Szigeti's performance of the modern works on the program is open to criticism, but so is any understanding which one, without satisfactory conviction, assumes for them. We listened without restlessness to the encores we demanded and left the concert whistling melodies from the Schubert *Sonatina*. Even now, from time to time, one hears snatches of them.

The brief lectures, the anecdotes of John Jacob Niles seemed out of place and failed to move us. The presentation was too elaborate; one felt that even here, where one had hoped to find the purity of folk music, (as Henry Adams the purity of architecture, the unity of purpose), the professional mechanism had penetrated, and sullied. Yet one could not fail to perceive the purity and the child-like simplicity, hence the penetrating depth, of these songs. We shall not forget the beauty and loveliness of *Barbara Allen* or of *Black is the Color of my True Love's Hair*.

The Budapest String Quartet began the Seniors' graduation week on March 3rd. The performance was equal to the expectations that one would have for this group. The most significant work on the program was the perennial favorite of this community, the moody, elaborate,



John Jacob Niles

The Budapest String Quartet



mysterious and great *C Sharp Minor Quartet* of Beethoven. We have always exalted this work as a masterpiece, felt as keenly about it as about the Mozart operas, and yet it has defied our analysis and left us inarticulate about its greatness. Hearing it performed added significance to an already unanimous opinion.

Poetry

One of the most influential and short-lived of this year's enterprises in the Fine Arts was the Poetry Club. We call it influential because, after four meetings, it underwent a metamorphosis and, after a period of imperceptible transition, emerged as a recorded concert series. The fault, (if, the result being good, there can properly be one), lies with us, as usual. Mrs. Lathrop went to the West Coast after the fourth meeting, leaving behind the record player and a number of people energetic enough to play music but not to read poetry.

As is not uncommon in many such things, the origin of the club is somewhat hazy, although one might guess with some certainty that Killorin and Bird were at least partially responsible for the idea, that Mrs. Lathrop provided its mobility and that there was additional support from many others.

Whatever the case, on Friday afternoon, September 3rd, Mr. Killorin gave a reading of *Murder in the Cathedral* to a large audience which gathered in the Book Store for the occasion and unquestionably the venture was a success. The reader showed dramatic talent to a degree remarkable and unique in this community. His interpretation of the characters was perceptive and consistent. The audience was quite enthusiastic and suggested the possibility of more occasions of the same sort. Thus began the Poetry Club.

On the following Wednesday night Peter Weiss and Robert Campbell read a number of the poems

and sermons of Blake and Donne. The selections were carefully chosen as representative of the various aspects of the thought of these two poets and the reading was handled quite well by both.

The third program, on October 13th, was composed of selections from two modern poets in whom this community has shown perennial interest—Joyce and Eliot. Ahmed Ertegun read a group of Joyce sonnets and Jack Landau three of Eliot's poems—*The Love Song of J. Alfred Prufrock*, *Gerontion* and *Portrait of a Lady*. Following the program there was a discussion by the audience of the two poets precipitated and guided by the readers. During this time two of our most prized Linguaphone recordings were played, one of Joyce reading *Annalivia Pleurabelle* and the other of Eliot reading *The Hollow Men* and *Gerontion*.

In many ways the most interesting, certainly, as might be expected, the most scholarly was the Chaucer program by Mr. Scofield on October 24th. Generally we are aware of Mr. Scofield's unique knowledge and experience in the field of English literature in only a secondary way. On this occasion, however, both were primary, for he read the selections in the original dialect with remarkable and impressive ease and familiarity.

Although each of these programs was received by the community with enthusiasm, that enthusiasm alone, in Mrs. Lathrop's absence, was not sufficient to perpetuate the meetings and the project was abandoned. The interest, however, still lingers and we hope that soon this activity will be reinstated.

The Cinema

The Film Club is in the enviable position of being able to meet with comparative ease the highest critical standards of the cinema audience. Aside from the necessary familiarity with the classic films and a sound critical judgment of them, it is faced with no particularly difficult problems. This by no means implies that knowledge and aesthetical judgment are either frequently found or easily acquired. The reverse is, of course, true; but whereas in the case of successful drama, for instance, at St. John's this is quite insufficient, (since the requirements of time, talent and finances are imposing obstacles), in the case of film judgment alone is almost sufficient. It costs no more to show a good film than a bad one.

This being the case the Film Club, during its three year history at the College, has been able to show the best that the cinema has to offer. Outstanding among its presentations this year were:

Birth of a lecture review



Carnival in Flanders, Alexander Nevsky, Grand Illusion, A Nous La Liberté and *Harvest*. It has proven itself one of the most valuable and consistent of our artistic organizations as well as one whose type is most adequate to our means.

The St. John's Collegian

It has been said, truthfully enough, that we are not a writing community. Our failure to acknowledge the literary arts in this respect has had its consequences, a number of which are quite evident to us. This condition is always noticeable in our theses and it must be admitted that even Seniors have been guilty of incompetence on the grammatical level. Secondary education, rather than we, must acknowledge most of the responsibility for this misfortune, but we must admit that here, as elsewhere in the Fine Arts, the Program has not permitted us to function well. We have always had on the campus a number of people who have insisted on and fought for more writing, have asked that more time be devoted to it, but here too the result has been little more than a stalemate.

Most patient and long suffering of the activities which have faced this problem has been the *Collegian*. It could be an excellent paper if enough people had the time to write for it; as it is, it barely manages to come forth with its regular features. Now and then there have been responses to the pleas of its editors for additional contributions but the result has never been sustained and of sufficient quantity to warrant the formulation of any real policy on original material, except possibly the one of printing what it can get. This is hardly a policy.

Especially in the field of poetry, however, it was able to make some headway this year. Two of our former students, now in the Navy, submitted poems which they had written since leaving College. Warren Zeik sent us *Anchors Aweigh* and Gene Thornton *On Intimations of Mortality*. Both were expressive of the reactions of the majority of St. Johnnies to the services.

The *Quadrivium*, (Hyman, Wolff, Ertegun, Landau and Campbell), specialists in esoteric humor, made three contributions, only two of which need be mentioned. The first was an observation of the



The *Quadrivium*

Senior Table and was entitled *A Neo-Hegelian Looks at the Salad Bowl* and the second a poetic review of Mr. Klein's lecture on Geometry called *The Ghost Goes West*.

Two Faculty wives, Mrs. Peebles and Mrs. Scofield, permitted us to publish two of their poems, the former a translation of a passage of the *Agamemnon* entitled *The Sacrifice of Iphigenia* and the latter a unique work of phantasy, *Tree Design*. For the last issue of the paper Robert Campbell submitted two portraits, *To Beethoven* and *Aeneas*.

The Arts Column, written weekly by Jack Landau, proved to be an excellent and entertaining additional feature again this year. Written in New Yorker style, with opinions which were at least provocative, if not acceptable to all, it was a review of theatre offerings in Annapolis, Baltimore and Washington.

Interlude



Hemisemidemiquavers

As is usual in the writing of a Yearbook there are left over several dozen notes and comments which either can not or should not be catalogued. We were on the point of throwing them in the waste basket but changed our minds and, against our better judgment, decided to print the lot.

Do you remember:

The Locs & Bengel Club—its Friday night meetings in Sheinkman's rooms; its unique Jewish, Christian, Jewish-Christian and Mohammedan membership . . . The Bridge Club—the insatiable desire and incredible bidding of Schwab; the pensiveness of Mr. Gorman and Campbell; the psychic debacles of Mr. Klein and, occasionally, Ertegun; the absenteeism of Mr. Smith . . . Randall politics—the Terrible Trio's resounding conferences in the john; the Quadrivium and its friends versus the natural law, culminating in the Landau slipper episode and the lacrosse stick revenge; the great battle between the second and third floors and Landau's utter failure in the guarding of the prisoners; the Sasscer soirees; Cochran and the Dormitory Committee . . . the many visits of friends in the Services—Ned Lathrop, Jack Neustadt arriving in the middle of the *War and Peace* seminar, Davis, Terry, Gallup, Jimmy and Joe Hollywood, Donald Kellogg-Smith, Mike Keene with new songs, Goldsmith arriving at midnight on his way to or from the Army, Navy or Marines, Mason, Kramer, Slafkosky and Poppiti . . . the Quadrivium's continual Variety Show which was never presented—Garis and *Sonny Boy*, Campbell & Landau and *Mr. Presi-*

dent & Mr. Dean, Ertegun and *Tin Roof Blues* . . . the two rival Randall night spots—Jimmy's Place and Jack's Place, Goodman versus Oliver & Armstrong; the night Jack's Place was barricaded and Mr. Pucket, the watchman, brought to the rescue by *Snake Rag*; Campbell's *Unfinished*, the *Five Pats Rag*; the choruses of *The Third Floor of Randall* . . . the impromptu Senior Party in Jack's Place—Raki; Sasscer and the brandy inhaler; the speeches and Huber's objections from the top bunk overruled by Campbell, as M.C.; serenading the Freshmen and the parade in caps and gowns; the lectures in the Great Hall interrupted by Ertegun's "few announcements"; Hyman, in his office of Dorm Manager, evicting Cochran from Campbell's room . . . the night at Carvel when we scouted, from the bar, Jascha's Faculty party . . . the Atwood Garis Memorial Society . . . the Senior Table, which brought together the Quadrivium and resulted in its first effort, *A Neo-Hegelian Looks at the Salad Bowl* . . . the singing of Happy Birthday in the dining hall to Atwood . . . The *War and Peace* seminar at the Dean's house—Landau's birthday present; Sasscer's egg-nog . . . The Senior paper writing month—Hyman's weekly change of thesis; Cochran and the *Laws*; Landau and Croce; Hyman's Thurberisms; Ertegun's plan to write in Washington . . . non-birthday parties, dinner and music at the Gormans' . . . Cochran, Eleanor Lynd and *Middletown* . . . Ertegun's collar bone and new math course . . . *The Waste Land* . . . vetch and rye . . . the Harvard lecturers . . . Mr. Kieffer and the housing situation . . . the new Faculty members—Messrs. Reis, William Harper, Ralph Harper and Max Dehn . . . the rise of the Dialectical Realists . . . Winkie's cut rate coats and pants . . . Mr. Standen, Joe Smith and the rope tricks . . . Britannica's presentation of Great Books of the Western World . . . Hegel, Spinoza and the Dean for two weeks in Senior Language . . . shipwrecks on the Eastern Shore . . . Mr. Klein, Mr. W. K. Smith, the war and five spots . . . Air Raids and wardens . . . the Freshmen bootleggers . . . Brandy . . . serials at the *Republic* . . . Garis, Randall and the bed bugs . . . Mr. Gorman and Wolff ver-

The Bridge Club





Inseperables

sus Newton and Schwab . . . the Apostles Peter and Paul and the arrival of Edward . . . the interpretation of Mr. Bingley's dream and Mr. Bingley's interpretation of Brahms . . . the epidemic at the old swimmin' hole which almost vanquished the *Tempest* cast . . . Sasscer, foremost authority on anti-St. John's literature . . . the blast on the

back page of P.M. . . . Huber's urinal broad jump record, broken by Campbell . . . Ertegun's Wednesday until Tuesday weekends . . . Mr. Harper's opulent rooms . . . Roeder, Pumphrey, Marshall and the French records . . . Bill Harris and St. John's society . . . the Senior Tea, with the Dean's reluctant samovar, to which no Freshmen came . . . the incredible debacle of Groton's Mr. Pick—*Gerard Manley Hopkins* . . . Mr. Bingley's Washington debut . . . Elfenbein, Van Doren and the search for a bridge game . . . Wensel and Van Gogh . . . Nussbaum smoking a cigarette . . . the Dean, the Evans equipment and Mrs. Kelly's sewing machine . . . Junior chemistry . . . English 4F . . . the Collegian deadline . . . wine at the College banquets . . . the Coffee Shop's discovery of the hot dog . . . one A.M. and no place to eat . . . this just-nascent Year Book . . . Das Ding an Sich . . . bacon and eggs after the Christmas Cotillion . . . Perry's kimono and ties . . . two cards face down; Why not, Ben; why not?" . . . the transcendental dice . . . Cochran sub-letting to the Navy . . . the all-night packing of various Seniors in order to escape being locked in Randall.

Solstice



Be fruitful and multiply



End Of A Decade

Mr. Buser



Social Activities

... this year have revealed the necessity of formalization and cooperation. Perhaps the final result will be constituted student government.

Dances

The Cotillion had more than its usual amount of troubles this year. With a considerably younger student body, lacking that initiative and ingenuity which had made dances a somewhat dubious success in past years, it became necessary to plan these affairs more carefully and to inveigle the community to attend. The Freshmen were reticent to date and the Board tried, sometimes with, sometimes without success to bring groups of girls from the town to the College. However, with additional pressure and hard work on the part of a few, many were able to enjoy a number of successful dances.

It seemed undesirable to attempt a formal during the summer term, but Charlie Van Doren's Board arranged two movie dances on the old Greenwich Village pattern. The first was *The Scarlet Pimpernel* on August 21st and the second *My Little Chickadee* on September 11th.

With the coming of the fall term and Hallowe'en the Board felt that something new and more ambitious was in order. Accordingly they cleared the Coffee Shop and the Junior Common Room of most of their tables and chairs, opened the Book Store

and built a fire in the fire place and engaged a five-piece colored band. The band proved to be of interest to some of us for the pianist turned out to be, ostensibly at least, Teddy Wilson's uncle and the trombone player, in spite of grey hair and few teeth, managed from time to time a style which could have been construed as New Orleans tailgate. Almost everyone appeared on the scene and the number of girls present was sufficient to make the affair a success.

On November 27th, to tide us over until the Christmas Cotillion, we held another movie dance in the gym, this time accompanied by *Secret Agent*. By now we had become well aware that this type of affair was bound to fail. Almost invariably too few couples came. Those that did were swallowed up in the cavernous darkness of the gym. The stags played bridge.

Everyone planned for the Christmas Cotillion for days in advance. Small scouting parties found their way to Baltimore and Washington in search of brandy, that being the only available alcohol on the market at the time. Pre-dance, intermission and post-dance parties were arranged. Girls came. If we are not mistaken there were even a few late dates. Charlie Gibney's band played its farewell performance at St. John's and the only long faces were those that appeared for Sunday morning breakfast. Wensel evicted them from the dining hall and the College settled down for a quiet morning's rest.

The Cotillion Board was reorganized at the beginning of the winter term and Frank Pumphrey was elected Chairman. The new board scheduled three dances for the term, the first an informal and the others formal Cotillions.

McDowell basement had proved superior to the gym as a place for informals and accordingly the first of this term's dances was held there on January 29th. Unfortunately there were not as many girls present as would have been desirable and the affair suffered from this. Perhaps the most re-

Cavotte



markable spectacle of the evening was the colored band. It was made up of students from the local high school and was dominated, to say the least, by saxes. In fact, we cannot recall any other instrument at all save, perhaps, a piano.

On February 19th the gymnasium blackout restrictions were lifted for the first time in our remembrance and the result was indeed marvelous. The occasion was the Valentine Cotillion. We had the delightful experience of seeing more than the band lights and the limited number of couples which could or would appear under that ghastly red spot light that we recall being hung in one of the corners, facing the wall, on previous occasions. One could even glimpse a few familiar faces in the chaperone corner. It was reported that Mrs. Scofield abandoned her request for a reading lamp as a result. Much embarrassment was eliminated since now it was possible to identify one's date, or anyone else's, for that matter.

The eight Seniors, unforgivably insulted because they had been asked to pay the regular admission fee, turned out en masse and a bit tight, (having first attended Mr. Bingley's afternoon party and then the President's dinner), for their Ball on March 11th. The music was offered by the Navy band, which had played its first engagement here at the Valentine Cotillion, and was much superior to any that we can recall during the past few years. Again there were lights and we observed suspended from the gym ceiling a canopy of streamers with several branching clusters which reached column-like to the floor. Since this was the last dance of the year the number of dates, the number of guests and the number of private parties were greater than usual. At least one of the highlights of the evening was the energetic gavotte executed with abandon by Lady Mayer and Mr. Nabokov to *One O'clock Jump*. The affair was fittingly climactical.

Cooperatives

In the early part of August the Student Employment Bureau was organized on a cooperative basis. The Dean had announced previously in College Meeting that the Administration was willing to grant charters to such organizations and that cooperatives might prove the solution to a number of our social problems, such as the dances. A meeting of the Bureau membership was called, the proposal to organize cooperatively was made, discussed and approved, a board was chosen to draw up and present for ratification a constitution and at the next meeting the constitution was approved. A



The Senior Ball

Board of Directors, composed of Robert Campbell, Thomas Fulton, Thomas Cosgrove, Robert Novak and Chao Li Chi, was elected for the year and it chose as its managers Peter Weiss and Harry Pfeiffer. The organization proved efficient throughout the year and by being a successful example served to suggest that other activities might well be organized cooperatively.

House Masters and Dormitory Committees

With the younger group of Freshmen occupying most of the dormitories this year the Administration felt it advisable to introduce House Masters into all except Randall Hall. As the year progressed however, and disorder in the dormitories became increasingly disrupting to the community, the Dean proposed that the House Masters and the Administration select Dormitory Committees. These were groups of students, chosen from each dorm, having qualifications which made it evident that these, at least, seemed to be aware of the kind of dormitory life that was desirable in this community. They received authority from the Administration to take or suggest whatever action they judged possible and desirable to make the dormitory function more satisfactorily. Their power was not unlimited since if administrative action was proposed by them it necessitated approval. It appeared doubtful, however, that suggestions would be overruled.

Although steps have not been taken as yet, here, as with the Employment Cooperative, a number of possibilities for student organization and government suggest themselves. The Committees, if built into a single organization, could lead us to a sound form of Student Government which might result in the establishment of that desirable communal form which we have been seeking for a number of years.

Athletics

... have continued as our most successful form of recreation. The Freshmen, however, brought with them more high school spirit than we could absorb and the result was a mild confusion of the status of Gymnastic at St. John's. Here are the year's results:

Track and Field Meet

Individual honors.....Chenoweth
 Winning team.....West Pinkney
 100 yard dash.....11.8 seconds, winning time
 Won by.....R. Harris (Chase-Stone)
 220 yard dash.....28 seconds, winning time
 Won by.....Wakefield (West Pinkney)
 440 yard dash.....1 minute, winning time
 Won by.....Wakefield (West Pinkney)
 440 yard relay.....55 seconds, winning time
 Won by.....West Pinkney
 12 pound shot put.....27 ft. 8 in., winning distance
 Won by.....Chenoweth (West Pinkney)
 Discus throw.....70 ft. 3 in., winning distance
 Won by.....Van Doren (West Pinkney)
 Softball throw.....Won by Maury (Chase-Stone)
 Javelin throw.....110 ft., winning distance
 Won by.....Harvey (West Pinkney)

Football Standings

	W.	L.	T.
1. Chase-Stone tied Paca-Carroll			
2. Randall	3	3	2
3. East Pinkney	2	4	2
4. West Pinkney	1	7	0

Soccer Standings

	W.	L.	T.
1. East Pinkney	3	1	0
2. Randall	2	0	0
3. Chase-Stone	2	1	0
4. Paca-Carroll	0	3	0
5. West Pinkney	0	2	0

Basketball Standings

	W.	L.
1. East Pinkney	8	0
2. Chase-Stone	6	2
3. Paca-Carroll	4	4
4. West Pinkney	2	6
5. Randall	0	8

Softball

Championship won by.....West Pinkney

Tennis Tournament Finals

Singles—won by.....Maury
 Doubles—won by.....Maury and R. Harris

Badminton

Won by.....Benedict

Squash

Won by.....Marchowsky

Boxing Finals

121 pound class.....won by Newton
 135 pound class.....won by Hoffenberg
 145 pound class.....won by Powder
 165 pound class.....won by Durning
 Unlimited class.....won by W. Harris

Wrestling Finals

128 pound class.....won by Clogher
 145 pound class.....won by Putnam
 165 pound class.....won by Jones
 Unlimited class.....won by Smith

Equity





A dull moment



The boat house



The navigators



Jimmy takes a cut



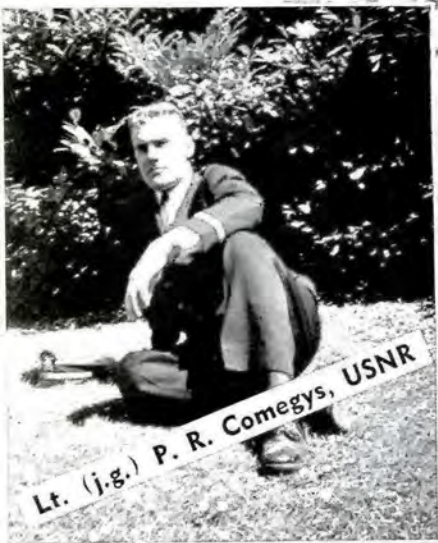
The play-off

Dick Harris around end



The diamond





Lt. (i.g.) P. R. Comegys, USNR



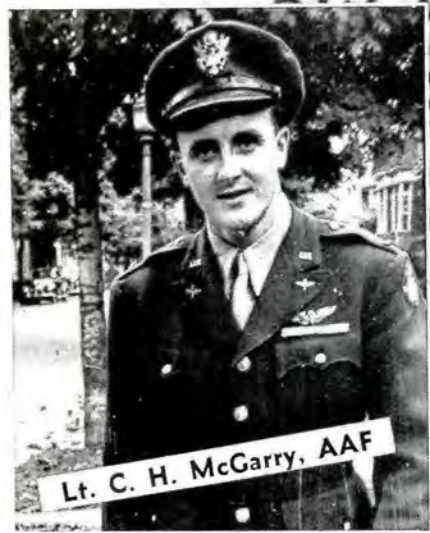
Pvt. John Weber, Jr., USA



Lt. E. C. Friess, Jr., AAF



Lt. R. S. Thompson, USMCR,
Missing in Action



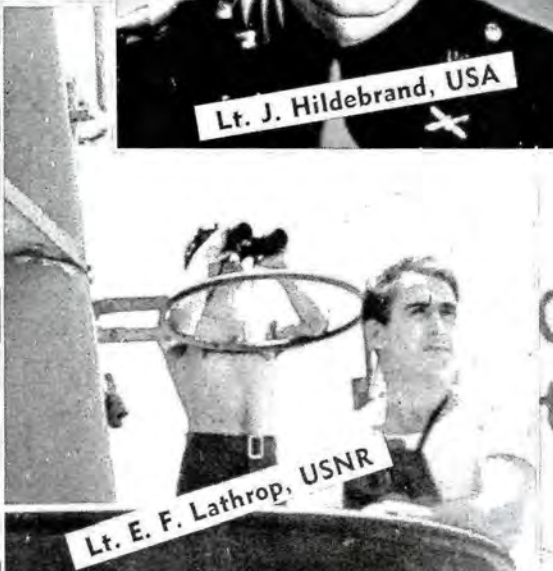
Lt. C. H. McGarry, AAF



Ens. P. T. Beisser, USCGR



Lt. J. Hildebrand, USA



Lt. E. F. Lathrop, USNR



Cpl. D. Buchanan, USA



Flying Officer N. G. Gzowski, RCAF
Missing in Action



Lt. Comdr. A. C. Wilson, Jr., USNR



Lt. Alan Eckhart, AAF



Lt. D. T. Brown, USMCR



Lt. T. Parran, Jr., USMC



Ens. E. S. Kramer, USNR



Cpl. E. H. Grubb, AAF



Ens. F. S. Mason, Jr., USNR

Hq VIII BOMBER COMMAND
634,
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Ens. E. M. Godschalk, USNR



A/S T. E. Prout, USNR

Sgt. T. C. Usilton, USA



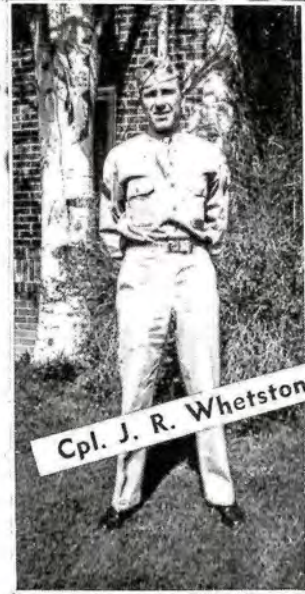
Ens. W. G. Spohn, USNR



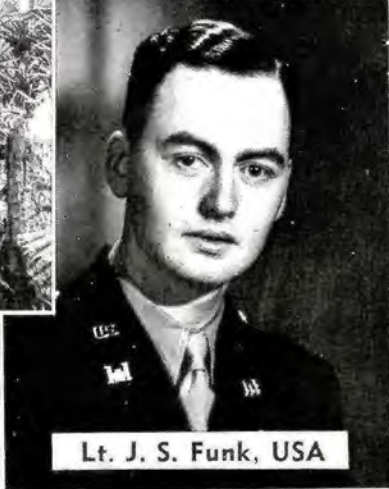
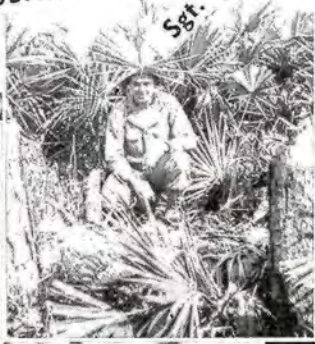
a/c P. E. Schemel, AAF



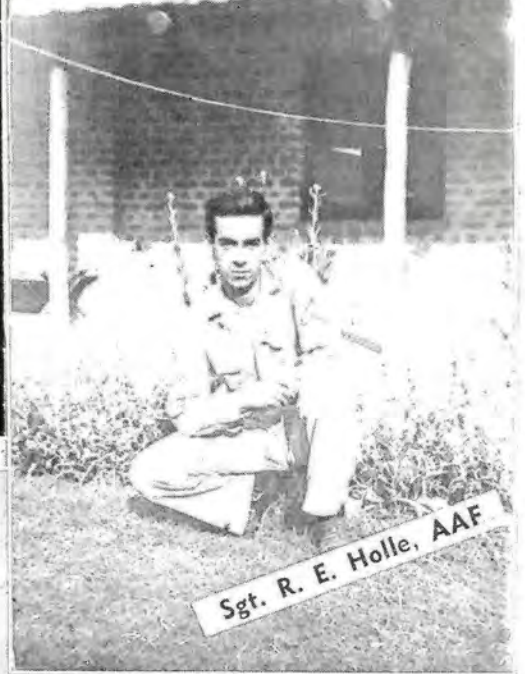
Ens. N. D. Bonadies, USNR



Cpl. J. R. Whetstone, USA



Lt. J. S. Funk, USA



Sgt. R. E. Holle, AAF



Lt. V. E. Derr, USMC



Ens. W. S. Zeik, USNR



Lt. J. F. Hollywood, Jr., AAF



Lt. D. Dobreer, AAF



Pvt. R. Snower, USA



Lt. A. S. Witwer, Jr., AAF
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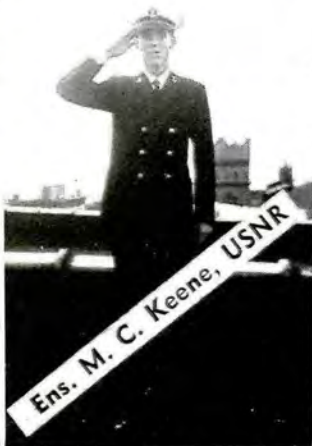
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Ensign M. C. Keene, USNR



Pvt. W. Lundberg, USA



PFC E. Blank, USMC



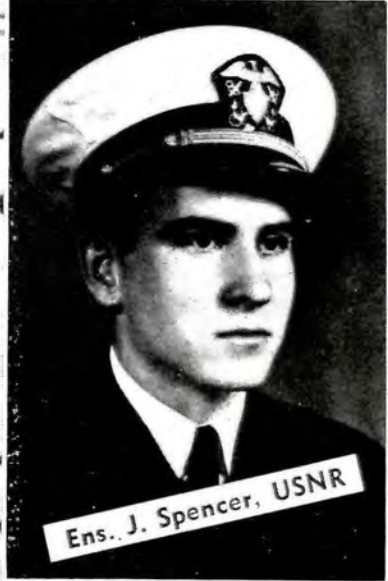
Pvt. J. W. Owens, Jr., USMC



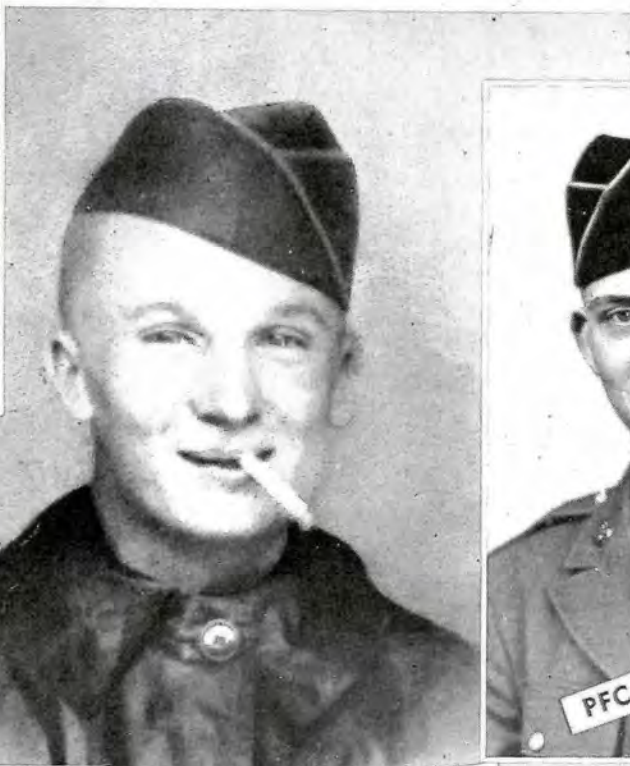
Cpl. M. A. Parslow, USA



Pvt. R. I. Myerson, USA

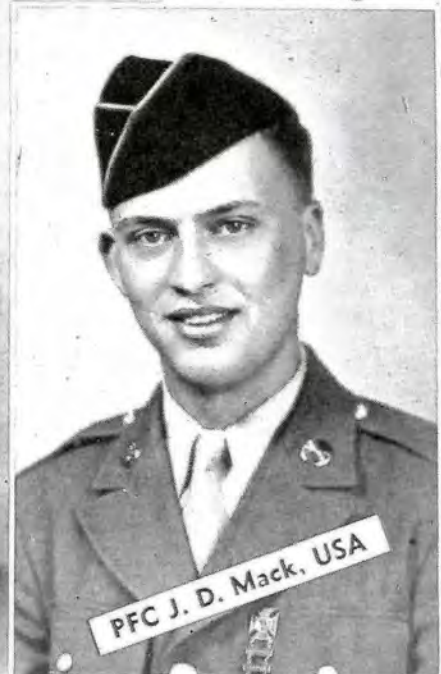


Ensign J. Spencer, USNR



Pvt. C. W. Gallup, Jr., USA

2nd Officer C. R. Baumgartner, USMM



PFC J. D. Mack, USA



Lt. J. E. Ainsworth, Jr., AAF

signs over the building the plane has



PFC S. W. Terry, USMCR



PFC E. J. Hendrickson, USA



Ensign O. M. Meredith, Jr., USNR



Flight Officer C. P. Hewitt, AAF



PFC A. B. Morse, AAF



Lt. H. J. Hyden, AAF



Pvt. W. M. Goldsmith, USA



Lt. R. H. Keeney, AAF



Lt. S. W. Marvin, Jr., AAF



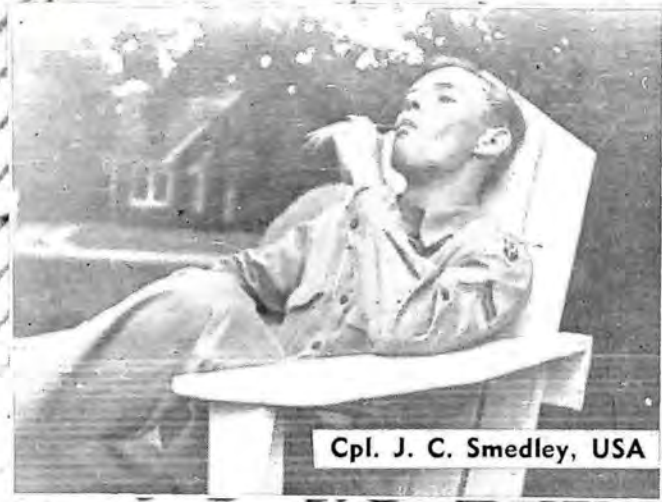
Lt. J. M. Raley, USA



Pvt. N. T. Crandell, USA



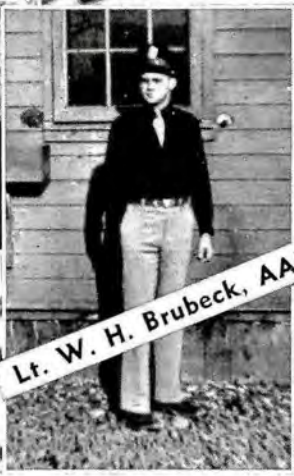
Pvt. A. Koukly, USA



Cpl. J. C. Smedley, USA



B. B. Perry, USNR



Lt. W. H. Brubeck, AAF



Lt. H. Cobb, Jr., USMC



Sgt. E. T. Owings, USA



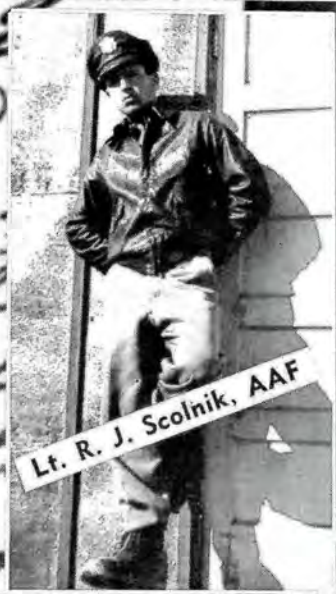
Cpl. J. C. Somers, Jr., USA



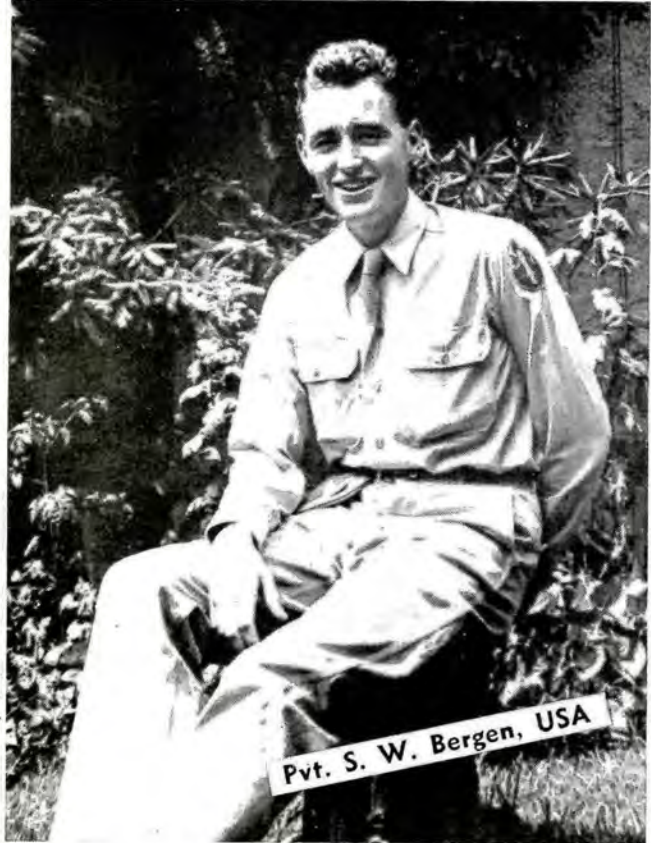
Pvt. E. W. Bligh, Jr., USA



Cpl. W. L. Cooley, AAF



Lt. R. J. Scolnik, AAF



Pvt. S. W. Bergen, USA



D. Kellogg-Smith, USMM



Ens. C. S. Hammen, USNR



Cpl. R. H. Hutchins, IV. AAF

V...-MA

Commencement

"The College, as it were, releases you now into this world. What more could I do than warn you—if this be necessary at all—that you are facing a difficult task?"

"We, the President, the Dean, and the Professors of St. John's College in Maryland, bear witness that these youths, tried and true, have happily applied themselves among us to humane letters, philosophy, and eloquence; that they have passed the period of their course in our halls; that they have been called to examination in the presence of the trustees and many other worthy citizens; that they have abundantly proved themselves well versed in all these studies; and finally that, in accordance with the order of the trustees, in this public session on the fourteenth day of March in the year of our Lord 1944, they have reached the degree of Bachelor of Arts. In witness of this we have on this aforesaid day and year subscribed our names to these letters, which have been confirmed by the great seal of the College.

By command of the visitors and governors of Saint John's College, I admit you to the degree of Bachelor of Arts."

The Speakers



With these words, in the funereal atmosphere of Iglehart Hall, the seven remaining members of the Class of 1944 were graduated.

This spectacle was the finest and most fittingly timed mirror image of the College's war history that was presented to us during the whole year. Somehow all the factors which contributed to make this year a unique

entity were apparent. The Class of 1944, which had been the largest ever to enter St. John's, had, by the time proper to its commencement, been reduced to only a bare handful. The gloom which enveloped both participants and witnesses of the ceremony was ample evidence that almost all present were well aware that St. John's was not graduating the traditional knights-errant who would slay with facility the dragons born of social vice. The war had long since destroyed such illusions. Rather, we were graduating men of understanding who saw, perhaps too clearly, that the possibilities for just action and the good life were, because of the complex form which modern society had attained, relatively few. The recognition, that the knowledge of what should be, would not, in all probability, become manifested in experience as the evident result of action, could lead but to sadness. One wondered, at times, whether knowledge and misery were preferable to ignorance and bliss.

Mr. Klein, in his address to the Graduates, set the mood of the occasion by admitting that he found it easier to speak of vice than of virtue. There are at least seven intellectual vices and, corresponding to them, seven temptations. Among the latter there are the temptations of lucidity, detachment, conviction, system, vagueness, limitation and incompleteness. Man's intellect is constantly subject to them and continually converts them into virtues. He cannot escape the sensation of having a panorama of problems appear as soluble with clarity and lucidity. He cannot avoid feeling that he is absolutely certain about the truth of his opinions. He confuses vague apprehension with absolute certainty. He inevitably stumbles over these precipices but it is possible for him to be aware, rather than ignorant, of this failure. In fact he must know this if he is to lead a life which is significant.

"The College, as it were, releases you now into this world. What more could I do than warn you—if this be necessary at all—that you are facing a difficult task? What more could I wish than that you might know how to use

The Graduates



your skills—acquired or yet to be acquired—in sailing through all the cliffs you are bound to meet? You might fail. Never mind. In failing you learn most.”

The graduates of the Class of 1944 are:

BACHELOR OF ARTS

Rite

Edward Born Cochran
Ahmed Münir Erteğün
James G. Huber

Cum Laude

Norman Atwood Garis (Class of 1941)
Jack Landau
Henry Harrison Sasscer, IV

Magna cum Laude

Arthur Hyman
Peter Christian Wolff

As of the Class of 1932

Rite

Alfred Dowd

Honors and Prizes

To the member of the Freshmen, Sophomore, or Junior Class who has written the best annual essay, the John Martin Green Prize of \$25.00

PETER WEISS

Honorable Mention

ROBERT LUTHER CAMPBELL, JR.

To the member of the Senior Class who has written the best final essay, a prize of \$30.00. Offered under the will of the late Judge Walter I. Dawkins.....ARTHUR HYMAN

To the Senior who has the highest standing, a gold medal. Offered by the Board of Visitors and Governors.....PETER CHRISTIAN WOLFF



Commencement Afternoon



Departure



Awaiting the Procession

The Faculty



THE SENIORS



Arthur Hyman



Peter Christian Wolff



Jack Landau



Henry Harrison Sasscer, IV

THE SENIORS



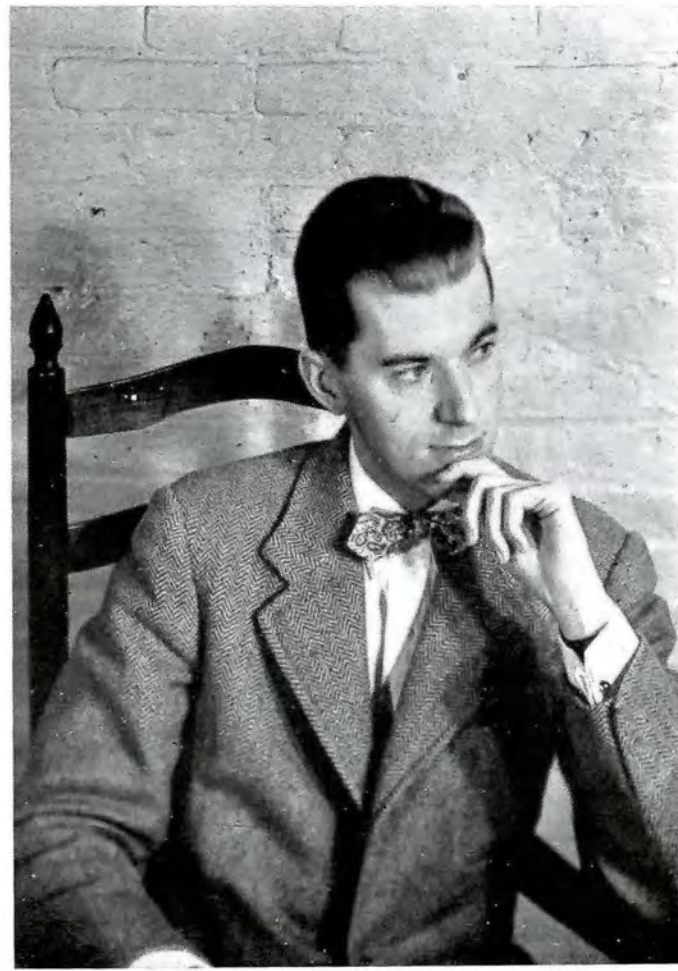
Edward Born Cochran



Ahmed Münir Erteğün



James G. Huber



Norman Atwood Garis

THE FACULTY



HAMMOND
Assistant to the President



W. K. SMITH
Assistant Dean



BUCHANAN and BARR
Dean and President



GORMAN



SCOFIELD



KIEFFER



KLEIN

THE FACULTY



ABRAHAMSON



BINGLEY



DARKEY



ESLICK



R. HARPER



W. HARPER



KAPLAN



NABOKOV



REIS



STANDEN



J. W. SMITH

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FOURTH YEAR—CLASS OF 1944

Edward Born Cochran.....	316 Puritan Road, Birmingham, Michigan
Ahmed Münir Ertegün.....	1606 Twenty-third Street, N.W., Washington, D. C.
Norman Atwood Garis.....	28 Oakland Place, Summit, New Jersey
James G. Huber.....	330 Ruby Street, Lancaster, Pennsylvania
Arthur Hyman.....	705 South Boulevard, Tampa, Florida
Jack Landau.....	5532 Wellesley Avenue, Pittsburgh, Pennsylvania
Henry Harrison Sasscer, IV.....	4856 Chevy Chase Boulevard, Chevy Chase 15, Maryland
Peter Christian Wolff.....	103 University Avenue, Glen Echo, Maryland

THIRD YEAR—CLASS OF 1945

Stephen Windsor Bergen.....	189-20 One Hundred and Sixteenth Avenue, St. Albans, New York
George Brunn.....	20 West One Hundred and First Street, New York 25, New York
Robert Luther Campbell, Jr.....	120 West Washington Street, Hagerstown, Maryland
Solomon Kadis.....	29 North Patterson Park Avenue, Baltimore, Maryland
Donald Stewart Kaplan.....	61 Brandigee Avenue, Groton, Connecticut
Frank B. Marshall, Jr.....	1522 Round Hill Road, Baltimore, Maryland
Erich Nussbaum.....	St. John's College, Annapolis, Maryland
Benton Bloch Perry.....	910 Whitelock Street, Baltimore, Maryland
Harry Fletcher Pfeiffer, Jr.....	4024 Cranston Avenue, Baltimore, Maryland
Benjamin Franklin Pumphrey, Jr.....	Severn, Maryland
Verne Schwab.....	11-S Ridge Road, Greenbelt, Maryland

SECOND YEAR—CLASS OF 1946

Gerald Atterbury.....	Maidstone Farm, Annapolis, Maryland
William George Chenoweth.....	Box 355, Loch Raven, Maryland
Thomas James Cosgrove.....	88 West Fourth Street, Bayonne, New Jersey
Laurece Elfenbein.....	146 Bowers Street, Jersey City, New Jersey

Sidney Hugh Fitch.....Glenelg, Maryland
 Alvin Fross.....429 Broadway, Bayonne, New Jersey
 Thomas Irwin Fulton, Jr.....607 Eighth Avenue, Irwin, Pennsylvania
 John Parker Gilbert.....c/o Putney School, Putney, Vermont
 Samuel Milby Harrington, Jr.....Quarters 2001, Camp Lejeune, New River, North Carolina
 Allen Zimmerman Harvey.....62 Broadway, Frostburg, Maryland
 Leon David Israel.....Union Bridge, Maryland
 William Kenneth Kline.....200 Cabrini Boulevard, New York, New York
 Vincent Wood McKay.....320 Fifth Avenue, Montgomery, West Virginia
 Ellis Wooster Manning, Jr.....Springdale, Brinklow, Maryland
 Robert Wilson Mueller.....2667 North Summit Avenue, Milwaukee, Wisconsin
 Robert F. Novak.....801 North Patterson Park Ave., Baltimore 5, Maryland
 Harry Charles Rockey.....7023 Lincoln Drive, Philadelphia, Pennsylvania
 James Willard Sharp.....719 Front Street, Freeland, Pennsylvania
 Samuel Sheinkman.....87 Hamilton Street, New York 31, New York
 Charles Lincoln Van Doren.....393 Bleecker Street, New York 14, New York
 John Campbell Wakefield.....2840 Sixteenth Street, N.W., Washington, D. C.
 Peter Weiss.....344 West 87th Street, New York, New York
 Henry Theodore Wensel, Jr.....114 Trevoise Lane, Oak Ridge, Tennessee

FIRST YEAR—CLASS OF 1947
 (Admitted in July)

Daniel Brown Barber.....5430 Virginia Avenue, Charleston, West Virginia
 Victor Ewing Barton.....511 Cameron Street, Alexandria, Virginia
 Samuel Bancroft Bird, Jr.....c/o Joseph Bancroft & Sons Co., Wilmington 99, Delaware
 Carl Henry Bruggmann.....2920 Cathedral Avenue, Washington, D. C.
 John Brunn.....20 West One Hundred and First Street, New York 25, New York
 Peter Frederick Buri.....2110 State Street, Eau Claire, Wisconsin
 Tristram Joseph Campbell, Jr.....149 Avondale Road, Ridgewood, New Jersey

West Pinkney





East Pinkney

Jerome Herbert Cantor.....	151 Crawford Street, Boston, Massachusetts
Ch'ao-Li Chi.....	255 East Tenth Street, New York, New York
Peter Clogher.....	359 Hillcrest Road, Englewood, New Jersey
Robert Mitchell Courtright.....	406 West Calhoun Street, Sumter, South Carolina
John Scott Desjardins.....	R.R. 1, Drake Road, Indian Hill, Cincinnati, Ohio
Salvatore Carmelo DiGrande.....	5 Minerva Place, Box 58, New York, New York
Alvin Hamilton Durning.....	305 Claremont Avenue, Louisville, Kentucky
Klaus Werner Epstein.....	910 Memorial Drive, Cambridge, Massachusetts
Allen Abbey Goldstein.....	4015 Barrington Road, Baltimore, Maryland
Charles Davis Haines.....	2136 R Street, N.W., Washington, D. C.
Bernet George Hammel.....	89 North Essex Avenue, Orange, New Jersey
H. Anthony Hammond.....	243 Palmer Court, Ridgewood, New Jersey
Richard Scott Harris.....	28 W. Hannum Boulevard, Saginaw, Michigan
William Edwin Harris.....	28 W. Hannum Boulevard, Saginaw, Michigan
Courtenay Jenifer Harrison.....	Riverside, Maryland
Harry Gerald Hoxby.....	3827 Indian View Avenue, Mariemont, Ohio
Richard Eagleston Jameson.....	Fallston, Maryland
John Milne Janney.....	Maidstone Farm, Annapolis, Maryland
Thomas Gillis Jewell.....	Grasonville, Maryland
Archer Jones.....	900 W. Franklin Street, Richmond, Virginia
Joseph Ignatius Killorin, Jr.....	305 East Thirty-Seventh Street, Savannah, Georgia
Paul David Malchenson.....	113 W. Washington Street, Hagerstown, Maryland
Ira Wendell Marine.....	3219 Sixth Street, S.E., Washington, D. C.
William Rankin Mathews, Jr.....	725 North Norris Avenue, Tucson, Arizona
Richard Fontaine Maury.....	2812 Connecticut Avenue, N.W., Washington, D. C.
Charles Hugh Messick.....	Main Street, Hebron, Maryland
Alanson David Morehouse, II.....	1526 O Street, N.W., Washington, D. C.
John Mathew Morgan.....	2118 Robinwood Avenue, Toledo, Ohio
Robert Florian Nayden.....	146 Charles Street, Annapolis, Maryland
Brewer Norwood Newton.....	3502 Fairview Avenue, Baltimore, Maryland
James Richard Powder.....	Morris Avenue, Lutherville, Maryland

Peter Bradley Price.....R.F.D. #2, New City, New York
 James W. Ray.....4 Forestdale Road, Worcester, Massachusetts
 Philip Stevens Richardson, Jr.....Hurlock, Maryland
 Ian Leonard Robertson.....87 Hobart Avenue, Short Hills, New Jersey
 Thomas Evans Robertson.....835 Ivy Avenue, Glendale, Ohio
 Larry Winter Roeder.....St. John's College, Annapolis, Maryland
 William Warfield Ross.....5407 Hampden Lane, Bethesda, Maryland
 Rowell Anton vM. Schleicher.....7 Archway Place, Forest Hills, New York
 Mordecai Sheinkman.....87 Hamilton Place, New York, New York
 George Faison Smith.....Route 1, Box 15, Greenwood, Mississippi
 William Kyle Smith, Jr.....69 Shipwright Street, Annapolis, Maryland
 Eugene Victor Thau.....900 Grand Concourse, New York, New York
 Richard Van der Voort.....R.D. #7, Bellevue, Pittsburgh, Pennsylvania
 George Montgomery VanSant.....5808 Forty-fourth Avenue, Hyattsville, Maryland
 Robert Russell Weiss.....210 Academy Street, Federalsburg, Maryland
 George Patrick Welch, Jr.....387 Angell Street, Providence, Rhode Island
 William Ogden White.....Mount Royal Hotel, Mt. Royal Ave. and St. Paul Street, Baltimore, Maryland
 Justin Cadwalader Williams.....Pinehurst Lane, Moorestown, New Jersey

FIRST YEAR—CLASS OF 1947

(Admitted in September)

Irving Victor Abb.....239 Dill Avenue, Frederick, Maryland
 Ted Barber.....616 Thirty-second Street, Bellaire, Ohio
 Roberto Beascoechea.....50 Park Street, Santurce, Puerto Rico
 Stephen Gordon Benedict.....Scarborough, New York
 Louis Leon Brin.....99 Welland Road, Brookline, Massachusetts
 Asa Neal Chandler.....108 Choptank Avenue, Cambridge, Maryland
 Edmund Anthony Connor.....665 Oak Hill Avenue, Hagerstown, Maryland
 Arthur Oudry Davis, Jr.....315 South Fourth Street, Coshocton, Ohio

Paca-Carroll





Chase-Stone

Douglas East Dawson.....	Mountain Lake Park, Maryland
Julian Abbott Dorf.....	106 High Street, Chestertown, Maryland
Arthur Eugene Dunsmore, Jr.....	4614 Hunt Avenue, Chevy Chase, Maryland
Nathaniel Isaac Durlach.....	875 Park Avenue, New York, New York
Edward Henry Eissler.....	1009 Weller Avenue, Upper Darby, Pennsylvania
William Paul Elliott.....	449 Spruce Street, Aurora, Illinois
Theodore David Ernst.....	Box 67, Cordova, Maryland
Paul Carlyle Evans.....	403 Marshall Street, Syracuse, New York
John David Farnham, Jr.....	107 West Eleventh Street, New York, New York
William Henry Gordon, Jr.....	1944 Edison Boulevard, Detroit 6, Michigan
John Gormly.....	707 Hopkins Street, Sewickley, Pennsylvania
William Joseph Harris.....	Preston, Maryland
Marvin James Hoffenberg.....	2202 Park Avenue, Baltimore, Maryland
Walter Lindsay Jacob.....	1159 Murrayhill Avenue, Pittsburgh, Pennsylvania
John Leonard Jarboe.....	Leonardtown, Maryland
Ralph Lincoln Klein.....	Fallston, Maryland
Harry Marchosky.....	8049 Eighth and G Streets, Colon, Republic of Panama
Ruben Marchosky.....	8049 Eighth and G Streets, Colon, Republic of Panama
David Arthur Ogden.....	3308 Oriole Drive, Louisville, Kentucky
John Newton Opie, Jr.....	624 Palmer Turn Road, Norfolk 5, Virginia
Albert FitzRandolph Peters, Jr.....	The Westchester, Washington, D. C.
Royal Pollokoff.....	3407 Park Heights Avenue, Baltimore, Maryland
Charles Pickering Putnam.....	3200 Highland Place, N.W., Washington, D. C.
Henry Page Robinson.....	Barstow P.O., Maryland
Paul Ginsburg Sifton.....	3150 Highland Place, N.W., Washington 8, D. C.
Warren LeRoy Skidmore.....	806 Avon Street, Akron 10, Ohio
Lowell Stanley.....	3410 Quebec Street, N.W., Washington 16, D. C.
Austin Stevens.....	Goodhill Road, Westport, Connecticut
Roger Clark Stone.....	Conowingo, Maryland
James Howard Taylor.....	1102 Ninth Street, Seattle, Washington
John Van Doren.....	393 Bleecker Street, New York 14, New York
Eugene Francis Young.....	1102 Market Street, Pocomoke City, Maryland

This Yearbook

Any Yearbook should be, as its name implies, a representation of the period with which it deals. If its scope exceeds this it is superfluous; if it falls short it is inadequate. Obviously the poesis involved in its presentation may follow from a number of different concepts of representative form. The result may be simply a chronological narration of events. If so, the reader must impose order and intelligibility upon such a chaos. It may be a statement of departmental occurrences. If this be the case the concept of the department as ideal is again required of the reader in order that the occurrences herein be significant and understood critically. Finally an Annual may be a critical comparison of the ideal and the actual, of a College Year as it should be and as it appeared. This last seems to us the best. A Yearbook is written primarily for those who experienced the year which it records. To remember the concept of the College as ideal with enough clarity to make possible a critical relation of this to the actual seems to us too much of a demand to make upon our audience, especially those who are leaving the community. The good historian is also a poet and as such must meet the poetic obligation of revealing with clarity the form manifested in the particular. This has been our intention.

To our readers we owe several apologies. The war made impossible the repair and purchase of some of the desirable photographic equipment. As a result we could do very little indoor photography. Also, this effort of a staff depleted in all departments must necessarily lack a certain degree of comprehensiveness. Due to limitations of time, space and materials, only a limited number of pictures of St. Johnnies in the armed forces could be included in the pages of service photographs.

We would like to thank the business personnel of the College for its assistance in the preparation of the book and a number of the members of the Faculty for suggestions regarding the manuscript. We wish especially to acknowledge our gratitude to Mr. and Mrs. William Gorman to whom we are indebted for much valuable criticism and a number of our best ideas.

This Yearbook is published by the Junior Class of St. John's College; Stringfellow Barr, President; Scott Buchanan, Dean; Lewis M. Hammond, Assistant to President; William Kyle Smith, Assistant Dean; James S. Martin, Treasurer; Miriam Strange, Registrar; Lulu Viola Ebaugh, Librarian; Olga Law Plunder, Director of Adult Education; Marian E. Alexander, Dietitian; J. Oliver Purvis, College Physician; Archibald McCourt, Superintendent of Buildings and Grounds; Steward and Monde, Auditors.

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