

St. John's Collegian

Vol. XXV—No. 10 ANNAPOLIS, FRIDAY, DECEMBER 11, 1942.

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College Meeting

Mr. W. Kyle Smith made these announcements:

1. Will all students please leave their addresses in his office prior to going home for vacation. Important military matters might come up which may necessitate the college's getting in touch with you.

2. Paca-Carroll has been designated as dormitory for students staying here during Christmas. Room arrangements are left to the students. All moving must be done by 6 P. M. Wednesday. At this time the other buildings will be locked. Anybody who desires to stay and has not yet informed his dormitory manager please do so.

Mr. Buchanan is sending his annual on-rag letter to all parents. So that parental inquiries may not come as a shock to you we print it below:

This is the time of year when parents expect to hear from their children's teachers how the children have done in their schoolwork. Parents sometimes receive report cards indicating in algebraic symbols the grades that have been achieved in various subjects.

This is a natural arrangement which has been encouraged by schools and colleges for the greater cooperation between teachers and parents in the common educational enterprise. I think I should let the parents know how we at St. John's College hope to strengthen such cooperation.

Our methods of instruction and our actual subject-matters are as various and comprehensive as we can make them, but we are concerned that both methods and subjects shall fit and work together to produce independent and understanding minds. We try to let this aim determine the details of our organization. One device, which we think of great importance, is the so-called *Don Rag*, a conference at the end of each term between each student and his immediate instructors. In these conferences we act in consultation to diagnose and prescribe for each individual case. We do not report grades, but

instead we try to say at length what such grade, if we gave them, would indicate about the successes and failures to learn. In these conferences the student also is encouraged to give us his judgment of himself.

All this is to insure the kind of mutual understanding which will get recognition and acceptance of responsibility by both teacher and student.

Our best judgment at present is to leave responsibility with the student and to let him invite his parents to consult with him on the basis of the information he has thus gained. In most cases we assume that his own interpretation will make cooperation closer to fact and more sympathetic than it would be if we made separate and less detailed reports to parents directly. There will be exceptions, of course.

We therefore are not making any regular reports of grades to parents, but rather we invite them to take the initiative and to make inquiries and discuss their son's college affairs with him. On the other hand we would welcome any additional inquiry or discussion between parents and teachers, and we shall always stand ready to make general or specific reports on request. In exceptional cases we shall take the liberty of initiating such teacher-parent discussions. We welcome visits from parents at the College, during which such conversations may easily take place.

We are interested in the educational value of individual responsibility in young men; they should at this age be learning to take charge of themselves. We on our part should and do stand ready to give aid in any way we can. I am hoping that parents will agree with teachers in this strategy. We shall be glad to learn to improve our performance of this strategy in any way we can.

Because of the war this has been a difficult term. Students have been disturbed by the news and uncertainties of the military arrangements for the colleges. They are at all times free to

such grades, if we gave them, would information and advice. The office of the Assistant Dean makes it its business to keep information on file and to make regular connections with the military authorities. Our concern is that the students shall make good choices and decisions with as much information and understanding of their problems as possible. We are ready at all times to consult with parents about this aspect of the students' life and education.

Rumors are the worst enemies of education as well as of morale. It is hoped and expected that the recent settlement of the manpower problem by the government will protect us from some of the uncertainties that give free play to such rumors. We have at present no reason to suppose that the College will not continue to provide its share of the liberal education which is judged necessary for the duration of the war.

(Signed:

SCOTT BUCHANAN, Dean.

Faculty Notes

The seniors are the dinner guests of Mr. Barr tonight.

The Guild of Scholars of the Episcopal Church meets in Washington the week-end of the 10th. Mr. Barr is a member and will attend.

A former St. John's graduate, Major-General Hartle, is in command of U. S. troops in Britain. Another St. Johnny, Capt. Cassin Young, was blown from the deck of the flagship he was commanding at Pearl Harbor.

Next Sunday

Sunday evening, the Revolution: War and Peace series will feature Lieutenant Richard Miles of the British Imperial (?) Army, who will talk on the status of education in war-time England.

War Meeting

One of the most exciting schemes in many moons to come out of Britain's anguished soul-searching is the Beveridge report on post-war economic reform. It is natural, therefore, that our Sunday war-meetings should attempt an analysis of the plan. It is also an unfortunate necessity that such analysis be confined to a report of reports about the report, since we are not in position to view it first hand.

In brief, the proposal outlines a system of social insurance as a public service, covering unemployment, sickness, accident, death, medical attention, and allied services. Altogether it comprises some 150,000 words, a longish book, and is fathered by Sir William Beveridge, who was authorized to do it by the Reconstruction Minister.

The Sunday discussion was in the form of a student seminar led by Mr. Buchanan and Mr. Hammond. The meeting was hardly more than a few minutes old when the familiar Marxian battlecries rang out—a sop to the working class, a complete failure to erase the inherent evils in the present social set-up, a mere easing of pressure from the left, an evasion of the revolution. The protagonists of these alarms throughout the meeting remained unconvinced that the plan was anything more than appeasement, although it was just as stubbornly maintained by the majority of the group that this was an immense evolutionary step toward the fulfillment of the mood summed up in the Atlantic Charter, of translating words into action.

One of the speakers pointed out in good Marxist terminology that the plan would greatly tend to remove the worker from his present status as a "surplus," and give him a position never before held inasmuch as under the plan he is assured subsistence, removing the imperative of taking what he can get by way of a job. Also, the employer is squarely faced with a new responsibility for the welfare of the workers, and a man's job is something more than an item on the cost side of the ledgers.

It is worth noting that the plan is receiving world-wide attention, and not only because of British position in the world of trade. And the German

radio has taken time out to snipe and sneer at it as a pluto-democratic dodge. No matter what action is taken, the consequences cannot be but far-reaching. British labor is behind the plan; British conservatives cannot afford to lose labor's support in the war effort.

What happens from the Beveridge report on depends on the calibre and moral fibre of the people. Significantly, long before the end of the war, the foundations of post-war Britain are being poured. Whether Britain's old liberal capitalistic democracy will become social democracy or fascism will depend on what the British people want or think, and what means exist to get it. The Beveridge plan is one such means. You can take it or leave it.

Concert

The Choir of the Church of the Blessed Sacrament of New York City, under the direction of Mr. Warren A. Foley, was heard in a concert in Humphreys Hall, last Saturday, December fifth.

The choir presented an interesting program, and, to those who did not attend, we can say that they missed an unusual concert. The program differed from that previously announced, and consisted, in main, of an exposition of the Catholic Mass and various madrigals and carols.

The first three-fourths of the program Mr. Foley devoted to the Mass. Using selections from various masses of various composers, he traced the steps of the Mass that are normally sung. The choir sang brief selections, spaced with comments by Mr. Foley. Our only regret is that he found this an occasion deserving more of comment than of song. After the Mass, we heard a Magnificat of Palestrina as well as several madrigals and carols.

In general, the choir sang well. The blending of the voices was not all we had been led to expect by Mr. Nabokov, but there were several moments, as, for example, in the Agnus Dei, when the choir achieved a real beauty of tone.

There is one lesson we can learn from this concert: Though we may be a great "speaking" school, when we go to concerts we prefer to listen to music.

ALVIN EPSTEIN.

Sports

Basketball has got off to a fair start this year; there have been no forfeited or cancelled for lack of a team. Most of the contests have been interesting and evenly matched, excepting of course several unfortunate episodes involving the Juniors. The Frosh group has scored 205 points in four games, as against 51 for their opponents—which certainly is not an indication of their physical superiority. The difference does show up the predicted difference in organization between the Juniors and the lower classes. There are potentially good teams represented by the Frosh and Sophomores, and explosions could be set off if the material were properly handled.

At present the standings are as follows:

	Won
Frosh DEF	0
Frosh ABC	0
Soph BCD	1
Soph AEF	1
Juniors	3
Seniors	2

The ten high scorers:

	Games	Pts
Krol	3	6
Witwer	2	4
Usilton	3	4
Bauder	3	4
Van Doren	2	3
Camponeschi	2	3
Dobreer	3	2
Slafkosky	2	2

The coming Junior-Senior game promises to be a dogfight, and whether one or the other goes to pieces will depend on the moves and counter-moves of the teams under the basket are going to be well worth watching. The Seniors seem to have more scrap than the Juniors, but Usilton and Slafkosky are well equipped to hold their own where move length is concerned. Juniors Bauder and Krol, and there may be far fewer set-ups for these two in the future. The issue may well be decided by the efficiency of a Senior quick passing attack against the Junior zone defense.

The Freshmen are urged to increase their efforts at having good turn-out for each game; the results are promising to be encouraging and quite interesting. A talk with the members of last year's Frosh GH might help put over the point.

E. C.

VARIETY SHOW! IT'S ALL YOURS!

Theology Club on the Apostles' Creed

As an introduction to the Theology Club's discussion of the first article of the Apostles' Creed, Mr. Smith offered an analysis of some of the basic ideas and problems arising from St. Thomas' Commentaries on the First Article. In connection with the first word of the creed, "credo," Mr. Smith pointed out that we commonly think of belief in two senses; one kind is a belief which is an opinion, the truth or falsity of which can be established in the light of discoverable knowledge; the other is a belief which we call "faith," the object not being known clearly, nor is it possible to demonstrate the truth of the belief, and yet it is always true.

Faith, according to Aquinas, makes it possible to (1) lead a good life, (2) overcome temptation, (3) begin to know God, (4) unite with God finally.

St. Thomas, in developing the doctrine of creation, argues that there are three errors commonly made, and offers replies. The first error is that of the Manichaeans, who argue that since evil is either made or not made by God, and since God by His very nature could not have created evil, therefore God is not the Creator of all that it is consistent to believe that God created evil (being the Creator of all things) since all evils are ultimately good. That is, in nature the apparent evils existing in certain of its aspects actually work to the final good of all of nature.

The second error, he says, is the argument that the world is eternal. But this is not the same as saying that the world exists "always," for the world and time are co-existent; the world exists in all of time. But the co-existence of the world and time indicates that the world is not eternal.

Thirdly, it is argued that the matter prior to the form out of which the forms were made, is not made by God. But all existence must depend on God for its being. Even so, the world depends on God for its being (in connection with the second argument). The argument that changeable things pre-suppose changeable matter, and changeable matter cannot come from God, is answered by understanding that

St. John's College

Friday, December 11:

8:30 A. M.
5:00 P. M.
7:00-8:00 P. M.
8:00 P. M.

Saturday, December 12:

8:30 A. M.
9:30 A. M.-12:00 M.
8:00 P. M.

10:00 P. M.-2:00 A. M.

Sunday, December 13:

3:00-5:00 P. M.
6:30 P. M.
8:00 P. M.

Monday, December 14:

8:30 A. M.
2:00-3:15 P. M.
5:00 P. M.

Tuesday, December 15:

8:30 A. M.
2:00-3:15 P. M.
5:00-6:00 P. M.
7:00-8:00 P. M.

Calendar

Friday, Dec. 11 — Tuesday, Dec. 15, 1942

Chapel Service	Great Hall
Chorus Rehearsal	Humphreys Hall
Bible Class	McDowell 21
Formal Lecture— <i>Dialectic</i> — Scott Buchanan	Great Hall

Chapel Service	Great Hall
Athletics	Gymnasium
The Variety Club Presents: <i>It's All Yours</i>	Humphreys Hall
Christmas Cotillion	Iglehart Hall

Recorded Concert	Humphreys Hall
Christmas Dinner	Randall Hall
<i>Revolution: War and Peace.</i> Series I, No. 12	Woodward Hall

Chapel Service	Great Hall
Military Athletics	Gymnasium
Chorus Rehearsal	Humphreys Hall

Chapel Service	Great Hall
Military Athletics	Gymnasium
Recorded Music	Humphreys Hall
Bible Class	McDowell 21

all things changeable and unchangeable do exist, and their existence depends upon God.

God's nature can be spoken of, analogically, as having different aspects; thus God is Creator in so far as He is that upon which all things depend for their existence; He is Father in so far as His providence perpetuates the things which are. Other nouns and adjectives can be used in talking about the nature of God in order to reach some kind of an understanding of what He is, but His nature must in reality be entirely simple and one.

Using this analysis, the group discussed some of the crucial issues suggested. Since it is difficult, and perhaps impossible, to properly digest and report a seminar, it might be more advantageous to state some of the questions asked; and the problems which

they raise and the answers which the foregoing statement suggests should constitute a provocative, though inadequate, report of the meeting.

These are some of the questions which arose: Is not creation an eternal act? In what way does the Greek conception of God differ from the Christian? How much can one know about God, both in the Greek and Christian senses, without "faith?" What does the cosmological argument say about the nature of God? Does it not only concern itself with the manifestations of God's providence? Was the incarnation necessary?—and many others.

Students interested in these problems and others which will likewise be encountered in the study of the Apostles' Creed will find it profitable to attend future meetings of the Theology Club.