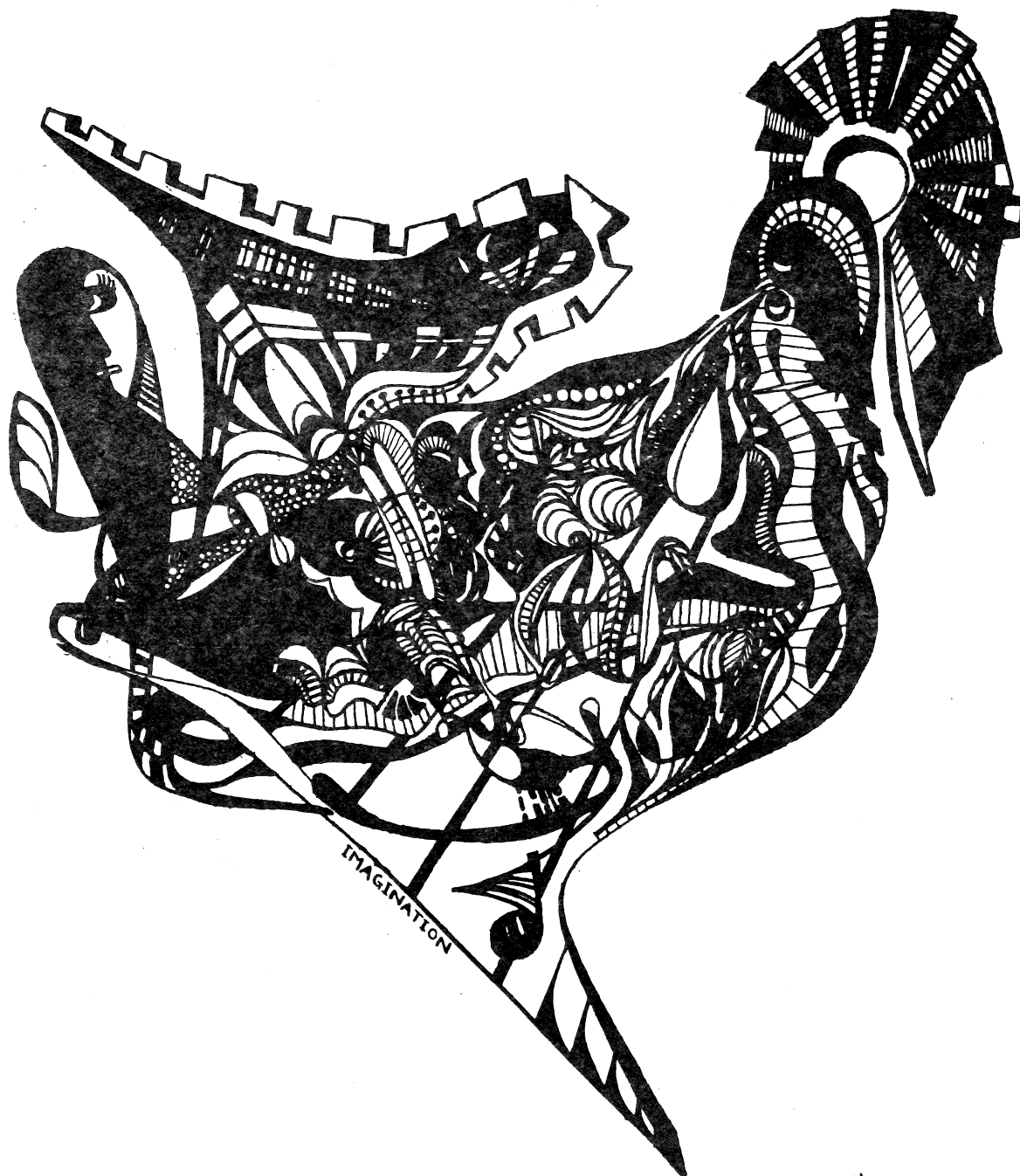


THE COLLEGIAN

THE STUDENT WEEKLY OF ST. JOHN'S COLLEGE

ANNAPOLIS, MARYLAND

Dec 5th, 1976
No. 226



Lill

Weekly Calendar

Tuesday, Dec 7

3:00-10:00 Dance Class- Mrs Skinner
7:00-8:00 Bible Class- Mr Kaplan
8:15 PM New Testament Class- Mr J W Smith

Backstage FSK
McDowell 21
McDowell 36

Wednesday, Dec 8

7:00-8:00 Irish Dance Class- Jack McArdle
7:00-8:00 Photography Class- Eilene Jack
9:30 PM Small Chorus
10:00 PM Telescope Observing

Backstage FSK
Mellon 106
Great Hall
Coffee Shop

Thursday, Dec 9

DON RAG DAY - CLASSES CANCELLED UNLESS RESCHEDULED
BY YOUR TUTOR.

8:15 AM Harmony Class- Mr Zuckerman
10:15 AM Full FRESHMAN CHORUS
12:15-1:15 Probability and Statistics -
Mr Comenetz
2:15 PM Delegate Council Meeting with the
Administration

Mellon 145
Great Hall
McDowell 24

McDowell 21

Friday, Dec 10

8:15 PM PLAY: A Man For All Seasons -
King William Players of St John's
College

FSK Auditorium

Saturday, Dec 11

10:00-12:00 Irish Dance Class- Jack McArdle
10:30 PM WALTZ PARTY

Backstage FSK
Great Hall

Sunday, Dec 12

8:15 PM Film: The Big Mouth
10:00 PM Telescope Observing

FSK Auditorium
Coffee Shop

The Barrister Inn

Open daily, 11:30 a.m.-2:00 a.m.

Cocktail hour, 4-6 p.m.

All drinks 1/2 price. Draft .35

Late Night Menu, 11 p.m.-1 a.m.

66 State Circle

To All Students and Faculty:

During the Christmas vacation, (Dec 16-Jan 3) the package room will not be open. Regular hours will resume after the holidays, on the 4th of Jan. So, if you want your packages this year, you should stop by to pick them up.

There are a great deal of people unwilling to respond to our quaint little notices asking you to pick up packages. The package room is terribly small, it's becoming quite a chore to breathe in the place and chasing roaches off your goodies is not one of our well-loved tasks! So please, when you receive a notice come by and pick up the package during the hours posted.

Happy Holidays,
The Mailman

Notice to All Freshmen and to Sophomores who have not passed the Algebra Test

The first regular Algebra Test will be given on Saturday morning, December 11, from 9:30 to 12:30.

An account of the kind of problems appearing on the test and of how to solve them is given in a short manual prepared by Mr Crockett, and available in the Bookstore.

Passing of the Algebra Test is a pre-requisite for entering the Junior year.

Curtis A Wilson
Dean

The play "A Man For All Seasons" will be presented Dec 10th and 11th. Tickets will be made available for tutors and students in the Assistant Dean's Office by Wednesday. Please acquire one if you intend to go.

Submitted by
Michael Blume

The Assistant Dean will be happy to entertain requests from students who wish to move off campus. If you are planning such a move it would be helpful for this office to know as soon as possible.

Submitted by
Ray A Williamson
Assistant Dean

Monsieur le Rausch dit:

Keep your bicycles in your rooms over Christmas Break. Keep your doors locked against possible Christmas Break-ins. Especially be sure to lock your doors before you leave for the holiday. If you see strangers on campus, do not try to apprehend them; they may be dangerous or uncouth. Our guards are designed to deal with these outlanders. Do not be afraid of unnecessarily alerting the guards to a stranger's presence; they want to know, and a false alarm does not seriously discommode anyone.

Have a safe, sane, and sanitary Christmas, and don't forget Mr Basford's beer cans.

Patricianly,
The Ghost of Mr Rausch

Notice to All Juniors

The first regular French Reading Knowledge Examination will be given on Saturday, morning, December 11, from 9:30 to 12:30. The passage to be translated will be from Tocqueville's Démocratie en Amérique. The task is to provide a readable translation in English that gives accurately the sense of the French original.

Passing of the French Reading Knowledge Examination is a pre-requisite for entering the Senior year.

Curtis A Wilson
Dean

To the Student Body:

On behalf of the Board of Visitors and Governors and many other friends who are interested in St John's FUND FOR THE 1980's, I should like to thank each of you for your thoughtfulness in attending the address given by Mr McLanahan, of Houston, Texas, our new Chairman of the Board. Your gesture was especially meaningful to Mr McLanahan as the next day the FUND FOR THE 1980's was officially launched in New York City. I am quite pleased to be able to report that we had 100 per cent participation from the Board members and the Fund started with approximately \$4,300,000 in gifts and pledges.

It has meant much to us that your recent donation of \$242 was presented to me. This may not seem like a great amount of money when we are seeking \$25,000,000. However, this concrete evidence of your support will have tremendous influence on other sources of funding such as foundations, corporations, and key individuals. Thank you for helping us to get off to an exciting start. We will make every effort to keep you posted on our progress in the FUND FOR THE 1980's campaign.

Charles A Cooley
FUND FOR THE 1980's

December Schedule of Events are available to students in the Office of College Relations. They will not be distributed in boxes.

Submitted by
Ingrid Miller

The freshman reading for Jan 10 is "Antigone". An excellent film version is available for a rental fee of \$85. The film was shown here 5 years ago and got a very good reaction. If you are interested, please donate 50¢. Your name will be taken (so you can get your money back if there's not enough interest). Your donation is your price of admission. Please make donations to Jim Sorrentino or Mrs Berns.

"What Laurence Olivier did for Shakespeare on film, a Greek company has now done for Sophocles: they have taken a great play and made a lucid and beautiful motion picture out of it. This is Greek drama as one has always hoped to see it performed the action simple and uncluttered, the characters driven by instinct and passion, and the voices so eloquent that we experience the beauty of the language. For the **first time**, we have a screen version of a classical Greek tragedy that is faithful to plot and text, preserving the strength and nobility of the conception."

Paul Kael,
New Yorker Magazine

Submitted by
Jim Sorrentino

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Collection of exotic fashions
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KING WILLIAM PLAYERS

There will be a meeting of the King William Players this Tuesday, Dec 7th at 7:00 pm in McDowell 24. The matter under consideration will be the production of Hamlet, proposed for this winter. All those interested should plan to attend.

Submitted by
Kari Jenson

Attention Pre-Meds:

If you are contemplating a career in medicine, it is highly recommended that you attend the Organic Chemistry class. There will be a special meeting Wednesday at 4:00 pm in McDowell 34 to arrange the schedule of classes beginning in January. Don't miss it.

Submitted by
Kimo Mackey

DIRECTORY CHANGES

Jennell Balkcom	211 Campbell	29
Joseph Berg	101 Carroll	52
James Black	103 Chase-Stone	47
Robert Canestrari	205 Randall	45
David Doremus	70 Maryland Ave	263-8729
Jacques Duvoisin	202 Paca	51
Cathy Eldridge	65 Franklin St	268-7153
Johnny Harris	202 Carroll	52
Elizabeth Kocsis	305 East Pinkney	38
Hardy Mahoney	316 Campbell	31
Martha McGinnis	65 Franklin St	268-7153
Angela Melina	201 Campbell	29
Henry Miller	102 Carroll	52
Ken Minami	301 Campbell	31
Preston Niblack	134 Prince George	
Joan Price	217 Chesapeake	268-3874
Richard Putnam	205 Randall	45
Tina Rhea	204 Campbell	29
Margaret Rosenberg	86 Charles St	268-6528
Roberta Rusch	407 West Pinkney	43
Susan Ruth	19 Thompson	268-1740
Dennis Sherman	Southhaven Rd	224-2270
Micael Thielker	Southhaven Rd	224-2270
Bill Tripp	303 Chase-Stone	49
Jonathan Weis	102 Carroll	52
Isabel Whiston	211 Campbell	29
Roy Wieselquist	107 Humphries	33

BEHOLD THE SKY!

The telescope which the College ordered has arrived and is in use.

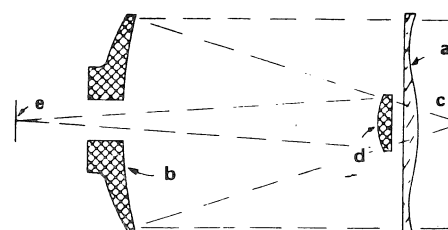
Vital Statistics:

- 8" diameter mirror
- 2000 mm focal length
- magnifying power 50-320
- photographic attachments available for Pentax-type mounts
- clock drive

It is of Schmidt-Cassegrain design, compact and relatively light. It is presently stored in the Assistant Deans' office if anyone wishes to see it.

Steven Sharkey will have it out for observing sessions on Wednesday and Sunday nights at 10:00 pm. Interested observers meet in the Coffee Shop.

The Schmidt-Cassegrain System



The light enters the system through a thin glass aspheric corrector plate (a); it is then reflected by a large spherical primary mirror (b) toward the prime focus (c). The light from the primary is intercepted by the convex secondary mirror (d) and reflected back through a hole in the primary mirror to the Cassegrain focus (e). The effect of folding the optical path back with a convex secondary mirror also increases the effective focal length by a factor of three to seven times that of the primary alone.

Submitted by
Ray A Williamson
Assistant Dean

**yummy
in th
tummy**

**Quarter-Pound
Meat Sandwiches**

Homemade Soup

Fresh-Ground Coffee

164 Main St.
Annapolis
269-6166

SILENCE IS BLISS

Have you ever noticed that some of the blackboard erasers here say "noiseless" on them? I would like to point out to the Community that this claim is a ruse, for I have yet to encounter a noisy eraser despite my very hopeful efforts to find one. Surely if this were not the case we would have recordings of PDQ Bach's Garrotte in A minor for Unaccompanied Noisy Eraser. And exactly what would produce this noise? Does it make it on its own, emitting rude and suggestive sounds to passers-by? Does it feign suffocation when it thinks it has too much chalk dust built up?

Personally, I wouldn't blame it. The life of an eraser is, even at St John's, a twilight world of futility. During the first semester when we write with chalk, these would-be billiard table tops grind propositions, declensions, upper semilattice structures of alpha-recursively enumerable degrees and wiseass graphiti (including mine) through the black hole in the wall into another universe while the chalk stuff remains to pile upon itself until it turns to statified rock. Then in the second semester when we write with chisels like Plato did, all it can do is look out the window at the snow and wonder how many of its bretheren were conscripted to belch that white stuff from the sky. And then, when they become old and wrinkled they are not even then left to gracefully decompose like PDQ Bach, but fall into the hands of credit unions and insurance agencies to be given away to many valued customers with season's greetings (yes, that's what that funny-looking implement is you got in the mail yesterday).

(to be continued...)

Submitted by
J P Berg

Attention Guardians:

Guardian volleyball practice this Tuesday at 9 pm (after Ladies' Night). Freshmen should be sure to be there as SJC's unique rules will be explained.

Submitted by
Dan Jerrems

So look into his fucking eyes.
What do you think you'll see there?
Money car money wash wet stream
Sand and rain lost in faith.

I TOLD YOU

Get up. Get up in the morning.
Schoolmarms make me sick.
She said, "Owen, think you're
Class clown?" I hate her. So
Out in hall stared at gray puke
School bricks for a while.
I tried to count them
But there were too many.

SHE'S SO WIDE

So wide so what. Schoolworms
Make me sick. Hell in the
Cream cheese and hell in the
Shoes. The sun lies in
The hollow of the sand.

I TOLD YOU

It doesn't jell. Staring at
Mud bricks brown and black.
Books and beer syllogistically
Crafted. I am not a careful poet.

YOU DON'T UNDERSTAND

Pain is not my middle name,
Self pity stored like bus line birds.
And seeing clouds in pale gray skies
I tie my shoes and comb my hair—
Lida Rose upon the stairs.

ON THE ROOF

And they left in the night
Cold concrete clean and sand
And the night was full of them
(And the sky sings of purple
Kick the leaves on the ground
o lesbian lima laugh don't let me down.)

But hell, there's a beer in my hand
And a head full of smoke
(Blue chalk dust not too bad)
Not too bad.

O Goldin

With so much political analysis in
the COLLEGIAN lately being written by
amateurs, I decided to submit excerpts
from a piece of writing of Lyndon
LaRouche, Acting Chairman of the US
Labor Party.

The Grave National Crisis

Analysis of the results of the Nov 2
election establishes beyond reasonable
doubt that President Gerald Ford was re-
elected to be President of the United
States and that the LaRouche-Evans tic-
ket received not less than three millions
and probably as many as four-and-a-half
million votes. However... this election
saw the most massive electoral frauds
in our nation's history, and immediately
following the election we are witnessing...
a coup by forces behind the Carter candi-
dacy.

...the voting tabulations generally
reported so far have all originated
with a single non-governmental agency,
a computer facility jointly sponsored
and controlled by three major television
news agencies and two wire services.
...in terms of the unofficial tabulations
released and hard evidence already col-
lected concerning vote frauds, it is
clear that President Gerald Ford carried
Wisconsin, Ohio, and probably New York
as well, and also may have carried
Louisiana, Mississippi, and Pennsyl-
vania.

For reasons yet unknown to us, during
the late morning hours of Nov 3, Pres-
ident Gerald Ford chose to concede the
election to Governor James E Carter —
despite evidence of massive fraud and
in the absence of significant official
returns, as well as in the face of ex-
tremely close results in major states
even in terms of the unofficial returns.

—US Labor Party circular
Lyndon H LaRouche Jr,
Acting Chairman, US Labor Party

Next week: The International Crisis!

Submitted by
David Tonjes

Have you heard of one Humpt Dumpty
How he fell with a roll and a rumble
And curled up like Lord Olofa Crumple
By the butt of the Magazine Wall,

(Chorus) Of the Magazine Wall,
Hump, helmet and all?

He was one time our King of the Castle
Now he's kicked about like a rotten old parsnip.
And from Green Street he'll be sent by order of His Worship.
To the penal jail of Mountjoy

(Chorus) To the jail of Mountjoy!

Jail him and joy.

He was fafafather of all schemes for to bother us
Slow couches and immaculate contraceptives for the populace,
Mare's milk for the sick, seven dry Sundays a week,
Openair love and religion's reform,

(Chorus) And religious reform,
Hideous in form.

It was during some fresh water garden pumping
Or, according to the "Nursing Mirror", while admiring the monkeys
That our heavy weight heathen Humpharey
Made bold a maid to woo

(Chorus) Woohoo, what'll she doo!

The general lost her maidenhoo!

He ought to blush for himself, the old hayheaded philosopher,
For to go and shove himself that way on top of her.
Begob, he's the crux of the catalogue
Of our antediluvial zoo,

(Chorus) Messrs. Billing and Co.

Noah's larks, good as noo.

And not all the King's men nor his horses
Will resurrect his corpus

For there's no true spell Connacht or hell

(bis) That's able to raise a Cain.

—Aus "The Ballad of Persse O'Reilly"

Finnegan's Wake,
James Joyce

Submitted by
Kris Shapar

Merry Christmas
Happy Holidays

at
Hi Fi Shop
7 PAROLE PLAZA
ANNAPOLIS, MARYLAND 21401

FEELING HAPPIER

This article is about feeling happier,
more energetic, and less tense; about
greater clarity of mind, broader compre-
hension, better concentration; about
being able to think and work and learn
and get along with everyone around you
in the way you always wished you could.

In other words, this is about things
which concern everyone, but are in even
greater demand, perhaps, here at St John's.
The entire process of learning depends
upon alertness and the liveliness of the
mind. Acquisition of knowledge involves
the knower as well as what is known, and
as knower we are not simply a receptacle
that information is poured into, but at
every moment we are involved in per-

ceiving, reasoning, intuiting, and actively understanding. How much we understand about ourselves and the world around us, as well as how much enjoyment we derive from life, depends upon how well our minds and bodies are functioning. At times when thought and energy flow, things go easily, be they writing a paper or holding a conversation. At other times though, things don't go well and we find ourselves becoming tired or worried or just plain fuzzy-minded. Whether the experience of these low points is in an occasional bad day or whether it is pretty much the norm, at these times we are hindered in our attempts to understand and get along in the world.

We all share the need for clearer thinking, as well as the desire for maximum happiness and satisfaction in our day to day life. About a year and a half ago I was feeling this need rather acutely as I found myself more often depressed than really happy, and too often worried or tired or somewhat less than clear-minded. The dissatisfaction I felt may have been to my advantage, though, because I stumbled upon something which I might have been less receptive to had I felt all was well with my life. I went to a lecture on the Transcendental Meditation program and consequently started to meditate, only to discover that it is a technique which is of immense practical value in everyone's life whether the need be for improvement or for enhancement.

The Transcendental Meditation technique is a simple mental procedure practised for 15-20 minutes twice a day by people in all walks of life all over the world. It is not a philosophy, religion, or particular way of thinking—it requires no belief of any kind, not even that it will work! It does not involve concentration, contemplation, self-hypnosis, or mind control, and since it requires nothing more than the ability to think a thought, it can be easily learned by anyone. It doesn't even require a special place to do it in—businessmen meditate on buses, workers in offices, students in dorms.

It is a natural technique for quieting and refining mental activity, thus allowing the nervous system to gain deep rest. The increased orderliness of mind which is experienced during meditation carries

over into daily activity—thinking becomes stronger, more comprehensive, more intelligent. On the part of the body a rest is gained within a few minutes of meditation which is deeper than the deepest part of sleep. This results in greater energy and efficiency in activity. (People who worry about finding time to meditate discover that they have much more free time, that they actually do less but accomplish more than before!) The deep rest experienced during meditation also results in a unique opportunity for the body to rid itself of the accumulations of stress and fatigue that sleep fails to remove entirely. We all know the effect of stress on our ability to act and appreciate. It's not surprising that according to the survey Nurse Kyle sent out to students, "stress" in the number one topic of concern. If stress and strain inhibit the nervous system from functioning properly our perception of the world is clouded. Remove those blocks and a wealth of benefits are gained. The TM technique does just this, and the results are greater joy in life and the ability to think and act with a the potential each of us is fully capable of realizing.

The TM technique is simple, easy, natural, and it works. You owe it to yourself to take this opportunity for enjoying 100% of your life.

There will be a lecture on the Transcendental Meditation Program this Wednesday night at 7:30 in 34 McDowell. This is the first lecture held here on campus this year, and its convenience makes it a good opportunity to come and hear what the technique is all about.

Submitted by
Deborah Brosha



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Wool GLOVES
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Curtis A. Wilson
Dean

In meetings of both its Annapolitan and Santa Fean parts, the Faculty on November 22 agreed to an Instruction Committee proposal for revision of the curriculum. The primary aim of the revision is the reduction of the number of sophomore classes from five to four. Of the several ways in which this might be done, the Instruction Committee has chosen one that entails alteration of the laboratory sequence. Sophomore music is to remain as it was. Laboratory science is to be confined to the freshman, junior, and senior years. In outline, the proposed new sequence may be presented as follows:

Freshman	12 weeks observational science (includes 1 week of astronomy, & study of biological classification, structure-function relations, living cells) 20 weeks physics and chemistry (static equilibrium, barometric pressure, temperature, gas laws, weight - and volume - combining laws, etc., leading to an atomic theory of matter)
Sophomore	Music (3 meetings a week as now; sophomore language to return to 4 days a week as in times past)
Juniors	Physics (kinematics; mass and force; energy and its conservation, the second law of thermodynamics; optics; magneto- and electro-statics; electric current; electro-magnetic induction; electromagnetic propagation)
Seniors	10 weeks: "Atoms and Measurement": the beginnings of quantum physics 18 weeks: Mendelian and molecular genetics

The topics listed at the right should be taken, at this stage, as suggestive rather than definitive or exhaustive. The first questions -- the only ones I can address here -- concern the premises from which the revision takes its general form.

A. Reduction of number of sophomore classes from five to four. Sophomore classes were originally increased from four to five, back in the 50's, in order to accommodate music. We do not doubt that students can manage to prepare for five classes. However, we would prefer not to foster by our institutional arrangements the kind of distractedness that comes from trying to do too many things at once. To be sure, the program will always, and always must, include more than is easily encompassable by any one person, whether tutor or student; to settle for comfortable compartmentalizations and self-limitations would be to reject the goal that we have set for ourselves. Those who are at the height of their powers for learning - the young in mind and heart - should not be finicky but undertake to learn many things that are new and strange to them, even at a cost of some discomfort and confusion. On the other hand, we should like the learning to be thoughtful; we should like students to be able to ask, and find the beginnings of answers to, questions about the inter-connectedness, profundity, and beauty of the things we study, and why it is meaningful to engage in these studies when our attempt is to see 'the way things are', steadily and whole. In view of these aims, we believe that having five sophomore classes is undesirable.

Let me mention also that it is costly. Instruction for a single tutorial or laboratory section for a year costs about \$5600, on the average. On this campus in recent years, six sections of sophomore laboratory have been required, and seven or eight sections of each of the tutorials. We do not intend to be governed by economic considerations alone, but at a time when every expenditure has to be looked at twice, we should not wish to be expending funds without maximal beneficial effect.

B. Retention of one year of music, meeting three times a week. The Instruction Committee is of the opinion that music should be retained, and that the number of classroom hours devoted to it should not be cut. In the study of music, as in few other places in the program, an attempt is made to see how a limited number of technical means can be utilized in the achievement of a work of fine art. Here, as in few other places in the program, one is asked to "come to one's senses"; to hear before speaking, and then to speak with the greatest possible sensitivity to what it is that one has heard. One is called on to exercise sensibility. The committee does not wish to see this effort abandoned. To devote substantially less time to it than is done at present would come close to guaranteeing the failure of the effort.

In our earlier attempts to devise a new schedule, we considered having the music tutorial run for 24 rather than 32 weeks, and meet four rather than three times a week; the total classroom time would remain the same. The remaining eight weeks of the year could be given to mathematics or laboratory; Galilean kinematics could be included in the sophomore year. This scheme has been abandoned, at least for now, because of certain awkwardnesses that it entails: the abrupt shift in subject matter for a class, and the re-scheduling of tutors that would be required, in mid-semester.

We have discussed the possibility of reducing the amount of time assigned to the language tutorial. The second semesters of the sophomore and senior language tutorials, for instance, are devoted largely to the reading of English poetry; is it important that this be done? The Instruction Committee believes so. Any step that would diminish the amount of attention to good English writing, or practice in writing, we would regard as mistaken. For this reason we are proposing that, as the sophomore classes are reduced from five to four, the sophomore language tutorial should return to a schedule of meeting four hours a week rather than three.

Not without a rather lengthy consideration of alternatives, and not without trepidation, we have been led to our very simple conclusion: that we should seek a way to do the important and necessary laboratory science in three years rather than four.

C. Biology in the freshman and senior years. In the early 50's, biological studies were divided between the freshman and junior years. Later, they were consolidated in the sophomore year, partly to simplify administration of the laboratory program, partly to provide more continuity in the study. Yet, there is a close affinity between observational and classificatory biology, on the one hand, and the reading of Aristotle in the freshman year on the other. Surely Darwin belongs in the senior year, along with Hegel and Marx and Nietzsche. And the questions and problems that have emerged in the new biological science of the last twenty years -- should we not be undertaking to discuss them toward the end of the four-year course, with all the previous studies at our disposal? A chronological order of books and readings has the advantage of allowing for much interplay between the parts of the program, without introducing doctrinaire presuppositions. We believe a rearrangement in which biology comes both first and last will make for the most useful and pertinent cross-references to the seminar reading.

D. A hard look at the present junior-senior laboratory sequence, with a view to a somewhat shorter sequence, somewhat different in style and content. This is the premise that has been most questioned. We do not have a fully worked-out proposal for this segment of the laboratory work. We certainly do not intend that what is presently done in the junior and senior laboratory should be crammed into 70% of the time now available, into 42 weeks rather than 60 weeks. There needs to be some fundamental re-thinking, for what we are intending. We would like to see what could be done in the way of having a sequence containing a large number of segments or topics, each of them to be dealt with somewhat more briefly than tends to be the case with topics in the present sequence. We would like to see what could be done in the way of focussing more often and intently on the phenomena and their qualitative description, and de-emphasizing somewhat the long trains of mathematical reasoning. We cannot yet say what a sequence with these general characteristics would look like when worked out in detail. We are asking for more time, asking in fact that two tutors, one on each campus, be given time off from other duties in order to work on the sequence in detail.

Some of the topics now studied will necessarily remain, because they are essential to any study of modern physics. Such are velocity and acceleration, mass and force. Among other topics that have strong claims to inclusion are: energy, its conservation and degradation; vibrations and waves; electromagnetism, probably in Faraday's experimental style; the initial experiments that have led to the concept of quanta. But we feel it is necessary to beware of a certain imperialism that is almost inseparable from physics: it tends to expand to fill any space of time that is allowed to it. We want a sequence that makes for acquaintance with fundamentals, and leads also to sophisticated questioning about those fundamentals. We should not allow ourselves to be tempted by the notion that it is possible to "cover" the subject.

In opposition to the proposal to alter and rearrange, it is pointed out that the present junior-senior laboratory sequence is very good. Our answer is that we hope it can be improved. Each year some students have been left, irremediably as it seems, behind, and too few tutors have been arriving at the stage of teaching the senior laboratory. Let us grant that learning physics is a confusing business for the beginning student; in the past, too, with Newton and Faraday and Maxwell and Einstein, prospecting for paths that would lead somewhere in physics proved an often discouraging and always risky business. A good many questions that get asked in the process are not questions that get answered, and apriori grounds for deciding whether a question will prove useful or fruitful are lacking -- experience alone tells. The enterprise is not to be identified with deductive mathematics. The beginning student easily despairs. Teaching in the face of the difficulties can prove a heavy burden. Let us grant that, whatever the rearrangement, these difficulties are not likely just to disappear. But what these facts mean to us is that we need leave to experiment, to attempt to improve, to find the most helpful stepping-stones to the kind of acquaintance with physical science that we would hope the student could acquire. That is what the proposal for curriculum revision asks for. Its acceptance implies that over the next year and a half the Instruction Committee, along with other tutors, will be engaged in the planning of a new junior laboratory program which will first be tried out with students beginning in the fall of 1978.

The present freshman class will have about nine weeks of biology in the spring, after the spring recess. The remainder of their biological studies will come in their senior year. Next year as sophomores they will have only four classes, seminar, language and mathematics tutorials, and music.

The Instruction Committee welcomes discussion of the issues and problems raised by the proposal, with students and faculty alike.



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...and our minds and feelings are also constantly engaged in the process of scanning the universe for "meanings".

A "meaning" happens when we compare two lots of experience, and suddenly understand something about them both. To take an extremely simple example, a baby's first experience of fire may give the impression that fire is wholly delightful: warm, bright, interesting. If he then tries putting his finger into the fire, he learns something new about it—that it burns. But he does not therefore decide that fire is wholly unpleasant—not unless he is exceptionally timid or neurotic. He superimposes the two experiences, one upon another, like two star maps, and marks down that one property of fire must be clearly separated from its others. This process is called learning.

... and...freedom is the most important experience that can happen to human beings. In ordinary life, we experience it momentarily when some emergency calls upon all our energies, and then is suddenly overcome. What happens then is that the mind becomes an eagle, no longer tied to the immediate present.

The greatest human problem is that we are all tied to the present.

Colin Wilson
Submitted by
Paul Thomson

Thanksgiving Day. Plymouth Rock. A cluster of white cottages, barely visible, line the shoreline a ways up the coast. Every once in a while a small fishing boat will make its way toward the bay. The jetties in the bay are the only lines with which I can discern where the grey sea becomes sky. I watch how they arch gracefully out into the sea from the harbor, but am interrupted by the protruding masts of the Mayflower II, which is anchored in the inner harbor. The British flag flying atop the replica ship, with its bold colors of red and imperial blue, is held stiff in the cold, northern sea wind. From the hill on which I am standing I can see the Plymouth Rock monument directly below, but the rock itself is not at all visible because of the huge, columned monument, which reminds me a great deal of the Lincoln Memorial. I am somewhat amused, but only for a moment, as I watch a dozen or so tourists reach over the fence and peer down through the marble columns of the grandiose monument to look at a rock.

I have come to Plymouth Rock in a yellow school bus with the Clamshell people, the anti-nuke group. They have been fasting since sundown yesterday and are here to help the Native American Indians celebrate a day of mourning, this Thanksgiving Day. Most of them are exuberant; feeling hunger together, all of them share a common pain which, they say, gives them a collective strength. We are gathered on a patch of grass awaiting the Indians, who, as usual, have no set time schedule. They are coming from all over New England. Lone Eagle, one of the early arrivals, has begun singing and playing his guitar. He asks us to join him in his chanting. Tourists in throngs, having invaded this, their sacred monument, to give thanks, are curious as ever as they stop and mill about us.

The group is growing. Another bunch arrives from the Pilgrim Nuclear Power Plant. It was closed—the guards must have gotten wind that the Clamshell people were going to be in the area—but they got to see most of the plant through the thickets. Besides coming here to mourn, the Clamshell people wanted to see the plant. Right now they are working on Seabrook in New Hampshire, which they have already occupied

twice and plan to again next spring with several thousand supporters. Last month's occupation at Seabrook was successful: one hundred and eighty people were arrested. The Clamshell co-ordinating committee is presently arranging an occupation of the Pilgrim plant in six months. One of the Clamshells standing next to me pulls out his binoculars and scans the sea coast and ridge. There, he points out to us, is one of the visible waste stacks. He says that the plant can only operate at about fifty-one per cent of its capacity because there is a high risk of radiation leakage and waste emittance and the Boston Edison and the environmentalists, when the plant was being built, squabbled over the variety of oak that was to be used as a part of the foliage barrier to render the buildings inconspicuous.

The wind has made me bitter cold, so I go to a pub with Chad, who is one of the coördinators for Clamshell. We have several Pickwicks, and he gets high because of his swollen stomach. At one o'clock the Indians arrive and join Lone Eagle. They form a circle on the grass around a statue of Massasoit. The press pushes in and runs up footage. The older tourists become panicky but resist. One of the leaders begins to speak in the microphone. Massasoit, he says, put faith in human nature when he received the pilgrims at Plymouth Rock. He and his tribe, the Wampanoags, did not desist from offering succor, on that cold day in 1620 to the new, foreign people, nor, possibly, would they today. The anti-nukes standing beside me, who are using Gandhian methods of nonviolent confrontation, empathise with the speaker, for they, too, in a way, are putting their bodies on the line as did the native inhabitants in 1620.

Another Indian speaker, not disagreeing with his brother, nevertheless relates the reasons why we are mourning today. Massasoit, he tells us, made a mistake in helping those foreign people, who carried their King James Bibles in one hand and their muskets in the other. And King Phillip could see not too soon what the foreigners wanted not only from his tribe but also from the land. Resisting the foreigner's escheatage of what he felt was his tribe's land, King Phillip lost his head, which was displayed in the town of Plymouth for twenty-five years, and his family was slain. We are mourning today the death of our fathers and the

seizure of our lands. What does faith in human nature mean when treaties are broken and the white people fail to fulfill their promises. Are we any the more able today to trust them and their Bureau of Indian Affairs?

The next speaker asks us to be silent for three minutes. Everyone in the circle becomes apprehensive; the wind is blowing; the sea is tossing; the leaves rustle impatiently, and I glance down at the monument and wonder what kind of eternal silence that rock has had for the millions of tourists who have filed by it. We pray, and the Indians and anti-nukes feel pain in their stomachs. Our praying evokes an inner voice: there is a spirit in the circle.

The Indians begin chanting to a drum beat. They clasp hands and widen the circle as they step gracefully in unison on the ground. Strong, noble movements accompany the scenerio of the empty ground in the middle growing larger. The white people, the tourists, the Boston students, townies and anti-nukes shove themselves back from the widening circle of dancing and chanting Indians. Their faces alight and the spirit within them becomes ever the more visible. Suddenly a tenor voice pierces the chanting and resounds a second until the other Indians cry aloud in a unison that gradually diminishes this one discreet cry, which holds the rhythm of the chant. We feel anguished but intrepid, and suddenly we all begin moving. The scene grows frenetic with each cry and step

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on the ground. A vortex quickly erupts out of the empty space in the middle: everyone rushes to the center, jumping fervently with fists raised. My senses are overwhelmed by the noise and motion and it seems that the pains of hunger in everyone have momentarily been absorbed. I catch hold of myself and feel the late afternoon grey cold biting my toes and fingers. I look up at the statue of Massasoit and am seized by its presence. Standing in the middle of the circle, Massasoit embodies the spirit of the Indian people. His eyes, firm and motionless, are set against high stone cheekbones and between a graceful nose. Wearing but a loincloth, he faces the now effaced New England coastline and polluted ocean. Today, he, too, seems to be mourning the death of his nation and fasting for his plundered land. Yet maybe there is within him a sense of hope that the Indian spirit will continue to survive and endure, if not overcome, the white man's injustices.

The bus driver has kept the yellow bus warm for us. We climb aboard and ease onto the soft vinyl seats. We sigh. Thanksgiving day, and turkey, dressing and the fixings. We wait ten minutes for Harvey, who is still on the hill chatting with Lone Eagle. Here's Harvey. We start home with many mixed feelings. It's very dark when we reach Boston: we had fallen fast asleep not long after leaving Plymouth.

Douglas Barton

Some of our Christmas items are in.



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The Editor

THE CITY COAT OF ARMS

At first all the arrangements for building the Tower of Babel were characterized by fairly good order; indeed the order was perhaps too perfect, too much thought was taken for guides, interpreters, accommodation for the workmen, and roads of communication, as if there were centuries before one to do the work in. In fact the general opinion at that time was that one simply could not build too slowly; a very little insistence on this would have sufficed to make one hesitate to lay the foundations at all. People argued in this way: the essential thing in the whole business is the idea of building a tower that will reach to heaven. In comparison with that idea everything else is secondary. The idea, once seized in its magnitude, can never vanish again; so long as there are men on the earth there will be also the irresistible desire to complete the building. That being so, however, one need have no anxiety about the future; on the contrary, human knowledge is increasing, the art of building has made progress and will make further progress, a piece of work which takes us a year may perhaps be done in half the time in another hundred years, and better done, too, more enduringly. So why exert oneself to the extreme limit of one's present powers? There would be some sense in doing that only if it were likely that the tower could be completed in one generation. But that is beyond all hope. It is far more likely that the next generation with their perfected knowledge will find the work of their predecessors bad, and tear down what has been built so as to begin anew. Such thoughts paralyzed people's powers, and so they troubled less about the tower than the construction of a city for the workmen. Every nationality wanted the finest quarters for itself, and this gave rise to disputes, which developed into bloody conflicts. These conflicts never came to an end; to the leaders they were a new proof that, in the absence of the necessary unity, the building of the tower must be done very slowly, or indeed preferably postponed until universal peace was declared. But the time was spent not only in conflict; the town was embellished in the intervals, and this unfortunately enough evoked fresh envy

and conflict. In this fashion the age of the first generation went past, but none of the succeeding ones showed any difference; except that technical skill increased and with it occasion for conflict. To this must be added that the second or third generation had already recognized the senselessness of building a heaven-reaching tower; but by that time everybody was too deeply involved to leave the city.

All the legends and songs that came to birth in that city are filled with longing for a prophesied day when the city would be destroyed by five successive blows from a gigantic fist. It is for that reason too that the city has a closed fist on its coat of arms.

Franz Kafka

Submitted by
Paul Thomson



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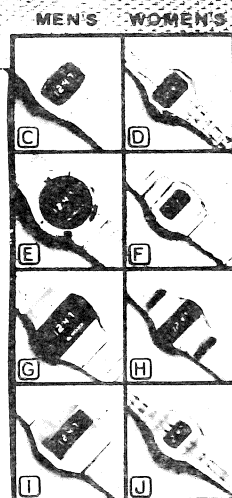
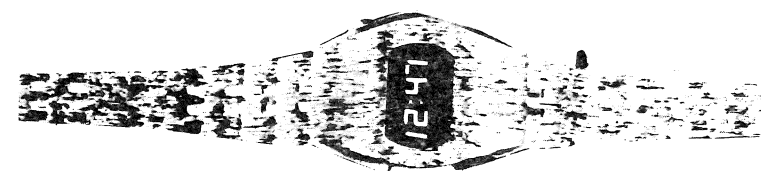
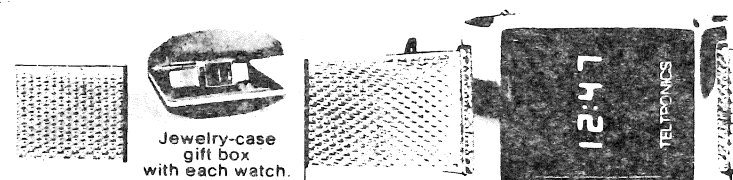
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A TASTE FOR LEARNING

There would seem to me to be four aspects of the meaning of education, though the last is a variation on the first.

1. I put the hedonistic aspect first because only by acquiring some taste for learning are the others likely to follow. By "hedonistic" I mean that part of education that teaches what mankind has

discovered that gives delight. Learning this well is very difficult, involves getting acquainted with languages, trying mathematics and science, if possible music and the other arts. At a very deep level, matters ordinarily regarded as religious certainly enter here.

2. The second aspect is social, by which I mean that, in any society, what people think is involved in policy. The better informed and more wisely motivated that they are, the better will be the decisions. In a democracy the need is greater than in any sort of oligarchy. This has been the main reason advanced for state-supported public education. Today the need is perhaps greater than at any previous period because increasing population, increasing aspirations and generally environmental deterioration make matters traditionally relegated to private ethics, mathematical statistics or organic chemistry matters of vital public interest.

3. The third aspect is to learn how to make a living. I put this after the other two because the first is desirable for everyone in society. A very complicated training for earning a living may be essential to many people but is clearly not essential to all. This should be irrelevant to the first two issues.

4. The fourth aspect is to learn in such a way that an educated tradition is established. The disproportionately great contributions to American intellectual life made by the Jews and more recently—at least in science—by the Chinese provide examples of this, and there are clearly other traditions from all over the world, without which we should be much poorer. The value of whatever professional teachers do must largely depend on the background provided by such traditions. I suspect that we are facing a curious situation where this background may become of even greater importance.

If the advancement of learning is a good thing, there is no obvious reason why its good should be available in an amount proportional to the birth rate 20 years previously. We may find in the future, as in the past, that many of the intellectual innovators will be amateurs, who have not even considered entering the hopelessly overcrowded and ever-contracting learned professions. For this

to work well, an immense amount of sympathetic understanding on the part of people in general will be needed, and this sympathy will depend on the strength of the intellectual tradition.

G Evelyn Hutchinson
Sterling Professor of Zoology
Emeritus

St John's isn't the only place where some people talk sense.

Submitted by
C Maschler

Minutes of the Delegate Council Meeting Nov 30th, 1976

Present: Chew, Davidson, Tonjes, Oggins, Nesheim, Feuchtenberger, Woolwine, Ross, Allison, Potkalitsky, Van der Veur, Traeger, Werner.

Mr Rote being absent, Ms Nesheim took the chair. Our visitors—Messrs Kimble, Nelson and Storre—then beat a hasty retreat. Mr Nelson is now using his feet. The new Big Bill, successor to last week's Party Proposal, was not introduced after all, its sponsor believing that its time had not yet come. The first and, as it turned out, only piece of real business to which we turned our attention (if I may so express myself) was the report of the Student Instruction Committee. Ms Schick being no more present than Mr Rote (presumably due to circumstances beyond her control), we were subjected to the urbane if rather pedestrian elocutions of Mr Woolwine. While paraphrasing the report, he mentioned that those "proposed changes in the structure and content of the Lab program" refer in part to the decision the faculty has apparently already made to abolish Sophomore Lab. In this connection he received an executive order from Ms Nesheim: "Warn them to be very careful with Junior Lab." David's last remark was that they were considering having another All-College Seminar, but they can't decide what to have it about.

Then the life went out of the party. Not even Mr Feuchtenberger had any new business, so that was it.

Steve Ross,
Secretary-without-
Portfolio

REPORT OF THE STUDENT COMMITTEE ON INSTRUCTION TO THE DELEGATE COUNCIL

Nov 30th, 1976

At the beginning of the school year, in fact as soon as we came into being as a committee, we were asked to organize the All-College Seminar. We had only a few weeks to do this, but we managed to successfully organize it nonetheless. Most of the reports which reached us afterward seemed to indicate that students and tutors felt that the All-College Seminars were successful and pleasant. But there were a few complaints about the fact that it wasn't really an "All-College" Seminar, that is, that not all the students or all the tutors took part. The Committee has therefore decided to consider, later in the year, ways by which we may remedy this problem. We welcome any suggestions.

We have formed sub-committees, one to look at the Greek Manual, one to look at the Music Manual, and one on Academic Standards here at St John's. The Greek Manual committee has been the only one to meet, to date. This committee was formed because the Faculty Instruction Committee must decide this year whether or not to reprint the Mollin/Williamson Greek Manual, and the Dean has asked us to make recommendations to the Faculty Committee. We have attempted to gather student opinion by means of a questionnaire (which was, I believe, quite successful) and we have also talked with tutors who have taught from the manual and talked among ourselves. We are nearing the end of our researches and will probably make a decision as to what to recommend in the near future.

The whole Student Instruction Committee will also begin to look at the proposed changes in the structure and content of the Lab program. We are preparing to meet with the Faculty Instruction Committee in the near future (maybe next Tuesday) and will try to get some information from them on this matter. We hope that after this meeting we will be able to convey more information to the students so that the students through the committee will begin to play a part in these proposed re-structurings.

Finally, we plan to take a look, again later in the year, at the order in which Hegel is read in Seminar. We

will be reviewing a proposed change in the order, a proposed change made by Mr Berns, and will recommend to the Faculty Instruction Committee whether or not to make this change.

David E Woolwine
for The Student Committee
on Instruction

Carla Schick—Chairman, Grant Franks,
Sara Anastaplo, David Woolwine, Marjorie
Allison, John Lippmann

Meeting with the Administration—Dec 2, 1976

Present were: Ms Oggins, Ms Smith, Ms Anderson, Ms Nesheim, Mr Rote. Mr Wilson, Mr Williamson, Mr Jackins.

The secretary reported that the Delegate Council had received the report of the Student Committee of Instruction from Mr Woolwine at Tuesday's meeting. Mr Wilson said he will submit "something to THE COLLEGIAN, if they'll print it" about the latest decision of the Faculty Instruction Committee.

Christmas Goodies: The annual Christmas bash, in FSK lobby, will be thrown December 14th at 8 PM. Drinkables provided by the College, contributions of edibles solicited and much appreciated. Entertainment provided, of course; caroling and waltzing and general jollity abounds.

At the end of vacation, dormitories will be open on Sunday, January 2. Usually they are open on Saturday, however, it is immoral to make anyone work on New Year's Day, as well as impossible. Therefore, we hope that those of you who plan to hit Samoa or Oshkosh for the holidays have set up your reservations properly—if not, do it now.

Mr Jackins will post Dining Hall/C-Shop hours for the week of Dec 13.


Mr Rote asked that the Chase-Stone delegate have access to the key to the maid's closet for post wing-ding mop-ups. Mr Jackins prefers to stock the downstairs West Pinkney closet with such cleaning supplies, since the Chase-Stone closet is used for storage, so when you bull-doze those beer cans away, go to West Pinkney first.

Ms Smith requests heat in the basement of Campbell (so do I), and that something be done with the bells, which have not been ringing lately.

The Secretary mentioned the age-old hassles in Campbell Kitchen: theft and cleanliness. Mr Jackins is glad to help us out with whatever we users decide to do, but the Delegate Council will have to take the matter up. We request that all you folks who cook there, occasionals or regulars, do your best to keep the place clean. Please don't leave your debris around, expecting others to clean up after you. Also, the refrigerator needs a complete hose-down, so if you've left food in there no longer interesting, take five minutes and remove it. If you have any ideas about cleanliness or prevention of thefts, please come to me or Mr Jackins, at least until the Delegate Council takes action.

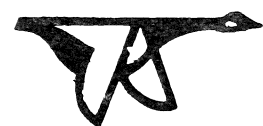
C'est tout.

Respectfully submitted
Jody Nesheim
Secretary



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SPORTS by Bryce Jacobsen

Fitness Test: Persons are hereby reminded that if they wish to pass the eight tests, four of them must be done before the Christmas vacation (ie, by 5:30 pm, Wednesday, Dec 15th). I shall be in the gym, more or less, every weekday afternoon. Ms Dopkin will also be available to administer the test (at hours she will post).

MEN'S SPORTS

Soccer: Guardians-2, Druids-1.
Spartans-3, Greenwaves-1.

The Guardians won the championship with this victory...but it was only by a hair! Mr Cox and Mr Scott had each scored off of penalty kicks, thus sending the game into overtime. There were not too many seconds left in the overtime period when Mr Cox arched a long direct kick towards the goal. There was just enough space between the goalie's upraised hands and the crossbar for the ball to pass through unmolested...and it was traveling in the perfect trajectory for this. And so the ball, untouched by any defender, sailed neatly through the goal.

What a way to end the season...and win the title, to boot! It was altogether fitting and proper that Mr Cox should have initiated that perfect trajectory to clinch the title in this dramatic fashion. All season he had been giving the Guardians a super job at the most important position of all, namely center halfback.

The last game turned out to be only academic, in a manner of speaking. Volleyball: Hustlers-4, Spartans-3. Our opener was a pretty weird game. The Spartan B-teamers squeaked through to a 2-1 lead. Then their A-team demolished (15-0) the Hustlers to make it 3-1. The Hustler A-team looked to be, well, terrible. It seemed certain that the Spartans would win the next game, or at least one of the next three.

But Human Affairs are hard to predict... and this never happened. Somehow the Hustlers got their act together and won the last three games. The Spartans, naturally, were quite mortified by this turn of events. Greenwaves-4, Druids-0. The Waves looked good. The Druids didn't.

THIS WEEK'S SCHEDULE

Badminton
Monday 4:15 Greenwaves-Druids

Volleyball
Wednesday 4:15 Hustlers-Druids
Thursday 2:30 Spartans-Guardians

Basketball
Saturday 1:45 Hustlers-Guardians
3:00 Greenwaves-Spartans

- Sun:** L- Scrambled Eggs, Spinach Tart
 V Spinach Tart
 D- Roast Beef, Liver & Bacon Sand
 V Pinto Bean Casserole
- Mon:** L- Navy Bean Soup, Cheeseburger,
 V Deviled Egg, assort Cheese Plate
 D- Veal Steak Italian, Beef Stew
 V Swiss Cheese Croquettes
- Tue:** L- Onion Soup, Fish Sandwich
 V Macaroni Au Gratin, Stuffed Tomato
 D- Sicilian Chopped Steak, Pork
 V Chinese Veg, Brown Rice
- Wed:** L- Chicken Noodle Soup, BLT Sand
 V Tomato&Lettuce on Toast
 D- Fried Flounder, Spaghetti
 V Meatless Spaghetti
- Thu:** L- Sloppy Joe, Clam Chowder
 V Cheese Souffle
 D- Fried Chicken
 V Potatc Pancake w/Sour Cream
- Fri:** L- Teen Twist, Veg Soup
 V EggPlant Parmigina
 D- Sweet&Sour Meatballs
 V Soybean Casserole
- Sat:** L- Grilled Cheese Sand
 V Grilled Tomatoes&Cheese Sand
 D- Ham, Salisbury Steaks
 V Stuffed Green Pepper

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