

THE

GADFLY

VOL. 1 ISSUE 4 THE ST. JOHN'S COLLEGE WEEKLY NEWSPAPER

31
23 JAN 1980

AN INTERVIEW

I had the following interview with the Reverend Winfree Smith at his house on Sunday afternoon past. Mr. Smith is currently engaged in writing a book about the New Program at St John's. Mr Smith is eminently qualified for such a task: he was a student of both Scott Buchanan and Stringfellow Barr at the University of Virginia, and he became a tutor here four years after the New Program was instituted. I would like to thank Mr Smith for allowing me this interview.

CAMPBELL: What is your book about Mr Smith?

SMITH: I began with a brief description of the program, and then I sought to tell the story of how it came to be. I also discussed the thought of Scott Buchanan. As you probably know, it was Scott Buchanan more than any other one person who planned the St John's program.

CAMPBELL: When do you expect to finish the book?

SMITH: I'm supposed to finish the book next summer, and I hope I will. Mr Weigle has told me that if I don't succeed in writing the history of the program from the starting-point to the present, that's all right. It may be that I'll simply tell the story up through the years Barr and Buchanan were with the program. I'd like to get beyond that.

C: I hope you do, because that's just the beginning of the story of the program. It seems to have undergone a change, a solidification, since Mr Klein came.

S: Yes.

C: When did Mr Barr and Mr Buchanan leave?

S: Mr. Buchanan left in the middle of '46, and Mr Barr left at the end of that year.

C: When did Mr Klein come?

S: He came in '38.

C: I've heard there was some friction between Mr Buchanan and Mr Klein concerning the way the program should be.

S: I don't think there was friction between them as far as the program itself was concerned. By that I mean the program based essentially on the great books and the liberal arts; and after all, Mr Klein didn't really change any formal aspect of the program when he became dean. But I would say that there was some disagreement between Mr Buchanan and Mr Klein with respect to the way in which they understood the program.

C: How were they different?

S: Mr. Buchanan, it seems to me, placed the primary emphasis on the liberal arts and thought of the great books in relation to the liberal arts. Evidence for that is found both in the Virginia report which antedated the St John's program, and in the second catalogue of the New Program. In that second catalogue the books are divided into three classes: first, books which are expository of the liberal arts; second, books that are models of the liberal arts; and third, books that are material for practice of the liberal arts. I think that the classification of Mr Buchanan indicates what I have said: namely, he was thinking of the great books not so much in terms of their content as in terms of their relation to the liberal arts. Mr Klein, on the other hand, was much more concerned with the content. I believe that if you went through all the seminar reading lists you would discover the amount of reading was greatly reduced during Mr Klein's deanship. Some people think we still have too much reading.

CONTINUED ON PAGE 5

Hazen and I are on vacation this week. I would like to welcome REALITY to our commentaries. They will be bringing us updates on this coming REALITY and past REALITIES in the coming months.

Miss Johnson's letter-to-the-editor is on the editorial page this week, although she doesn't know it, because I couldn't have written it better. Thank-you Holly.

Dear Editor,

I was amused and a little saddened by the editorials in the recent issues of THE COLLEGIAN and THE GADFLY. In the stereotypical Johnnie way, it seems neither newspaper can function without analyzing, justifying, and defending itself. In my opinion, both papers provide a very important service to the community. Each edition defines itself. There is no need to justify its contents. As both Mr Edozien and Mr Campbell point out, these newspapers are what we, the student body, put into them. I find it incredible and thrilling that out of four hundred students, so many are so interested in working hard to produce two papers, one 8 to 10 pages a week, the other 40 to 60 pages a week. If that many people were so enthused about theatre, the KWP would be a theatre group equal in quality to many repertory companies.

Both newspapers come to my mailbox free of charge, and I read both. I have been excited about the addition of photography to THE COLLEGIAN, and have thoroughly enjoyed Mr Weingarten's articles. Mr Steed's artwork is humorous and of high quality. The poems and short stories submitted have encouraged me to try my hand at writing. The articles in THE GADFLY have been informative and interesting. I gained a new perspective on Santa Fe and moving off campus by reading THE GADFLY. Mr Hammel's editorials are simply wonderful. Both papers have so much going for them, that I must ask why are the pages cluttered with unnecessary justifications and defenses?

CONTINUED ON PAGE 8

Once upon a time, so long ago you weren't even born except really old people like Jeremy and Rick, there was a little boy named Johnny, that's not Moron. He lived in Texas with his very mean mommy. She was so mean she used to hide things from him and he and his friends had to search all over town. His mommy called it a "scavenger hunt".

When Johnny grew up he went into the service and was stationed in Italy. One day an officer made Johnny and the other GI's get into a truck and he drove them way out into the countryside. You know what he made them do? He made them play games - lots of 'em, like tug-of-war and relay races and they had to eat Red Cross doughnuts and drink lemonade. The officer called it "boosting moral".

When Johnny came to St. John's College he liked it because there were only 120 students and they were all men and no one liked to play games. But then the King said that women could go to school there too. Johnny didn't like that. He knew that he'd never get any work done and he'd have to play the worst game of all: "the dating game".

Poor Johnny, he married one of the women, graduated and lived on back campus with her while she finished school. All day and all night Johnny thought about those nasty games everyone had made him play. One day he had an idea that would pay everybody back for all the games he had had to play. One Saturday he told everyone, except his mommy, to meet him on back campus. Once they all got there Johnny made this poor guy named Dick, who had really knobby knees, dress up for a toga party and run with a flaming torch all the way from Piraeus, the agora to the college. Of course, everyone else had to follow Dick.

Then he made them drink cases of cheap beer and run around in circles, first in epicycles and then in little red wagons he called chariots. Everybody kept falling out of them, but Johnny just laughed. He made them play tug-of-war and he made them throw a huge ship's mast as far as they could. But the mast split in two so he gave them all brooms and told them to hit an inflated basketball around. There weren't any rules so all the brooms broke and the students became very tired.

Do you know what he did then? Johnny put everybody into boats for a race around College Creek. But he didn't give them any sails or paddles or anything! He told them to use their hands. They all started off but I guess they felt pretty mean themselves by that time because they turned over their boats and dunked each other instead of racing. Then a guy who was very smart (he was so smart he was a senior) dipped his shirt in the water and held it up to the wind and blew all the way back to the dock. Johnny let them go home then. They were all tired and sore and they didn't get any work done that day. But Johnny just laughed and he called it the "Real Olympics".

I am appalled, dismayed, and entirely bewildered. I can not believe that a school so seemingly dedicated to learning and open mindedness should form such an elitist student government. Last Tuesday evening I sat in on a Polity meeting and was outraged. Are we, the St. John's student body supposed to be represented by this bi-weekly get-together of misunderstanding? If so I will then suggest that the Student Polity is an outright farce that must be either abolished or changed exceedingly for the betterment of the entire community. You may ask why my feelings toward the student government are so exceedingly negative, I will tell you.

I was asked to attend the Polity Meeting to raise money to raise money for the Febbie party. I waited forty-five minutes for them to acknowledge my presence. When they finally pronounced my name and I expressed my needs, it was motioned and approved in five minutes. I have patience, although that's not the point. The point is, why the bureaucracy? Surely we have enough of that in the world outside.

A dorm delegate complained that their refrigerator was old and out of order. The refrigerator on my hall has been broken for months now. There are halls, in fact, entire dormitories, without refrigerators at all. Does this mean that only dorm delegates who attend meetings get new refrigerators? Or does this mean that no one else really cares? Either case is appalling.

The atmosphere of the meeting itself was like a young Republican bureaucracy. Surely this is not the idea? The far most distressing aspect of the meeting was the homogeneous agreement on the part of all the members. Only those visiting the meeting stirred up argument. I am not suggesting an evening of argument but I am certainly suggesting a few moments of diverse thought. How can we open up such a symmetrical, tightly closed package? Do we want to? Of course we do, otherwise we shall never see or understand what lies beneath. Either we abolish the entire business or pry beneath its mundane surface and take a closer look at our student government. If we cannot change our own student government how are we prepared to change the growing bureaucracy of the world outside of St. John's? This lack of concern and senseless meandering should not be allowed to last.

Sara Matson

TID BITS

There are 7 MS. magazine subscriptions and 9 Time magazine subscriptions on campus.

If you're having trouble starting your own newspaper/magazine on campus for lack of a name, here are some suggestions:

- "4-play" "8 is enough"
- "5 Easy Pieces" "Cheaper by the Dozen"
- "6-pack to go" "9th Inning"
- "7-11" the same "Route 66"
- editor

Randy White and Ann Holtwick are trying to convince Senator Patrick Moynihan to speak here. If you are interested, write the Senator at:

442 Russell Building
Washington, D.C. 20510

Rick:

If you should be interested, I've some thoughts on the recent discussion of history which appeared in the "Gadfly".

I doubt, first of all, that history is science, or — as Mr. Raditsa suggested — art. (In fact, I hardly understand what "history as art" would mean). History is primarily the life of the race; secondarily, it is a study which attempts to recollect the events which are communally experienced, or, at least, publicly relevant. Third, it is a process of appropriation and interpretation. The three phases of history are analogous to 1) immediate experience, 2) memory, and 3) reflection, on the part of the individual, through which life may be evaluated and rendered coherent.

The attitude toward history is, correspondingly, threefold, if we are to bother with it, rather than holding it in contempt. It is an attitude of respect, seriousness, and concernfulness. Through it we recognize the intrinsic dignity of events, their relative importance and the degree to which they are of interest to us (e.g., the history of the community of which we are a member is of more immediate interest, or pertinence, than might be the traditions of a different community). If the events through which we live are recognized to have intrinsic dignity, then that history which preceded our birth will be respected. Correspondingly, if we live in contempt of "history-at-large", or value it only for its 1) utility, or 2) decorative value in a well-appointed skull, then we damage our ability to appropriate and interpret the significance of our individual lives. Any viewpoint which promotes the contempt of history is inimical to the exercise of the liberal arts. As soon as one loses sight of the dignity of the milieu in which the intellectual artifacts which we study come into being, one is in danger of losing the use of the tools (e.g., books) themselves, or a comprehension of their purpose. They can mean anything, which amounts to meaning nothing, if they are abstracted from context. For example, St. Thomas Aquinas supposes that he is addressing, at the minimum, a catechized Catholic familiar with the tenor of theological and philosophical discussion in the 13th century universities, and one who will not, therefore, suffer disorientation and bewilderment at the form and substance of his work. One can immediately see that, though he is writing for the beginner in formal theology, as much as the professor, in the "Summa Theologiae", still the significance of the patristic literature, Arabic philosophers, etc. is expected to be recognized somewhat. He isn't a liberal artist, nor a participant in a round-table "great conversation" with all the other fellows on the program. He is a Catholic scholastic theologian of the High Middle Ages, a Dominican teaching at the great universities of Christendom, a disciple of Albertus Magnus, a foe of Siger of Brabant, and a canonized saint and Doctor of the Church. You can hardly approach his writings unless you have some notion of the meaning of the predications in the foregoing sentence. He has a purpose in mind, an audience to address, and a community to which he belongs, and in whose tradition and ongoing life he is deeply involved. But at St. John's we are formally indifferent to the actual, concrete character of the writings, because we read them in our context (that is, the context of the "great conversation", and, unavoidably, the modern world) rather than his. So it goes more generally with the program books. One cannot adequately appropriate or interpret them, because one hardly knows what they are, and because no deep habit of respect, seriousness, and concernfulness have been instilled for the actual life of mankind, as opposed to fictitious entities such as the "great books", and fictitious activities such as the "great conversation", which promote too often merely an eccentric fascination with the edifying, or a sportive enthusiasm for the exercise of cleverness.

In view of these things, I strongly support curricular reform which supplies relevant historical material, and promotes, by example, the respect, seriousness, and concernfulness which is engendered in the humane mind by a study of history.

Sincerely,
Michael David Blume

Dear Mr. Campbell,

The Gadfly is very informative and I'm glad to have a weekly paper again.

Please publish the deadline in each issue.

Thanks,
Marilyn Mylander

LECTURE REVIEW

Wilbur Knorr, Friday night's lecturer, has just the right learning to provide an illuminating evening for a St. John's audience. He published his detailed investigations of Euclid's elements in an important book. Recently he published a very good article on Archimedes. He is well versed in all the languages to probe both the primary and secondary literature. Moreover, he is lively, enthusiastic and clever. The title of his lecture — changed from The Riddle of Euclid's Elements to Zeno, Aristotle, and Euclid seemed to indicate that he had chosen the right topic for a lecture here. And yet it wasn't quite an illuminating evening. What went wrong?

The organization was bad. While Professor Knorr did send ahead a list of the principles for reference to his lecture, he didn't send, but he did distribute at the door, a set of 5 or 6 proofs with which he began the lecture. With a chance to study those in advance, we could have listened more critically to his conclusions about the kinds of mathematics that must have preceded and surrounded Euclid's mathematics. Instead, the discussion in the question and answer period of necessity concentrated on his thoughts about Zeno and Aristotle. We couldn't quite cope with the Euclid part, and it wasn't entirely our fault.

It wasn't the organization alone. There were deeper troubles, and they did lead to some important moments in Q & A. Professor Knorr doesn't respect the authors on whose works he turns his considerable powers of scholarship. As I learned at the pre-lecture dinner at the Sparrow's, he finds Euclid "dumb," and it was evident in both the lecture and Q & A that our lecturer had not learned to build the strongest possible case for his author before he begins his own criticism of the work. This is especially important with Aristotle, whose terse statements are often false when understood to hold generally, while they are quite often true, or possible true, should one take the trouble to find the proper interpretation or context. Wilbur Knorr believed, for example, that Aristotle's potential infinite was an unfortunate thought because dynamic refers to what can be actual, while Aristotle's main point is that the infinite can never be actual. What the lecturer missed, until Joseph Cohen pointed it out with great precision in the question period is that Aristotle means by potential infinite, for example in counting, that in every case the next number can actually be counted, while the infinite, which consists in just this possibility of always taking another remains potential.

At this point I want to try to evaluate the suggestions of Mr. Knorr with respect to what light those proofs that he presented throw on the mathematics of Euclid's predecessors and contemporaries. But that I cannot do without further study of his manuscript. There is no need for me to give up, for he has promised to send me his text of the lecture. When he fulfills that promise, I shall attempt to complete this review in a later issue of THE GADFLY. That I have such an intention is a sign that the lecture was a useful one for me. I am curious about how useful it was to his other listeners.

Before dinner that evening, I asked the lecturer where eager St. John's graduates, who want to study the history and philosophy of mathematics, could find the proper graduate school to carry out such studies. He said, "Why not at Stanford." Mr. Knorr will be teaching there next fall. I believe that any one of us could learn much if we worked under his direction. After all, he doesn't lack anything except wisdom.

Samuel S. Kutler

The Wednesday Night FilmsThe Seven Samurai

3 1/2 hours, Jan. 30, Free

I love this film. It is a masterpiece, from acting to directing, from photography to editing, from costuming to choreography. It is a work of art with a life of its own, and I haven't tired of it yet.

The story is simple: a village learns that a mob of bandits will soon devastate it. The village elder dispatches three villagers to hire samurai warriors to defend the village. The three return with seven, who fight the bandits.

The film was made for 500,000 dollars. Even in 1953, this was not a hell of a lot to spend on a feature film. But it was the most ever spent on a Japanese production at that date. Kurosawa, though, is tremendously talented. Half a million in his hands still makes a better film than 25 million in Steven Spielberg's.

Kurosawa shot many of the scenes from 10 cameras at once, rather than re-do a scene again for different angles. He spent a year cutting all this footage together, and the result is a film in which each scene, from the most peaceful to the explosively violent, is unusually coherent. Add to this the fact that Kurosawa worked with most of the actors in his earlier films; thus the coherence of the character is also excellent.

Don't Miss This One!!

JIM

Master Fortune - Mr. J.

Hacked out of Canto VII of "The Inferno" (Ciardi trans.). Submitted bittersweet by a yet appreciative child of fortune, though oft he be found flustered, five-fouled, forlorn.

That king whose perfect wisdom transcends all
made the heavens and posted angels on them
to guide the eternal light that it might fall

from every sphere to every sphere the same.
He made basketball by like decree
and posted as its minister imperturbable Mr. J.

The Lord of Permutations. The sports gear
he changes from team to team, game to game
in changeless change through every turning year.

No mortal power can stay his ruinous call;
the champions come and go by his decree;
none may forsee to whom will go the ball;

he whistles, and things pass. Man's mortal reason
cannot encompass him. He rules his sphere
as other Gods rule theirs. Season by season

his changes change his changes endlessly
and those who shoot the hoops press on him so
he must be swift by hard necessity.

And this is he, so railed and reviled
that even his debtors, poised at the line,
blaspheme his name. Their oaths are bitter and wild

But he in his beatitude does not hear.
Among the primal beings of God's joy
he breathes his blessedness, serene amid the jeers.

Bill Ney

To all those cast in As You Like It: congratulations! To all those who will not be acting in this year's parent's weekend production, let me exhort you to look into the other aspects of producing a play. Whether you are a member of the King William players or not, whether you have ever been involved in theater or not, there is a part for you to play in As You Like It.

That's my sales pitch. I make it for two reasons. One, every King William players production needs help. Two, the importance of being involved in theater while at St. John's is a very large one. The spontaneous, imaginative creativity that goes on when dreaming up how to present a play is unlike anything else we do here. Practicality is something you make fit your dreams. The better you are at play production, the less practicality (i.e. time and money spent) gets in your way. That doesn't mean you have limitless amounts of time and money, that means you have limitless ways of putting to use what time and money you have.

The most important role theater plays at St. John's is the productivity of being in a play. The costumes, the sets, the lighting, and make-up schemes are all things that you build with your hands. Giving birth to an idea or an essay is an admirable thing, perhaps a "higher" thing than building a 4' x 8' platform or a 17th century man's doublet, but the satisfaction gained from building a box or making a doublet is utterly different from giving birth to an idea. At the end of your labours you have a product, a production to put on stage before the community. It is a living, breathing creation of something that was but a book before. It is a product of many ideas and many hands. Theater is sort of like seminar in 3-D.

That's why I think that you should come and pound a nail, sew a seam, or paint a face. I don't play sports... this is the activity that keeps my brain from seizing up. I will be designing and helping to construct costumes for As You Like It. I would like to invite you to assist me, or Secretary of Sets, Ned Elliot, or Secretary of Make-up, Patty Sowa, or director Jim White (assisted by the ever-able, constantly imaginative Mr. Jim Brunner) in our endeavor to produce As You Like It. Don't be afraid to come and have fun. We won't make you sign your life away to theater. You don't even have to be talented! Come for an hour, come for a week; lend your thoughts and hands to this production.

Holly Johnson

COLLEGE POETRY REVIEW

The NATIONAL POETRY PRESS
announces

The closing date for the submission of manuscripts by College Students is
February 15th

ANY STUDENT attending either junior or senior college is eligible to submit his verse. There is no limitation as to form or theme. Shorter works are preferred because of space limitations.

Each poem must be TYPED or PRINTED on a separate sheet, and must bear the NAME and HOME ADDRESS of the student, and the COLLEGE ADDRESS as well.

MANUSCRIPTS should be sent to the OFFICE OF THE PRESS.

NATIONAL POETRY PRESS

Box 218

Agoura, Ca. 91301

HOT WAX

Linda Cruciano, our southern business manager, needs her car waxed for the winter. She's paying an exorbitant price, \$25., but expects two coats. For further details contact Linda in the business office or at ext. 69.

C: Do you have a personal opinion on whether the emphasis of the school should be on the liberal arts or on the content?

S: I think that the emphasis should be on the content. Of course, a good deal depends on how one defines the liberal arts. Mr. Buchanan said that each of the seven liberal arts from one point of view has no subject matter, and from another point of view has everything as subject matter. I was never able to understand that. I can see how that might be true of grammar or logic; I don't see how it can be true in music or astronomy.

C: I was under the impression, after reading several essays by Mr Buchanan, that he thought of the liberal arts as tools which a person acquires to become capable of dealing with those things that happen around us, "tools for being a good citizen," to use his words. How is this different from delving into the content of these books sometimes almost to the exclusion of seeing what's around you?

S: It seems to me that the books that we read are about the things around us, and I'm more interested in trying to find out what the books say about the things around us than acquainting myself with techniques.

C: There's a criticism of the school in Embers of the World, which is a book of conversations with Buchanan and Stringfellow Barr. Buchanan says, "How's the search going? If it's still on, why do you have the same curriculum you did thirty years ago?"

S: Mr Buchanan had very little contact with St John's after he left the College and he made that remark not knowing in what ways the curriculum had changed, so I would say he made that remark in ignorance.

This interview with the Reverend Smith will be continued next week.

Off-Campus Housing

Nancy Snow
9 Stehle Street
Annapolis
Phone: 263-4102 home
484-6660 work (D.C.)

Has house she would like to share with a female student. Terms to be arranged. Complete use of house with Mrs. Snow and two teen-age daughters.

MEN'S by Bryce Jacobsen

BADMINTON...All of you Badminton Buffs probably already know that Mr. Maddocks defeated Mr. Newlin for the men's title, and Miss Coffee defeated Miss Kurs for the women's title. Mr. Maddocks had won last year, also. And he will be back again next year!

DEPARTMENT OF JUSTICE...Somehow, in spite of all of the wordage, a breath-taking feat of athleticism and drama was overlooked last week. Miss McMahon scored a goal in basketball, for the first time ever, and in her last collegiate game! What patience! What exquisite timing! What quiet dedication! Who says that there is no compensatory justice?

VOLLEYBALL:

Jan. 23...Druids-4, Greenwaves-0

Druid volleyball has picked up lately. Consider that back in November they lost to these same Greenwaves! But in this game they held the Waves to about four points per game. The Waves haven't slipped...it's just that the Druids are very much better.

Jan. 24...Hustlers-4, Spartans-1

Speaking of turnarounds, here's another. Back in November, the Spartans stomped the Hustlers, 4-0. And now this! Strange things, indeed, are happening in our volleyball league.

BASKETBALL:

Jan. 26... Greenwaves-58, Spartans-52

In December the Spartans had won, 53-45. And since that opening game, the Waves had gone winless. What happened to bring about this upset?

The big guns behaved identically...Mr. Giordano got his 24 points in each game, Mr. Smith his 15. In each game the Spartan A's scored 41 and their B's were almost as consistent with 12 and 11, respectively. So the difference had to be in the Waves. Their B's went up from 15 to 21. And this extra 6 points (the margin of victory) was added by a new Freshman, Mr. McPhee.

So there you have it. It was his 6 points that made the difference! Welcome to our athletic program, Mr. McPhee.

Jan. 26...Justlers-74, Guardians-67

The first time around the Guardians won, by a like score. The Hustlers were outscored then, in the last quarter, by 33-22...mainly because of Mr. Kates having to leave the game. But that didn't happen today, nor has it happened since that first game...which accounts for the Hustlers now leading the league. His 18 points in the final 15 minutes of this game was just a little too much for the Guardians to bear.

The Guardians had rallied nicely, and even went ahead at one point late in the game. But the Hustlers kept their cool, made their shots, and regained the lead in the closing minutes and stayed there. Nice game...probably decisive for the league title.

LEAGUE STANDINGS

Volleyball	Won	Lost	Pts.	Basketball	Won	Lost	Pts.
Guardians	4	0	12	Hustlers	4	1	13
Hustlers	3	2	11	Guardians	3	2	11
Spartans	2	3	9	Druids	2	2	8
Druids	2	3	9	Spartans	2	3	9
Greenwaves	1	4	7	Greenwaves	1	4	7

WOMEN'S by Beth Gordon

VOLLEYBALL

22 Jan. Nymphs-3, Maenads-1

What? A Maenad loss? Can it be that the Machine is losing momentum? Questions, questions, but the fact remains that the Nymphs are getting closer to that noble title: Winning Team of the Year. That plaque is looking mighty appealing, eh Nymphs? Oh! the game—the Black took the first game 16-14 which was too close for comfort. And the Maenads were a little uncomfortable when the Nymphs won the second game 15-11. It was downhill from there as the Nymphs got better and the Maenads didn't.

23 Jan. Nymphs-3, Furies-0

The Nymphs are as yet undefeated (as are the Amazons) so their match will be the one to see. As everyone knows, women's volleyball is not the most exciting game to watch, and I certainly don't want to bore you by writing about it.

25 Jan. Amazons-3 Maenads-2

A trend, a trend! The "Nads" second loss of the season, and it looks as if they're going to make the title a bit interesting (for once).

They've lost their volleyball stars (Katrina, for example) in last year's graduation and can't seem to find any replacements, at least on their serve, which is rather inconsistent and perhaps weak (oh, not weak please!). Of course, the Amazons have Miss Buck serve and she doesn't give up the serve too easily, especially when it isn't returned.

LEAGUE STANDINGS

Volleyball	Won	Lost	Pts
Amazons	2	0	6
Nymphs	2	0	6
Furies	0	2	2
Maenads	0	2	2

SCHEDULE

Jan 31	Thurs	4:00	Furies	vs	Amazons
Feb 1	Fri	4:00	Amazons	vs	Maenads
Feb 5	Tues	4:00	Nymphs	vs	Furies

-Another Wrestling Announcement-

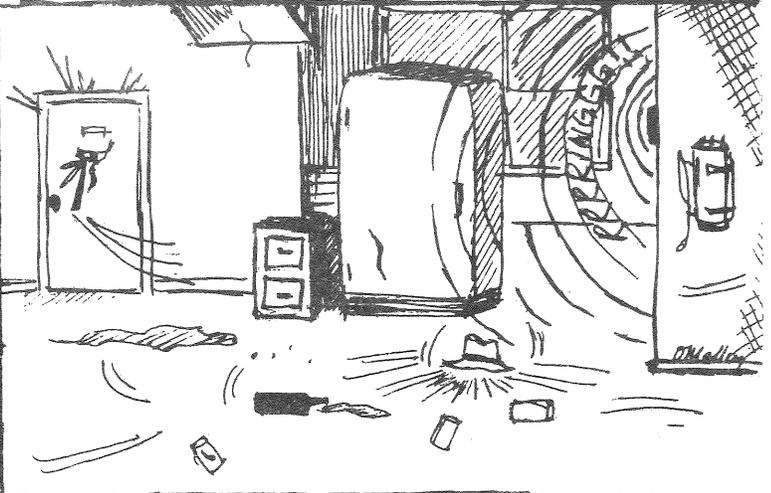
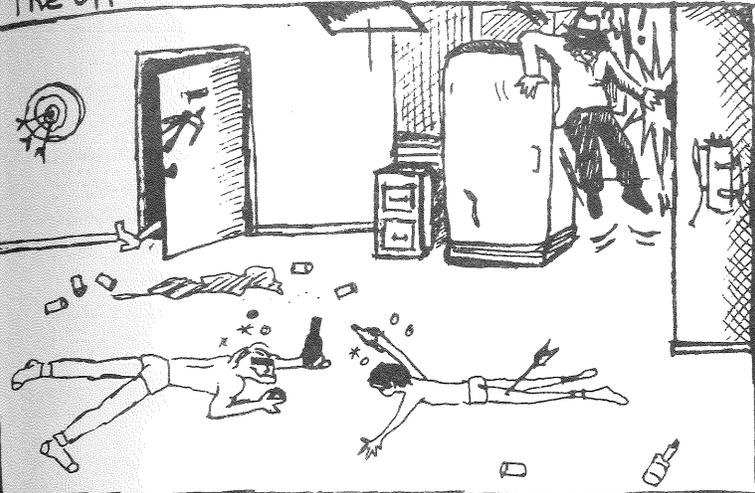
At the remarkably well-attended wrestling meeting last Sunday night, it was decided that two sessions should be held each week. The first session will be held on Wed. night, Jan. 30, from 7-9 p.m.. The other sessions will be held on Sunday afternoons from 1-3 p.m. We realize that some of you might wish to attend the movie on Wed. night, but we still suggest that you come down to the gym and look things over. For those of you who plan to wrestle, it's best if you wear clothes that give you plenty of freedom to move around, such as tight-fitting shorts or sweats. If you plan on wearing shorts, wear something to protect your knees from friction. So, come on into the gym and find out what having fun is all about. The more the merrier.

Tim Ficco

THIS WEEK'S SCHEDULE

Volleyball	Day	Time	Team 1	vs	Team 2
Jan 30	Wed	4:00	Greenwaves	vs	Hustlers
Jan 31	Thurs	2:30	Guardians	vs	Druids
Basketball	Day	Time	Team 1	vs	Team 2
Feb 2	Sat	1:30	Druids	vs	Hustlers
Feb 2	Sat	3:00	Guardians	vs	Spartans

The Upper East Side



what really happened!
 Mr. X - "I'm going to bed - g'night."
 Miss X - "Come on you guys - come off that ledge, put some clothes on, you'll catch cold - Oh, I give up!"
 Mr X' - "I'm closing this door and I'm not gonna open it again, no matter what - good night."
 MrX" - " — 'em if they can't take a joke."
 MrX² - "... an' I call thish hold the wild Turkey grip..."

Mr. π - "Billy (the generic Billy), I can see it coming, I'm bailing out buddy - good night."
 TX - "These animals are drunk - I'll just sit up here and stay out of trouble... Coops."
 RRRRRRRIIIIINNNGGGG!!!
 Good-night"
 f(x) - "Somebody answer that damn phone!"

SOME OF MY JUNIOR FRIENDS ARE STILL CONFUSED ABOUT MONADS.

MONADS, τί ἐστίν?

LEIBNIZ

SO I'M GOING TO TAKE SOME TIME OFF FROM ESSAY WRITING TO EXPLAIN.

14th draft of essay

READ
BIBLE
NIETZSCHE
MONARCH NOTES

THIS IS A MONAD, IT IS SMALL, ROUND, AND EDIBLE.

MONADS HAVE NO WINDOWS.

(SEE HOW FOOLISH IT LOOKS IF I DRAW IN A WINDOW!)

"BUT THEY (MONADS) DO HAVE TELEVISION."
 - E.G. SPARROW

MONAD
MONAD WITH CABLE TV.

MONADS HAVE NO PEANUTS!

PSEUDO-MONADS
MONADS
PLAIN
CONTENTS: 100% MONADS - NO PEANUTS
PEANUT
CONTENTS: 50% MONADS; 50% PEANUTS

BEWARE OF PSEUDO-MONADS BEARING PEANUTS.

AMU

Can we not revel in the fact that there are at least two ways of making our thoughts and creative endeavors known to the community? Must we denigrate one in favor of the other? We, as readers, are at least partially responsible for the quality of these papers, and we must applaud and criticize when we feel it necessary. That is the only way either editor will know what the hell "responding to the needs of the community" is. But I do not think one paper must be judged ultimately better than the other, and the worse one wiped out. There is nothing "flimsy" about either THE COLLEGIAN or THE GADFLY. Both are substantial, interesting newspapers. Competition could serve to improve both papers, but only if it is not allowed to become a method of mutual denigration.

Defining oneself is a useful way of creating a framework within which one can work. However, when more time is spent defining than producing, it's a waste of time. I feel it is highly discourteous and inappropriate for either editor to try to define the other's newspaper. Quit worrying about each other and get about the business of being the best you can be within your own definition! There is no reason for either Mr Edozien or Mr Campbell to justify their paper's existence. Your raison d'etre, COLLEGIAN and GADFLY, is not important to me; what I'm interested in is what you are when you come out of my mailbox.

Sincerely,
Holly Johnson

A Word About Waltzes

For some years now I have been playing the piano at waltz parties. One reason why I do so is that I like the music of the waltzes. Some of the most beautiful waltzes are preceded by introductions, which are also beautiful, and which I'd also like to play. But whenever I start playing an introduction, some people begin to waltz immediately. Few of the introductions are in three-quarter time, and it is disconcerting to watch waltzing when the appropriate response would be (say) to march. It is easy enough, I think, to hear when the introduction you might choose your partner, exchange the gossip of the Imperial court, and discuss the delights of the Vienna woods.

Elliott Zuckerman

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Managing Editor	Rick Campbell
Lay-Out and Design	Terry Polk
Columnist	Hazen Hammel
Subscription	Richard Miller
Editorial Assistants	Sue Coffee
	Kurt Schuler
Staff	Patti Pratt
	Aoi Yamamura
	Will Warner
	Sara Marcy
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