



ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

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GETTING STRAIGHT WITH BARR AND BUCHANAN: John Van Doren, A47, and John Mack, A45, adjust the life-size image of the New Program founders on the steps of the Barr-Buchanan Center, dedicated in September. Post-'40s alumni might wonder which is which. *Stringfellow Barr*, on the left, had red hair and wore green suits. He was the president. The more soberly dressed Scott Buchanan, on the right, was dean. Photo by Keith Harvey.

From the Bell Towers...

BARR-BUCHANAN CENTER

A new home for the Graduate Institute, space for student activities



The building formerly known as Woodward Hall—or to Johnnies since 1900, the library—was rededicated at Homecoming in Annapolis as the Barr-Buchanan Center. In 1996 the new, larger Greenfield Library was completed across campus, and in 1997 a \$2 million remodeling began on the vacant old library building. Finally, after many construction delays mostly related to the presence of water under the foundation, the

building was opened for classes at the beginning of the second semester in January.

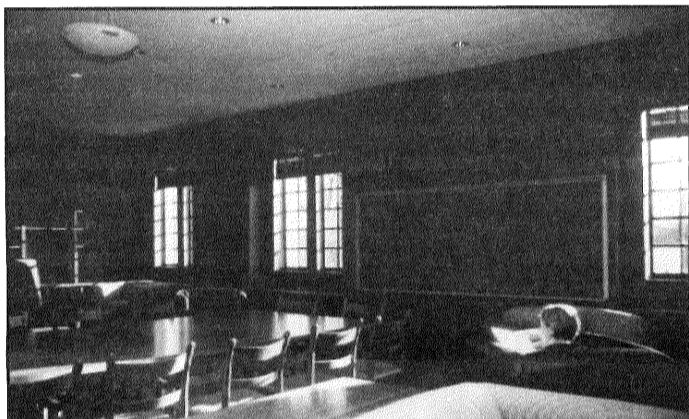
Named in honor of the first president and dean of the college under the New Program, the remodeled building will serve as a center for the Graduate Institute and for student activities. Administrative offices were built in what was formerly the lobby; the reading room on the first floor is now used as a common room; upstairs, there's the King William Room, which has been refurbished, a seminar room, and a robing room (for senior orals) and conference room. The lower levels contain several classrooms,

student activity offices, tutor offices, and a student computer center with 15 stations.

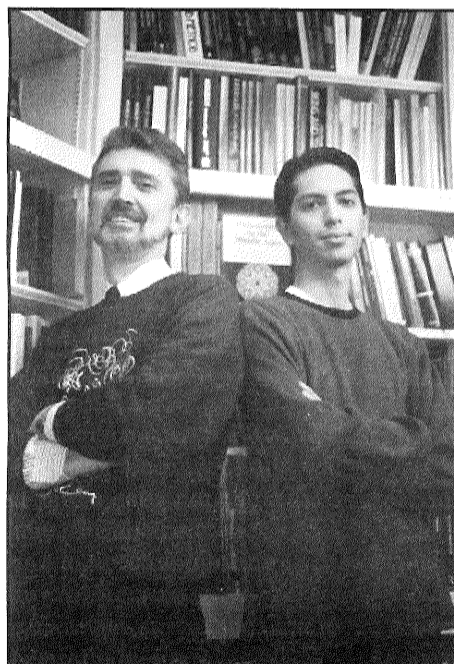
From their earliest days in Annapolis, Barr and Buchanan led adult seminars for members of the community—they were dedicated to the ideals of continuing education for adults as well as to the radical notion of non-departmentalized undergraduate liberal education.

Alumni from the decade of the 1940s raised funds during the Campaign for Our Fourth Century to create a lasting tribute to Barr and Buchanan. Significant support from Graduate Institute alumni also contributed to the effort. ●

Charles Van Doren, A47, gave the dedication speech before cutting the ribbon with president Chris Nelson and Graduate Institute director Tom May at Homecoming (above). Now open, the Barr-Buchanan Center provides four much-needed seminar rooms, including the King William Room (right).



AT HOME IN THE WORLD OF BOOKS



Robin Dunn (left) and Rich Schmidt (A96), his assistant, survey their domain in the bookstore.

In 1972, Robin Dunn began working in a university bookstore. In 1997, he became the manager of the St. John's bookstore in Annapolis. "I've come full circle. It's been 25 years since I first began

to do exactly what I'm doing now," he says.

Since his early days at the university bookstore in his native Scotland, Dunn has remained in the world of books, eventually becoming director of Element, a publishing company in Dorset, England, which specializes in works on spiritual matters, eastern religion, and psychology.

While he enjoyed his work and was proud of it, after 11 years some aspects began to wear on him. "I didn't like waking up at 5 a.m. and worrying about whether some guy in Australia was going to give me an order that day. One time I actually flew to Australia to get an order. Of course, I was single at the time, and I liked living out of a suitcase."

But when Dunn turned 40, he spent his birthday in Kenya. While on safari he found himself thinking, "this is just too much like real life—life at home doesn't seem right." He was ready for a change.

"At the time, I was hitched up with an American girl, and we decided to stay together. But coming to the U.S. for weekends gets old," he says. Three weeks

later, he moved to the United States, got married, became a resident alien, and got his green card "which is actually, pink," he notes. Dunn and his wife, Cathi MacRae, settled in Colorado, where he worked at The Boulder Bookstore, before moving to Annapolis last April.

Dunn's association with the college began when he visited the bookstore this past November and casually asked assistant manager Taylor Waters if there were any jobs available. Waters mentioned that, in fact, the college was looking for a bookstore manager. Dunn was hired soon after.

In addition to managing the bookstore, Dunn is a commercial aviation historian, writing articles for aviation journals and magazines. He's also written two novels: *The Last Balloon* and *Rivers of the Sahara*, which he (jokingly) describes as "dreary psychological sagas about miserable people."

As for life at the college, Dunn calls the bookstore job one of the most congenial he's ever had. "Everybody is extremely friendly and helpful," he says. "Because the bookstore is so well integrated with

OFF-CAMPUS HOUSING HELP

For many students, off-campus living is a rite of passage, an entry into adulthood. Since there are 286 spaces available in the Annapolis dorms, and 469 undergraduates, it's a good thing many want to try the off-campus life after their freshman year.

For the most part, students who live in town seem to like it fine. However, from time to time, they have run into problems with landlords: unfair leases, repairs that go unmade, and security deposits that are pocketed for the flimsiest of reasons. Johnnies find themselves with little recourse.

This past summer, an anonymous donor approached Annapolis vice president Jeff Bishop to discuss his concern over the treatment of some students in the Annapolis housing market. "When it comes to landlord-tenant issues," he told Bishop, "most of these kids have just fallen off the turnip truck." The donor told Bishop that he wanted to help the college set up a housing office that would inform students of their rights as tenants, give advice about fair housing issues, serve as an advocate for students involved in disputes, and, when necessary, recruit legal counsel for students.

Today, that office is open for business. Housed in the Barr-Buchanan Center, it is staffed by Lew Klatt, a graduate Institute student who has plans beyond those laid out by the donor. In addition to day-to-day tasks such as helping students find off-campus apartments, Klatt will conduct a comprehensive survey of students about their off-campus experiences to identify good and bad landlords.

Director of student life Gora Sterling is certain this will be a boon to students. "The housing office will help students avoid difficult situations that distract them from their studies."

the college, and because it has a history of good relations with the tutors and the students, it is a very pleasant place to work." ●

—by Susan Borden

From the Bell Towers...

A TALE OF TWO PADDLES

Santa Fe students take ping-pong to a competitive high

by Caroline Knapp, SF 00

Informal athletic competition on the Santa Fe campus generally extends no farther than groups of hacky-sackers in front of the fish pond, or the spring craze for four-square. But this fall, students were engaged in a competition of a pitched fervor that was almost, well, Annapolitan.

For a competition that lasted from September to January and had at least two dozen entrants, its scope was remarkably limited. All those fierce egos and bright minds clashed over an area scarcely half as large as a seminar table—a ping-pong table.

The tournament was the brainchild of sophomores Lance Kirmeyer and Alan Rubenstein. Rubenstein, who spent his first year in Annapolis, was possibly inspired by the martial tradition of the croquet wars. Kirmeyer, a member of the Search and Rescue Team, was doubtless influenced by hours spent trekking through the snowy woods, searching for a hiker far from the comforts of civilization: food, shelter, a good reading light and ping-pong. Both cite the example of student activities director Mark St. John, who is something of a local legend for his ping-pong prowess.

In fact, Kirmeyer and Rubenstein first applied to St. John for aid after

wrists as the contestants played themselves and their friends in games that often took place long after the rest of the campus was asleep. There are no official records available, but anecdotal evidence suggests that sales at the common room soda machine at least tripled during this period, as contenders poured libations to the ping-pong gods.

As the list of competitors slowly narrowed, spectators began to gather to watch the play-off games. With junior Ming Fu barred from competition for being so good as to discourage competition, a list of persistent favorites for the title began to emerge. Freshmen Tona Pellizzi and Andrei Maciag both excelled, as did sophomores Ben Shook and Andrei Israel. The field was entirely male, which prompted some to biting remarks about the correlation between the Y-chromosome and the ability to take ping-pong seriously.

Still, spirits were high in the common room as the tournament entered the final stages. Though all concerned had hoped to wrap up the tournament before the winter-vacation, scheduling problems interfered. A second blow was suffered when the organizers were

unable to secure the Great Hall for the final match, because it was then being occupied by the Board of Visitors and Governors (prompting some to remark about where the college's real priorities were). So at last the few faithful gathered in the lower dorm's common room to watch the final match between Pellizzi and Maciag. Though competition had been on hiatus for a month, neither competitor had

lost his edge, and in a superb match Pellizzi defeated Maciag by a narrow margin.

After a period of such fine sportsmanship, campus table tennis enthusiasts are understandably feeling post-tablum depression. The lower common room is generally empty at night now, and the few games that do take place do not have their former excitement. However, they need not despair. Plans are now being made to lobby for the addition of a ping-pong wing to the proposed Student Activities Center. ●



Andrei Israel, left, and Allan Rubenstein square off for championship ping-pong matches.

the idea for the tournament struck them one night in early September. Original plans included a demonstration game by St. John and a table tennis Olympian from Albuquerque in the Great Hall before the championship.

In the months between Kirmeyer and Rubenstein's illumination and that championship, the common room of the lower dorms became a constant battleground of wits and

THE X-FILES OF SIC

HECTOR HUMPHREYS, CELESTIAL OBSERVER

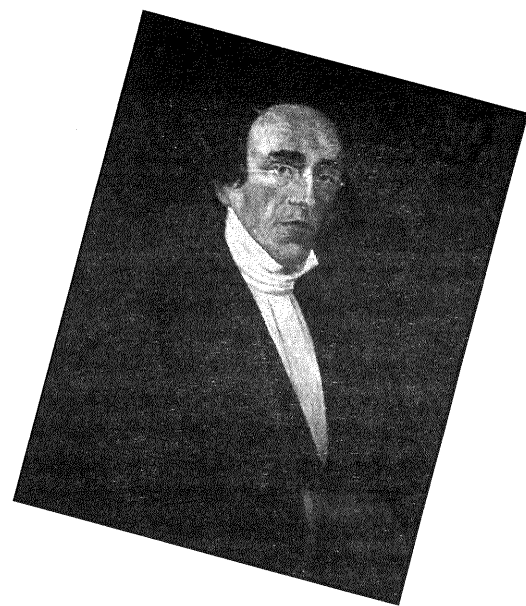
St. John's prides itself on not being a prestigious research institution—no defense contracts, no high-profile research studies gobbling money away from undergraduate teaching, no big-name professors who never appear in a classroom. But there was a time, long, long ago, when the president of the college (who bore the title “principal”), Hector Humphreys, contributed significantly to an ongoing scientific study.

In November of 1833, people all around the country observed a meteor shower that appeared to radiate from the constellation Leo. Newspapers carried accounts of the phenomenon, and mathematicians and astronomers worked to explain it. In a new book, *The Heavens on Fire: The Great Leonid Meteor Storms*, to be published next summer by Cambridge University Press, Mark Littmann, a professor at the University of Tennessee, Knoxville, describes the quest to understand the event. Littmann says that Hector Humphreys contributed to the research with his “observation and wise interpretation of the epic meteor shower.”

Humphreys' wife Marie awakened him just before dawn on November 13, 1833, because she thought there was a fire—through the window, she could see that the sky was bright with sparks. Humphreys rushed outside, saw that a celestial event of great importance and mystery was underway, and spent the time until daylight watching the meteor shower. Later that day he wrote down his observations, which were published in the *Annapolis Republican*. When he read that Denison Olmsted, a professor at Yale, was collecting accounts of the shower, he sent him a copy.

Humphreys wrote of the meteors: “They all appeared to move outward from a common centre, at or near the zenith. At times, they completely filled the whole heavens with beautiful brilliant streams of light, extending to the horizon. I do not mean that all the trains actually extended from the zenith to the horizon, but that the lines of light were so directed that if extended backwards, they would all converge to a point in the zenith. . .

“It is said that some of the meteors were seen to fall upon the earth and to rebound into the air. As



Hector Humphreys: He outfitted the college's first science lab with lodestones and chemicals brought from Europe. His strong interest in science came through when he correctly analyzed the causes of the Leonid meteor shower of 1833.

no vestiges, however, have been discovered upon the ground, it may be presumed that this was an optical deception....I am convinced that [the paths of the meteors] were in the upper and rarer strata of the atmosphere, since optical principles show that in darting away to the horizon, they would appear to descend and to strike into the earth. The usual theory of meteors—that they are caused by inflammable gases high in the atmosphere—does not appear to explain the phenomena. If we admit that the gases are generated and diffused sufficiently to kindle up the whole heavens with light, the combustion of them would not present those innumerable distinct sparks which shot from the region of the zenith with such perfect uniformity of direction. This uniform direction of motion was in fact the most remarkable point in the whole phenomenon.”

“Humphreys' observations and his interpretations of them helped lead astronomers to the conclusion that meteors were of celestial rather than atmospheric origin,” says Jim Beall, an Annapolis tutor who also happens to be an astrophysicist. “It's really interesting that he thought the meteors were radiating from a central point on the celestial sphere. That's a crucial link to the ‘correct’ interpretation of the phenomena.” Beall says that the current hypothesis about meteor showers is that they are associated with the residue of old comets that have broken up. The comet, even in its disintegrated state, keeps going in its elliptical orbit, which periodically passes within sight of earth. The Leonid showers that Humphreys observed are due again this summer. ●

—by Barbara Goyette

From the Bell Towers...

MONEY MATTERS

ANNAPOLIS TO WIRE DORMS

St. John's College has received a grant from the Hodson Trust to wire all dormitory rooms on the Annapolis campus for internet access. The grant for \$873,857.50 also includes funds for an endowment to support technology at the college. "Without this grant, it would have been several years before we could have completed the wiring," says Chris Nelson, president in Annapolis.

The Hodson Trust, established more than 75 years ago to support higher education in Maryland, awarded \$6.6 million to four private colleges this year. The money went to The Johns Hopkins University, Washington College, Hood College, and St. John's College. The schools have earmarked the funds for student scholarships and large capital improvements.

The trust was established in 1920 by Col. Clarence Hodson, founder and president of the Beneficial Corporation, in honor of his father's interest in education. Since then, the Hodson Trust has given more than \$77 million to fund academic scholarships, research grants, campus building improvements, computer network upgrades, endowment funds and library improvements at the four Maryland schools. The private trust holds Beneficial Corporation stock as an investment, and uses the earnings from that stock and other investments to fund educational programs.

The Hodson Trust and the Beneficial Corporation also provide St. John's College with scholarship endowments that support student financial aid. Other projects on campus made possible by Hodson funds include the Beneficial Hodson Boathouse, the computer system in the Greenfield Library, and the new student computer lab in the Barr-Buchanan Center. ●

\$1 MILLION FOR AID

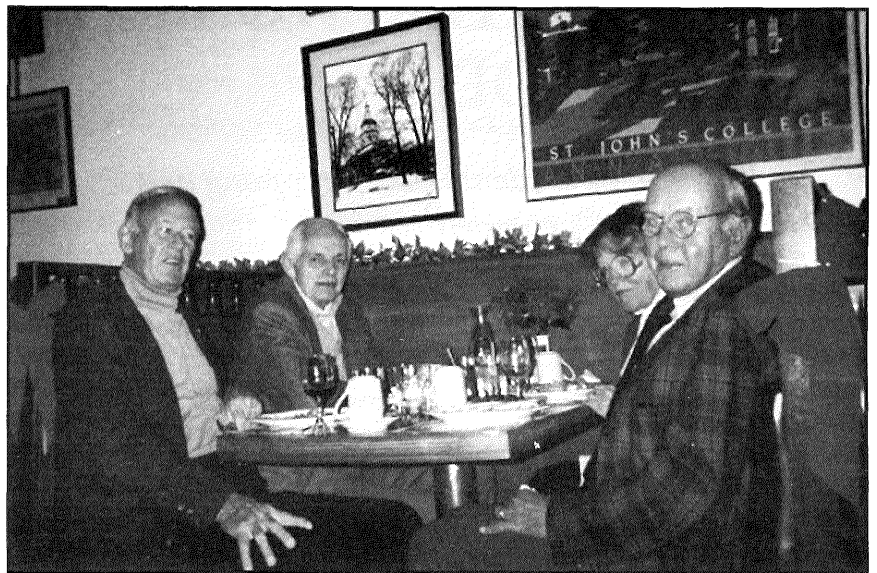
The Annapolis campus has received a \$1 million grant from The Joseph and Robert Cornell Memorial Foundation. The money will go to establish an endowment for student financial aid. Each year, beginning next September, four students will receive a Joseph and Robert Cornell Memorial Scholarship. The foundation was established according to the will of the late American artist Joseph Cornell.

The college is able to continue to offer financial aid to students based on need because of the generosity of individuals, corporations, and foundations. ●

SF ACTIVITIES CENTER CLOSE

The Santa Fe campus has received a \$500,000 challenge grant from The Kresge Foundation for the student activities center. The grant, along with nearly \$400,000 in gifts from friends of the college, brings the total to \$2.8 million in gifts for the first phase of the \$3.75 million project. In addition to the Kresge grant, the college has received a gift of \$250,000 from Paul Tierney, a member of the Board of Visitors and Governors, and \$60,000 from the M.A. Healy Foundation. In order to receive The Kresge Foundation grant, the college must complete fundraising for the first phase by June 1, 1999.

Santa Fe President John Agresto says the college hopes to break ground on the center in late spring, but that may be delayed due to the permitting process. The college is seeking a zoning variance from the city to build on a site near the tennis courts and soccer field. The first phase of the center, which includes a gymnasium, fitness room, two squash/racquetball courts, the Student Activities Office, an equipment storage area, locker rooms, and a plaza, should be ready for use by the fall 1999 semester. ●



The Little Campus—home of memories. We ask alumni of Annapolis: how often did you imitate the Persians by reliving a sobering seminar there? Where did your best college conversations take place? When the going got tough, did the tough go to the LC? 39 of those who spent their formative years trekking to Maryland Avenue to the Little Campus gathered there again in December for an Annapolis Alumni Chapter event dubbed "LC Nostalgia Night." Alumni from all eras (pictured above are Jack Ladd Carr, '50, and his wife Lois with Peter Whipple, '50, and Michael Brown, '51) partook of Angy's famous Greek Buffet; listened to Abe Schoener, A82, Howard Zeiderman, A67, and tutor emeritus John Sarkissian offer toasts; and mingled with waitresses and bartenders present and past. As Alumni Director Roberta Gable, A78, herself a diehard LC regular, said: "We remembered those nights of glory and shame, of drinks mixed with truth and fiction, of vows that hardly lasted the weekend."

ALUMNI BRING FRESH THINKING TO FUNDRAISING

At the first meeting of NADEC, the National Alumni Development Executive Committee, in Annapolis in October, alumni representing both campuses, all decades of the college, and all regions of the country gathered to brainstorm about how they feel about St. John's. Why would a committee formed to promote giving among alumni first talk about "feelings"? "We asked the group to think about making the most compelling case for support, the most persuasive arguments for their fellow alumni," says Jeff Bishop, vice president in Annapolis. Ideas about the emotional as well as the intellectual link with the college that alumni feel — or don't feel — followed from the opening question. The group of about 25 alumni then discussed communication, and offered suggestions about how the college can communicate with alumni to strengthen their connection with the college. The aim of communications efforts is to give alumni a greater awareness of the college and thus develop a sense of responsibility for it. NADEC members brought up the question of how St. John's might talk about the "careers" issue: is the program a

preparation for one's chosen life's work, or is it an end in itself?

NADEC was formed as a subcommittee of the Development Committee of the Board of Visitors and Governors. Altogether 35 alumni are currently members; some are active in the Alumni Association, others served as class leaders during the Campaign for Our Fourth Century, others have not been deeply involved with the college. Ray Cave, A48, chairman of the Board of Visitors and Governors, told the committee that they were chosen to "bring fresh thinking to how we organize alumni for fundraising." The ultimate goal of the committee, he said, is to transfer some of the responsibility for alumni fundraising directly onto alumni.

At St. John's, says Bishop, alumni fundraising has always been staff-driven. During the campaign, a class agent system was put into place, which helped personalize as well as organize alumni fundraising. As a measure of the system's success, Bishop points out that of the \$35 million raised during the five-year campaign, \$20 million came from alumni, and more than 50% of alumni participated, a

significant increase over previous involvement.

NADEC members are busy putting pen to paper, or fingers to keyboard, and are sending Bishop ideas about communication to help the college figure out better ways to tell alumni what it is doing and why, so that it can build its case more strongly. Their next task is to identify 200 more alumni to join the National Alumni Development Committee, who will then be responsible for trying to increase alumni giving to the college. ●

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From the Bell Towers...

NEW TUTORS IN ANNAPOLIS

Seven tutors have joined the faculty in Annapolis this year. Four are new to the college and two transferred from Santa Fe.

Michael Grenke received his BA from the University of Chicago and his PhD from Boston College, both in political science. His dissertation was titled *Nothing is True, Not Everything is Permitted: A Study of Nietzsche's Opinion of Historical Political Leaders and the Order of Rank*. Nietzsche held a number of famous historical political leaders in "surprisingly high esteem," says Grenke. He used Nietzsche's opinions of these leaders as a way to examine the status and place of politics and political leadership. Before coming to St. John's, Grenke taught at Michigan State University, Boston College, and the University of New Hampshire.

Stephen Larsen studied history at Pomona College and at Princeton, where he earned an MA and expects to complete his PhD this year, with a concentration in modern European Intellectual History. His dissertation is titled *Platonism and the Human Sciences in the Age of German Idealism*. Larsen also studied at the Ecole des Hautes Etudes en Sciences Sociales and the College International de Philosophie, both in Paris. He was a lecturer in history at Princeton.

Paul Ludwig studied for his doctorate at the University of Chicago, with the Committee on Social Thought and the department of classics. His BA is from the University of Tennessee at Chattanooga in mathematics and English, and his MA is from Oxford University in English and modern languages. Ludwig's dissertation is titled *Eros and Ambition in Greek Political Thought*. "A feature of the political psychology of both Plato and Thucydides is their use of erotic terminology to describe ambition for office, tyranny and foreign conquest," he says. Using the *Symposium* and the political satire of Aristophanes, Ludwig developed a theory of "politicized eros." He has been a lecturer and teaching assistant at the University of Chicago. He was awarded a Bradley Foundation Fellowship, a John M. Olin Fellowship, and a Rhodes Scholarship.

Susan Paalman received her PhD in biophysics from the Johns Hopkins University School of Medicine. Her BA is from Rice University, where she studied biochemistry and biology. Her thesis research examined the binding and reaction properties of a DNA repair protein, methylguanine methyltransferase. Paalman taught graduate student classes and seminars at Johns Hopkins, and she volunteers at the Maryland Science

Center doing informal presentations and handling unusual animals. She is an editor for *Genomics*, a scientific peer-reviewed journal focusing on the human genome and genetic diseases.

Mark Lutz joined the faculty for the second semester. He has a BA from the University of Chicago, and an MA and PhD from the University of Toronto, all in political science. His thesis was titled *The Erotic Dimension of Political Psychology: Plato's Symposium*. Lutz has taught at Notre Dame, Hiram College, and the University of Toronto.

Santa Fe tutors Margaret Kirby and Joan Silver have joined the Annapolis faculty. Kirby has taught at Santa Fe since 1990. She received her doctorate in German literature from the University of Toronto, where her dissertation was titled *The Concept of Tatigkeit in Goethe's Later Writings*. Her BA and MA were from Dalhousie University in Halifax, Nova Scotia, and her MLitt was in German literature from Oxford University. Before St. John's, Kirby taught at Dalhousie University and at the University of Toronto.

Joan Silver has been a tutor in Santa Fe since 1989. She's also taught in the Integral Program at St. Mary's College. She received her BA from the State University of New York, College at Old Westbury, and her MA from St. John's, where her thesis was titled *Hegel and God: Philosophy, Religion and the 'World.'* Her doctorate in 1993 was in theology and the arts from the Graduate Theological Union in Berkeley; she looked in particular at the role of the fool in spiritual life. From 1985 to 1987 she performed as Bernice, a clown in the tradition of the village and holy fools, at schools, churches, Buddhist centers, libraries, colleges, and universities. ●



KEITH HARVEY

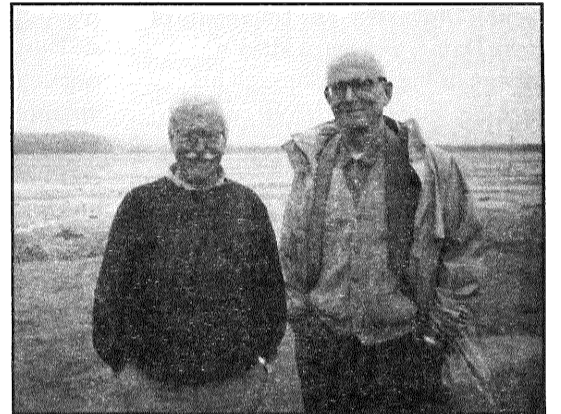
FACULTY NEWS

Wilson wins astronomy award

Curtis Wilson, tutor emeritus in Annapolis, has been named the first recipient of a prize honoring the late LeRoy E. Doggett, former head of the Nautical Almanac Office of the Naval Observatory in Washington. The award was made by the Historical Astronomy Division of the American Astronomical Society to recognize distinguished works and writers in the history of astronomy. It was given at the annual meeting of the society in January in Washington during a special symposium honoring Doggett's life and scholarship. Wilson gave a talk titled "On Bradley and Lacaille: Praxis as Passionate Pursuit of Exact Science,"

dealing with two 18th-century astronomers who did the most to make astronomy of the solar system accurate to arcseconds. In selecting Wilson, HAD said:

"Professor Wilson is cited for his decades of rigorous and exemplary work in the history of 18th and 19th century celestial mechanics, for his editorship and original contributions to ...the General History of Astronomy, and for the generations of students he taught and inspired through the reading and study of the works of Ptolemy, Copernicus, Kepler, and Newton..."



Curtis Wilson (right) visited with Stuart Boyd, a retired Santa Fe tutor, on a recent visit to Scotland.

Berns argues for appreciation of founding fathers

Laurence Berns, tutor in Annapolis, has published a chapter in the most recent edition of *Great Ideas Today: Reconsiderations of Great Books and Ideas*, published by Encyclopedia Britannica. His selection is titled "Our Political Situation: Good Government, Self-government, and American Democracy." He argues that the promise of American democracy "has not lost its luster, despite widely publicized misgivings about its directions and coherence...The illusion of great progress in matters psychological, social, and political has...led to a serious failure to appreciate the subtlety and depth of the political thought of the American founders. Important misgivings about the American way of politics, some justified, some unjustified" can be traced to this failure.

New book collects works by Eva Brann

The St. John's Press has released a new book by tutor and former dean Eva Brann. Titled *The Past Present: Selected Writings of Eva Brann*, the volume includes essays, speeches, articles, and lectures on the following subjects: Prose and Poetry, Philosophical Texts and Subjects, Political Texts and Subjects, Current Issues, the College Community, and reviews of books and movies. Alumni and other friends of the college who want to know what one of the most insightful minds they've ever encountered thinks about the

Odyssey, Kant's imperative, multiculturalism, or Patrick O'Brian can order a copy from the Bookstore (410-626-2540) for \$19.95 plus shipping. A review will appear in a future issue of the *Reporter*.

Elliott Zuckerman presents talk at the piano on Schubert and Chopin to benefit Caritas Society

Annapolis tutor emeritus Elliott Zuckerman presented "Music by the Yard: Streams, Spinning Wheels, and Organ Grinders," a talk at the piano about Schubert and Chopin, on February 1. The talk was a benefit for the Caritas Society of St. John's College, an organization that provides funds for students of the college who encounter emergency financial problems. Zuckerman illustrated his talk with his own piano accompaniment. In typical Zuckerman style, he charmed the audience of 120 with his comments like: "this is a note of great mystery, which leads to religion," and by his playing of Chopin toward the end of the program. Shown in the photo at left is Zuckerman with tutor Howard Zeiderman, chairman of the event.

Scholarship...

NOT JUST DESSERTS

*Does St. John's sacrifice mastery for amateurism and dilettantism?
Tutor Andre Barbera weighs the arguments.*

by Sus3an Borden

Andre Barbera came to St. John's in Annapolis in 1990 after teaching music at Cornell University, the University of Notre Dame, and Saint Mary's College in Indiana. Although his teaching slate ranged from courses in medieval music to tutorials in blues, rock, and reggae, jazz has become his primary musical interest. His most recent Friday night lecture, "Birdland: February 21, 1954," was about a jazz performance that included saxophonist Lou Donaldson and pianist Horace Silver. The lecture drew heavily on talks that Barbera has had with both musicians.

Barbera has brought the world of jazz to St. John's through four other lectures on the subject. He has also contributed to the college's musical life by teaching sophomore music five times and freshman chorus twice. But he didn't come to St. John's for the music program. "The attraction was the mathematics," he says. "St. John's gives me the opportunity to engage in mathematics at an amateur level without a chance for disgrace. I've enjoyed every minute of it."

Hints of his future at St. John's can be found on Barbera's resume. His PhD, from the University of North Carolina at Chapel Hill, was in musicology with a minor degree in symbolic logic; his thesis was called "The Persistence of Pythagorean Mathematics in Ancient Musical Thought."

Barbera devoted last summer to a project which came out of a conjecture he made during a Graduate Institute math tutorial. He speculated (and thinks he has demonstrated) that postulates about parallel lines are interchangeable with postulates about the angular sum of triangles in Euclidean, Lobachevskian, and Riemannian geometries. "I guess I've really acclimated myself to this place if I can squander a whole summer thinking about triangles and parallels," he says.

If that's how a tutor spends his summer vacation, you can only wonder what he'll do for his sabbatical year. Barbera found himself wondering about this, and even in late August, he still wasn't certain. His deliberations seemed to hover around his ongoing search for a balance between deed and thought.

"The right combination of reflection and action—I'm always tweaking that," says Barbera. "St. John's has given me a great push

toward reflection. I'm wondering if I need to move for a period of time more into action. Does that mean playing the piano? The St. Vincent de Paul Society [a charitable organization for which Barbera has volunteered for four years]? I thought at one point that I would continue talking with Donaldson and Silver, maybe start compiling interviews, and even get them together to talk about the 1950s and jazz and the 1990s and jazz," he said. "But I haven't done anything in that realm, because the more I

Caribbean and the Riviera. Although his daughter is currently in seventh grade, she'll travel with her parents the whole time. Barbera couches her travels in vague terms of homeschooling before hitting on the proper expression: "This will be her oceanographic year," he says.

After his sabbatical, Barbera will return to an environment—the college—that he finds himself ambivalent about. He expresses this ambivalence in terms of two qualities that underlie much of the work at St. John's: amateurism and

his classes for signs of mastery, and is often disappointed. "That's not to say that I want us to start introducing drill to take the place of speculation and conversation," he is quick to say. But as much as he applauds St. John's direct and immediate approach to the greatest ideas, he occasionally longs for a level of mastery that will never be a college priority.

"I think it was Miss Brann who said that to really be a good tutor here you have to be incapable of being embarrassed," Barbera says. "To be an effective tutor you must let your guard down to allow for the free flow of ideas. Embarrassment in the classroom might arise if a tutor expected himself to be an authority but was then discovered by students to be an impostor. The tutor must be willing to take chances in class, and fear of losing face will inhibit the taking of risks."

This said, Barbera is the first to admit that his longing for mastery sometimes overtakes this understanding of the role of the tutor. "I'm often embarrassed in the classroom," he says. "I still want to know everything and I'd like to be able to answer all of the questions."

Barbera, of course, knows it is impossible to answer all the questions. He enjoys the college's position that the tutor is the most advanced student in the class and its commitment to requiring all tutors to teach and all students to study the entire curriculum. Yet he often longs for knowledge that is deep and detailed, even as he enjoys the active learning and intellectual honesty that stem from the tutor's chief-learner status.

Barbera recalls a favorite saying of tutor Jon Tuck: "At St. John's, we eat our dessert first."

Tuck explains: "In many programs you have to earn your right to talk about important things. You need to serve a kind of annoying apprenticeship. Before you're allowed to discuss what *Oedipus the King* means in human terms, you have to serve nine years of cleaning pot shards and parsing verbs. Here, we try to talk about the important things right away."

While there is a side of Barbera that understands the thrill of knowing your paradigms cold, and that sees how nine years of shard duty can enrich your understanding of *Oedipus*, he agrees that the eating-dessert-first mentality is part of the best of St. John's. Overall, he is happy to teach at a school where important matters come first. ●



Andre Barbera combines his interests in mathematics with a devotion to music.

thought about it, the more I thought that maybe the world doesn't need a book on Donaldson and Silver talking to one another about jazz."

As the year takes shape, Barbera is moving toward the St. Vincent de Paul Society, where he has agreed to be the president of the Annapolis chapter. "St. Vincent de Paul is about to absorb me entirely," he says. "It will take a lot of work this year, reinvigorating and redirecting the chapter."

But all work and no play make a rest-less sabbatical, so Barbera has programmed a strong beach element into his year. He spent September and part of October at the Rehobeth, Delaware, beach with his wife, Mary, and daughter, Erica. Future seaside plans include the

dilettantism. "These two words have developed negative connotations," says Barbera, "but they are at heart positive words indicating a love and delight in learning and practice. It seems to me that at St. John's we are amateurs and dilettants in both the positive and negative senses of the words simultaneously."

For St. John's, the positive sides of amateurism and dilettantism enable us to enjoy a high level of discussion of the most important subjects without demanding expertise. But on the negative side, he says, "the thrill of achievement is underappreciated at the college in general." Barbera often examines

Scholarship...

SANTA FE TUTOR AUTHORS BOOK ON ARISTOTLE

David Bolotin's analysis of the Physics shows that Aristotle's real views of nature have not been refuted by modern science.

David Bolotin, a St. John's tutor since 1974 and at the Santa Fe campus since 1982, has written a new book on Aristotle's *Physics*. The book, *An Approach to Aristotle's Physics: With Particular Attention to the Role of His Manner of Writing*, maintains "that Aristotle's writings about the natural world contain a rhetorical surface as well as a philosophic core," according to the publisher, the State University of New York Press.

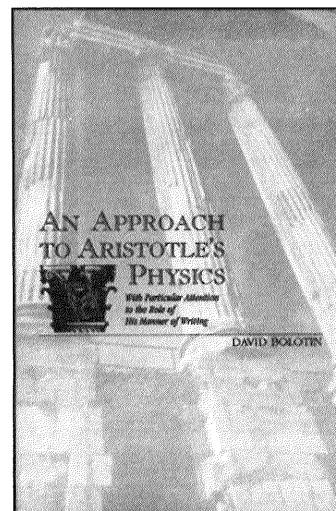
"To that end, he presents a number of 'case studies' to show

that Aristotle deliberately misrepresented his views about nature – a thought that was commonly shared by commentators on his work in late antiquity and the middle ages," the publisher continues. "Bolotin demonstrates that Aristotle's real views have not been refuted by modern science and still deserve our most serious attention."

An Approach to Aristotle's Physics has received glowing reviews from academics across the country. Christopher Bruell of Boston College gives particular praise to the task Bolotin has

undertaken. "This remarkable work addresses with an open mind the question of the validity of Aristotle's natural science, in full awareness of the very great obstacles which stand in the way of an informed acceptance of its validity, obstacles stemming both from modern natural science and from the complexities and obscurities of the Aristotelian text itself."

The book is available from the publisher for \$14.95 in paperback or \$44.50 in hardcover. It is carried in the bookstores on both campuses. For more information, call the State



University of New York Press at 607-277-2211 or visit the company's web site at <http://www.sunypress.edu>. ●

Letters...

New Wordmark No Improvement

Let me express my dismay at the recent decision to alter the College's wordmark. The quiet and tasteful simplicity of the traditional design has always drawn me to St. John's, even when I applied to the college twenty years ago. The new wordmark is jarring and discordant. In case no one has noticed, "ST JOHN'S" is lettered in large case while "College" is in small case. The Bodoni typeface seems too rigid and commonplace compared with the graceful curves of the traditional wordmark. I am not clear why



ST. JOHN'S
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anyone thought it necessary to adopt a new wordmark, as the traditional one has always worked fine for me, symbolizing an orderly and measured approach to things; a thoughtful, almost handwritten style I still associate with St. John's. I feel somewhat like the child asking about the King's new clothes... I don't see the wordmark change as an improvement, only a loss.

If you have a chance, please pass along these observations to whoever

it is living in the "Bell Towers," maybe there are bats in their belfry.

—S. Buchanan, A82

Notes on Nazism: Metaphors and Intolerance

A response to a letter from the fall issue:

Though I too would feel enraged to be unjustly treated by feminists in such a manner as John Gorecki described in the Fall '97 issue, "Nazi-like repression" is not how I could term such an experience. Though some of us may use the name "Nazi" as a metaphor, as we do so, we should not fail to remember that for many people Nazism was a real-life experience, and for many others, their last.

Let us respect metaphors for what they are, and experiences for what they are, and perhaps then even feminists will not have much to be so vociferous about.

—Rana Choi, A97

In the fall issue of the *SJC Reporter*, John Gorecki, A60, states that my criticism of George Cayley's comparison of feminism to Nazism was intolerant. This view cannot be sustained as my argument was against the quality of his analogy and not his right to believe or express it. If all criticism is to be viewed as intolerance, Mr. Gorecki's criticism is equally intolerant.

—Rich Green SF87

Request

Stephen Whitehill, SF72, wonders whether anyone taped the famous presentation of "Trial by Johnny," the spoof staged in 1972 in Annapolis. The library will copy the tape for its archives and return the original. Alumni who have a tape (and can find it) can send it to Kitty Kinzer, the librarian, care of the Greenfield Library, SJC, Box 2800, Annapolis, MD 21404.

Recognizable GIs

I was pleased to read the article about the Graduate Institute in the recent *Reporter*, and I recognized the two people sitting on the couch facing the camera in the cover's lower photo. They both live in Santa Fe.

The man on the left is Jake Martinez, who has been retired for 12 years after an active career as teacher, coach and public official. Jake was a successful high school basketball coach at Pecos, Mora, and Taos; he also taught mathematics, and served four years on the Santa Fe County Commission.

The other guy happens to be me. I attended GI classes while I was with the SJC information office from mid-1968 to mid-1972. (I think the date for the cover photo may have been 1971 instead of 1973.) I came to Santa Fe in 1958 as a UPI reporter and was press secretary to Governor Jack Campbell (1963-1966), who later served on the college's Board of Governors for several years.

I have always been grateful for my association with St. John's and the Institute. The students, tutors, staff members and administrators, including President Weigle, were all first-class people, worthy of the great program in which they were involved.

—Maurice E. Trimmer, SGI70

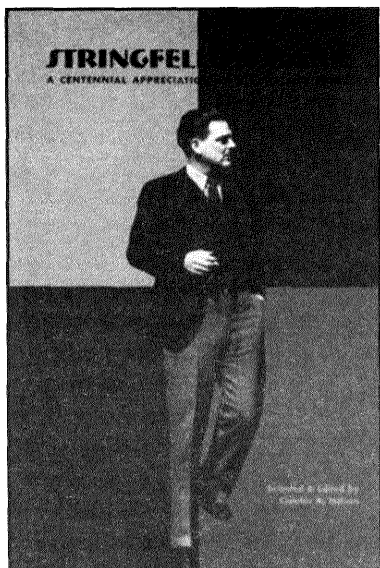
Correction

Because of an awkward line break in the story about the Annapolis Placement Office's web site (Fall 97 issue), the site's address can be interpreted two ways. As web users know, the internet is unmerciful when it sees a stray fleck of punctuation. The correct address is: [www.sjca.edu.placejob.html](http://www.sjca.edu/placejob.html).

The Reporter welcomes letters on issues of interest to readers. Letters may be edited for clarity and/or length. Those under 500 words have a better chance of being printed in their entirety. Please address letters to either campus: Annapolis - The Reporter, Public Relations Office, St. John's College, Annapolis, MD 21404 or e-mail b-goyette@sjca.edu.

Santa Fe - The Reporter, Alumni Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501 or e-mail eskewes@mail.sjcsf.edu.

Scholarship...



by William Darkey, A42

Charles Nelson has just published at the St. John's Press a book entitled *Stringfellow Barr, A Centennial Appreciation of His Life and Work*. Two years ago he published another book entitled *Scott Buchanan* bearing the same subtitle. Any likely reader will, of course, recognize the two men as the founders in 1937 of the St. John's College "New Program" of liberal education which is still going strong, though in a nation that is still confused about the subject, and seems to think that the Internet may be the answer to the question which has not been asked seriously for many years. The education industry does occasionally acknowledge the existence of St. John's as a persistent survivor in the market, but neither as a competitor nor as a critic.

The St. John's community of alumni, students, and faculty, and the large community of friends and admirers of St. John's will be grateful to Mr. Nelson for giving us these two books. Mr. Barr and Mr. Buchanan are worthy to be remembered not only for what they succeeded in actually doing, but also for putting forward reasoned principles about why it ought to be done.

Mr. Nelson's method in this second book is to introduce the whole book and each chapter with a brief prefatory chronology and explanatory notes where these are needed. Then follow selections from Barr's own words as drawn from public addresses, lectures, radio speeches, letters of correspondence, or quotations from his published books. The volume also includes summaries of taped conversations and interviews, some photographs, and finally a most happy collection of memoirs by friends, students and colleagues. In effect this selection constitutes a kind of extended dialogue with Mr. Barr himself, and without intrusion or commentary by the editor, except, of course, implicitly in Mr. Nelson's sensitive selections from available documents. The result is highly successful.

It is important to realize that these documents are not *mere* words, and that they had their effects in action. First of all, the college with its curriculum that was invented by Barr and Buchanan has survived and graduated hundreds of students in the past sixty years.

Probably few readers will remember the extraordinary attempts of first the Annapolis Housing Authority and hard upon this of the U.S. Naval Academy across King George Street to take over the St. John's campus. Both attacks were repelled under the rigorous and eloquent leadership of Mr. Barr and the Navy promised never to do it again. Nor has it.

Few, perhaps, will wish to read the account of this battle—it was very long ago, in the middle of a World War. St. John's was in a very frail health and the maneuvers were complex. Mr. Nelson details the whole engagement, but summarizes it this way: "Winkie got out his sling shot and slew Goliath, whose name was Admiral Ben Morrell..." This may seem a small victory. But so may Thermopylae.

"Throughout his life Mr. Barr displayed a keen and lively interest in government and politics, national and political." He greatly believed in Montesquieu's principle that "a good government should make it possible for its citizens to do what they ought to do, and that it is only by a sound liberal education that the citizens could free their minds to discover what they ought to do." Mr. Barr was willing to argue this point publicly in any context. That view, however, was no more popular in 1937 than it is today.

Mr. Nelson prints in full a report by President Barr to the Board of Visitors and Governors from May 1941 in which he argues for this view and concludes with Churchillian reasoning: "Tyrants forbid citizens to do their duty as free men. Free governments permit them to do it. Liberal education enables them to do it." A remarkable president's report.

But I ought not any longer continue any methodical enumeration of how Mr. Nelson's book proceeds. Read it and find out. Anyone who turns from this review to the book itself will surely end up reading it all. But also, almost surely, he will begin at the back and read towards the front. And he will dwell with especial delight in the

final pages. Chapter seven, headed "Teacher, Colleague, Friend," is made up of some 24 personal memoirs and letters. These other voices of love and admiration constitute such a rich variety of individual responses to the impact of Winkie's person—to his visible, audible, energetic physical presence, to his "style," his wit, his generosity—that anyone who knew him will experience sudden recognition upon hearing episodes unknown to him until now, will respond with "Yes, that is Winkie" or "I didn't know that, but it is certainly he, and certainly true." And he will end with fresh gratitude from having known Winkie and a sudden shaft of sadness that he is gone.

In these last memoirs we know that we are not so much at the center of Winkie's thoughts as at the center of his person. We know, of course, that he could write good histories, that he was a wonderful storyteller, a great giant slayer, an incomparable teacher; that with Scott he got St. John's off the ground. We know all these things and more such. But in the final chapter unforgettably right touches move our hearts with love for the man himself: Mr. Lewis' wonderful memoir of Winkie's every night at bedtime carrying a little, very old cocker spaniel named Eliza up a steep flight of stairs to her sleeping place. Of his escorting the two very young Lewis boys, his nephews-to-be, from Aix to London with dog leashes attached to their wrists so as not to lose them. And singing and telling them stories. Mrs. Alice Parker's memoir, in which she tells of Oak and Winkie, the married couple, in a style that cannot be excerpted, except perhaps for her last paragraph—"As I grow older, the Barrs' unlikely friendship has become increasingly significant for me. Rich accretions and reverberations have gradually accumulated in my mind. When Winkie Barr was in a room with me, my perceptions, opinions and insights were stretched and illuminated. When the Barrs were alive, they were larger than life."

Douglas Buchanan writes, "As a teacher Winkie did not isolate, emotionally or intellectually, the 'slow' student. I often saw him in seminars energize and draw out of Meno's 'slave boy' true recognition and growth." Harvey Poe writes: "Winkie Barr no doubt changed my life. I cannot imagine that it would

have been without his stimulating—no, I should say exhilarating—influence during my freshman year at the University of Virginia long ago."

I have heard the very words of Mr. Poe's first sentence from many of Barr's students. Winkie Barr changed my life. I humbly add my repetition to them.

These are only fragments of the first four memoirs of the last chapter. There is so much more.

I should conclude with final words of Stringfellow Barr, the teacher. This is the end of his preface to *The Mask of Jove*:

"I owe thanks for various forms of help in writing this second volume of history... Finally I must mention the many students I taught over more than forty years. Their insights convinced me long years ago that Socrates was right in his apparent assumption that one person can teach another only if he is constantly ready to learn from him and that the condition of teaching is full of intellectual encounter." ●

Stringfellow Barr: A Centennial Appreciation of his Life and Work is available from the St. John's College Bookstore for \$19.95. Call 410-626-2540 to order.

Due to an error while the books were being bound, some copies of the Barr volume sold at Homecoming are defective—the photographs are too dark. If you received a copy with unrecognizably dark photographs, please return it to the bookstore and they will send you a good copy.

The Barr-Buchanan Quiz

Which are true of Scott Buchanan, which of Stringfellow Barr, which of both, and which of neither? Answers on p.23.

1. He abolished intercollegiate sports at St. John's.
2. His timely loan saved the Little Campus from financial ruin.
3. He wrote ten books during his life, including a novel called *Purely Academic*.
4. He smoked incessantly.
5. He did not answer mail.
6. He was a Rhodes Scholar at Balliol College, Oxford.
7. He was assistant director of the People's Institute at Cooper Union.
8. Mark Van Doren said of him, "He is the one man in the world that I simultaneously love and fear."
9. He had red hair.
10. He went to college at the age of 15.

A SIMPLE BALANCE

Santa Fe students find giving to the community gives them perspective

by Caroline Knapp, SF 00

In a city crowded with non-profit organizations, St. John's might simply seem out-classed in the bid to contribute substantially to the needs of the Santa Fe community. After all, St. John's is a place of study, an ivory tower where academics can contemplate the great ideas, leaving the day-to-day concerns to town-dwellers. Right?

A large number of students are saying no to both of these propositions, and are quietly making a difference in Santa Fe by volunteering the St. John's way.

As Student Activities Director Mark St. John, SF82 explains, Johnnies don't volunteer in the ways that most people do. In general, people who wish to donate time or skills to a cause seek out an organization, or wait to be sought out by one. By contrast, "students like to do things on their own," he says. "There are probably a lot more people volunteering than I'll ever know about."

In the past, this independent spirit has led students into ventures as diverse as rebuilding dilapidated churches in northern New Mexico, starting a program to deliver food to Santa Fe's homeless, and baking bread for the house-bound.

Junior Jimmy Tim Fry takes dinners to homeless people. Junior Erin Jakowski sang opera for a senior center concert. Freshman Noah Ledbetter will spend this

summer building houses for Habitat for Humanity in Costa Rica. This list of individual students goes on.

More formally, the Student Activities Offices traditionally leads several volunteering efforts. For the past three years, the spring break rafting trip has included working on maintenance or clean-up of whatever area the group is in. Working with the Bureau of Land Management and private organizations, the rafters have cleaned petroglyph sites, built trails and bagged trash. The 20 or so students on the trip spend a half or full day of the eight-day trip on these 'wilderness clean-up' efforts.

In one of the more exciting volunteering options open to students, SAO brings a group to southern New Mexico each year to volunteer at the Candy Kitchen Wolf Refuge. St. John first became acquainted with the group, which rescues wolves improperly kept as pets, when he bought a wolf-dog. For the past two years, groups of 20 students have spent weekends at the refuge, building fencing for the wolves and trails for their human visitors. In addition, SAO spearheads student work with the National Forest Service on the nearby Atalaya Trail. Perhaps most importantly, SAO makes every effort to aid independent volunteering efforts, providing vans and helping to coordinate students,

even though school resources to aid these ventures are limited.

Students involved in both individual activities and more formal efforts organized by SAO agree that volunteering is a powerful addition to their St. John's education.

Sophomore Anne Berven brings meals to the housebound with a local organization called Kitchen

*Working with the
Bureau of Land Management and private organizations, the rafters have cleaned petroglyph sites, built trails and bagged trash.*

Angels. She says that meeting the disabled and aged clients of the 'kitchen' reminds her every time of "what a gift it is to be able to do this thing, to get this education... what a gift it is to be able to use your mind." One client with a walker showed her his library, two walls full of books. Back on campus, she remembers seeing Meem Library and thinking how "unbelievably gifted and lucky we all are."

Sophomore Abigail Weinberg's

name is almost synonymous with volunteering for many students. Under her leadership, student groups have worked consistently with Habitat for Humanity and the Community Farm. Characteristically, she praises the student body for its response to her flyers on the volunteering board. "Interest here is really high - it's really impressive," she says. "And it's mostly freshmen, which is great."

Weinberg sees volunteering as a crucial contrast to some elements of the program, and as a complement to others. The simple physicality of building an adobe house, weeding rows of vegetables or watching plants grow is an antidote to hours of reading in the library or staring at a computer screen. But volunteering also works as an illustration of problems that the program raises and tackles hypothetically.

Of her volunteering Weinberg explains that "there are things that need to be done within a community and people need to do them." Likewise within the program she thinks of what she's studying "as the study of the development of community."

Whatever form their contribution takes, Johnnies who volunteer in Santa Fe are performing one important service over and above their chosen effort. They are showing Santa Fe, and the St. John's community itself, that this "ivory tower" has windows, and doors. ●

continued from page 25

unceasing struggle and near-heartbreak served only to bring Barr and Buchanan closer together. I find no evidence during this period of the personal strains between them that occasionally surfaced during their earlier friendship and collaboration. When there were harsh words, they were directed, not at each other, but at the Navy, occasionally at the townspeople of Annapolis, and at their academic critics across the country.

...The period leading up to and following the resignations of Barr and Buchanan from the college, roughly 1945 to 1948, is full of disappointments, false starts, and near chaos. Their decision to leave Annapolis grew from a conviction that the Navy would never accept final defeat and would distract and deplete the leaders of the College

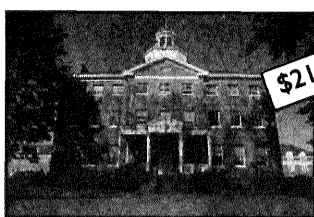
even if the Navy never finally won the campus. They were wrong, but their judgment at the time is hard to fault. No one who can recall those days will forget how powerful the Navy was, a triumphant factor in an immensely popular and successful world war.

Winfrey Smith's unsympathetic account of this period in his 1983 history entitled *A Search for the Liberal College* is flawed, in my judgment. He was a fine tutor and one of the bright stars in the New Program firmament, but he had no experience, and I think, very little understanding of the responsibilities and burdens of the founding president and dean. He was quick to find their faults—and especially the anger of Buchanan expressed in private letters at the time—while failing to acknowledge their swift

recovery and faithfulness to the Search.

...In "The Dean's Nine-Year Report," issued in 1946 shortly after Paul Mellon pledged his millions [to found another college similar to St. John's but at another site], Buchanan describes the grand scheme that he and Barr propose to carry out at Stockbridge [Massachusetts] with the gift. He sees that it will be difficult but not impossible. The last words of his report are "No way is impassable to courage." He puts the words in quotation marks but doesn't identify the source, which happens to be his translation of the college motto on the old college seal "Est Nulla Via Invia Virtute." But the events which transpired in the year after his report prove that the old motto of the college is false. There are times when courage is not

enough. In my just-published memorial volume in honor of Winkie, which some of you have seen, I place the old seal with that motto on the dedication page. When I did so I was thinking of the extraordinary courage Barr and Buchanan repeatedly exhibited in their long and noble partnership. It was only after my book had gone to press that I found the motto in the last words of Buchanan's last dean's report. I see now that a corrected motto would have read: "With much courage and a couple of other virtues and a few million bucks almost anything can be accomplished." Try putting that into Latin. I will settle for Buchanan's motto for the New Program: *Facio Liberos Ex Liberis Libris Libraque*. It's elegant. And besides, it's true. ●



\$21,990 / year

THE TUITION SPIRAL

Why does it cost so much to send a student to St. John's?

by Barbara Goyette

When I was a senior in 1974 and it was time to pay tuition, I walked into the business office on the first floor of West Pinkney one afternoon before Mr. Kutler's math class. I took out my checkbook and wrote a check for my last semester at the college—\$1450 (half of the yearly tuition of \$2900), an amount I could have earned in a job that paid a little more than minimum wage (\$3 per hour) over the course of about six months. I had worked and saved, and with contributions from my parents and grandparents I was able to afford tuition. Next fall, my oldest son starts college. If he were to go to St. John's (alas, he's not), tuition would be \$21,990, not an amount a kid could earn easily. And it's not an amount that I can whip out my checkbook and write a check for either.

The high price of college education has been the subject of press attention in recent years, but less-than-thoughtful analysis and a tendency toward sensationalism have led to some common miscon-

schools market themselves by implying that the more expensive, the better—leaving consumers to draw the conclusion that the cost of tuition is determined by what the market will bear rather than by how

much it actually costs to educate a student. Most of these misconceptions are easy enough to dismiss at St. John's (luxurious facilities? research?), but a fundamental puzzlement about how college could possibly cost so much remains. People my age who are sending their children off to campuses across the land compare costs with those of 25 years ago and shudder; families who have never considered the option of college before are overwhelmed at the prospect.

Since 1980, tuition at private four-year colleges has nearly

doubled while family income has grown less than 10%, according to data from the College Board, which compiles a yearly summary of private and public school tuitions. Indeed, the cost of higher education has risen faster than the Consumer Price Index every year since 1949.

Why does tuition, specifically tuition at St. John's in Annapolis, cost what it does? Why has it risen at such a breathtaking rate, some years double the rate of inflation? How closely is tuition related to the cost of running the college?

"St. John's can't help but be expensive if we are doing our job well," says Chris Nelson, president of the Annapolis campus, who has just finished paying for 23 years of college education for his five children. "Only human beings who are themselves educated can educate others." At the college, the faculty to student ratio is 1 to 8, and the largest classes are 19 or 20 students. Teaching is the labor-intensive activity at the heart of what makes the program work. The biggest chunk of the yearly budget—more than 30%—goes toward the people (tutors) who teach and the stuff they use to teach with, like books for the library and gear for the laboratories.

At St. John's, tuition is largely determined by the college's budget, so there is a direct correlation between what it costs to operate the college and

the amount the college brings in with tuition. But there are other factors. "We do also consider what other colleges set as their tuition," says Bud Billups, the treasurer and chief financial officer. "St. John's is at the low end of our comparison group, which includes 34 other private liberal arts colleges."

Because the college has sources of income other than tuition—notably gifts to the annual fund and earnings from the college's endowment—setting the tuition charge is not a simple matter of money in-money out.

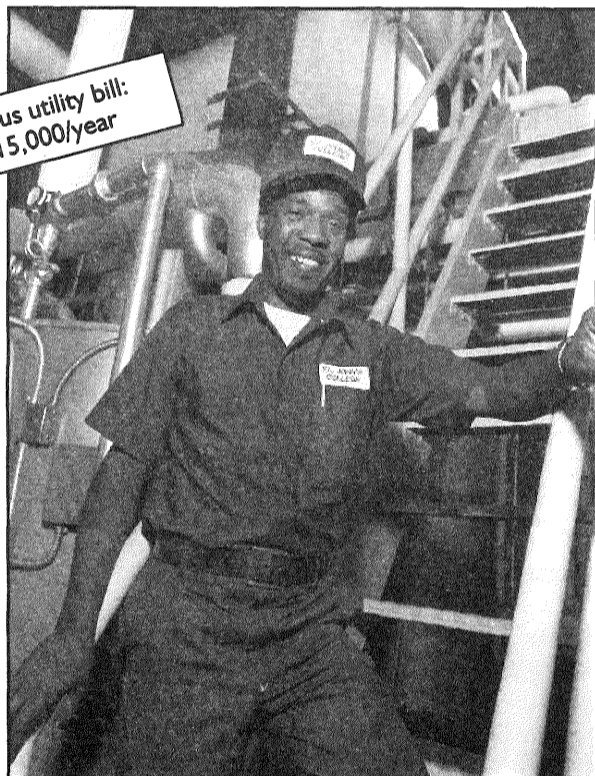
Where the money goes

As a first step toward understanding tuition, then, consider the college's annual expenses. For 1996-97, when the tuition was \$19,840, the operating budget was \$16,109,000. Here's where the

money went: 30.5% was for instructional and academic support (tutor salaries and benefits, teaching materials); 26% was for "institutional support" (staff salaries and benefits, maintenance); 23% was for student financial aid; 8% was for student services (health service, counseling, athletics, etc.); 12.5% was for what are called auxiliary expenses (running the dining hall, the dorms, the bookstore). Not included in these totals is the money the college spends for capital improvements: building projects, restoration, repairs, etc. The expenses for these projects are spread out over a number of years; the college receives gifts to cover a substantial portion of the costs and borrows money to cover the rest.

The 23% of expenditures figure for financial aid signals one of the most difficult problems facing St.

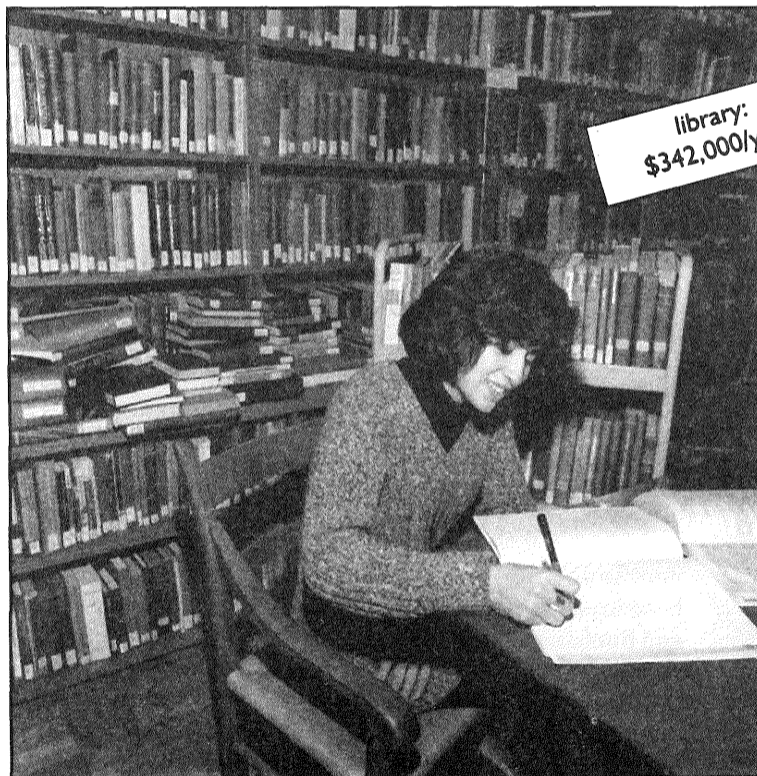
campus utility bill:
\$415,000/year



Michael Williams, heating plant engineer.

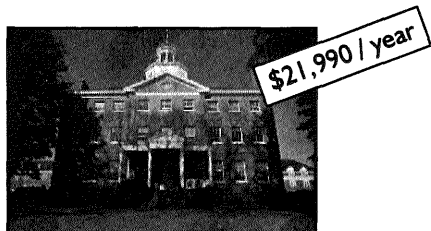
ceptions: that middle income families are being priced out and cannot afford private liberal arts colleges, that colleges have huge endowments which they spend lavishly on facilities and non-educational luxuries, that colleges and universities are inefficiently operated, with bloated administrations and a misplaced emphasis on research. Even the wealthy experience sticker shock, say the newspapers, notwithstanding the "Chivas Regal phenomenon" in which

library:
\$342,000/year



The library collection contains 100,000 volumes.

John's and other colleges. For St. John's, the \$3,684,000 spent in financial aid for students represents a 350% increase since 1986. During the same period, tuition and fees increased 200%. Every year, financial aid represents a larger and larger share of the "expenses" pie. The college is committed to making the education it offers available to all students who are qualified to undertake it, regardless of their family income, stresses Chris Nelson. All financial aid awarded in



Annapolis is need-based, and, according to Admissions Director John Christensen, the college is one of only a handful that considers need alone as a criterion. "We do not try to entice families who could pay more to send their students here by giving them a discount; all of our financial aid awards go to students whose families cannot afford full tuition," says Nelson.

During the current (1997-98) academic year, 62.5% of students receive financial aid. Tuition is \$20,980. The average St. John's grant award is \$11,308; this is money that comes directly from the college to the student. The average aid package, which includes student work-study job money, loans, and federal and state grants in addition to the St. John's grant, is \$19,774. Students from families of very modest means can afford St. John's, although they do incur debt since 21.5% of the average aid package is in the form of loans. The federal government is providing less aid in proportion to the total needed than in the past, and colleges have made up the difference—one reason their aid budgets have increased so much. A second reason for the increase in the amount colleges spend for financial aid is that average family income has remained flat in comparison with growth in the economy, so more students qualify for aid.

Where the college's money comes from

College revenues were \$16,273,000 in 1996-97. Money came from the following sources:

61% from tuition and fees, 8.5% from private gifts (mainly the annual fund), 7.5% from the endowment, 8% from federal and state sources (in the form of financial aid for students), 15% from auxiliary enterprises (dining hall, bookstore, rental of college buildings, etc.).

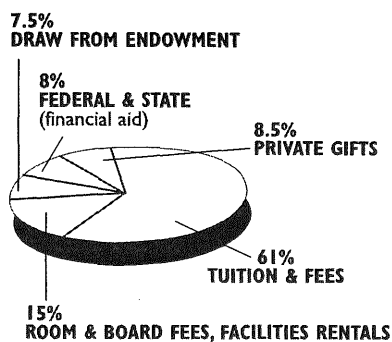
Significantly, tuition at St. John's covered only 71.6% of what it cost to educate a student, a typical number for private colleges. The difference between the tuition amount and what it really costs to educate a student is met through gifts to the annual fund, return on the college endowment, and other sources.

The endowment is a fund composed of donations and established to preserve the college's future; the money is invested and a certain amount of the earnings are withdrawn to be used every year to operate the college. On the Annapolis campus, the draw from the endowment is about 5% of the principle balance. This is well below the endowment's earnings (which were about 20% last year), enabling the fund to grow. As of December 31, 1997, the Annapolis endowment was \$42 million.

Gifts to the annual fund are also used to help pay for the day-to-day operation of the school, making up some of the cost that tuition doesn't cover. In 1996-97, the annual fund raised \$892,000 or about 5.5% of the total revenues.

Another way that gifts to the college help keep the cost of tuition down for current students is by beefing up the amount of financial aid available. "Alumni and friends of the college are increasing their

1996-97 REVENUES



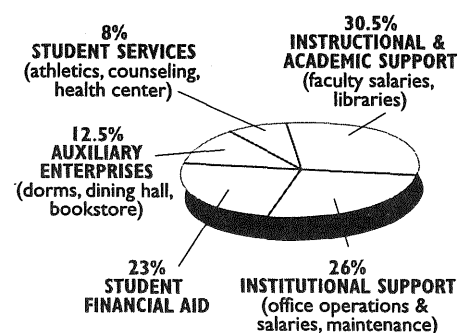
support for financial aid," says Jeff Bishop, vice president in Annapolis. Most of these gifts go into general endowment funds for financial aid, some of which are established in memory of an alumnus or a tutor. Others are outright gifts stipulating that the aid go to a student from a certain region of the country, for example.

Why tuition has increased so much

Even if it's clear that tuition correlates directly with the college's yearly budget, that still doesn't explain why it has increased at a rate greater than the rate of inflation. One reason has already been cited: family incomes have not grown at the same rate as the economy, with the result that more students qualify for financial aid. The college is meeting the needs of these families and is spending more on aid. A second reason is historical. In the early 1980s, college tuitions did not match the very high rates of inflation (more than 10% some years), says St. John's treasurer Bud Billups. Tuition is still catching up. But the good news is that tuition increases are stabilizing. The rate of increase from 1996-97 to 1997-98 was 5.7%. The increase from 1997-98 to 1998-99 will be 4.8%.

Thirdly, let's blame computers. The cost of technology is high. In order to comply with federal regulation, colleges have to computerize financial and student records. Students, faculty, and staff want to participate in modern innovations like the internet and e-mail. Putting in and maintaining these systems is expensive. St. John's hasn't increased its adminis-

1996-97 EXPENDITURES

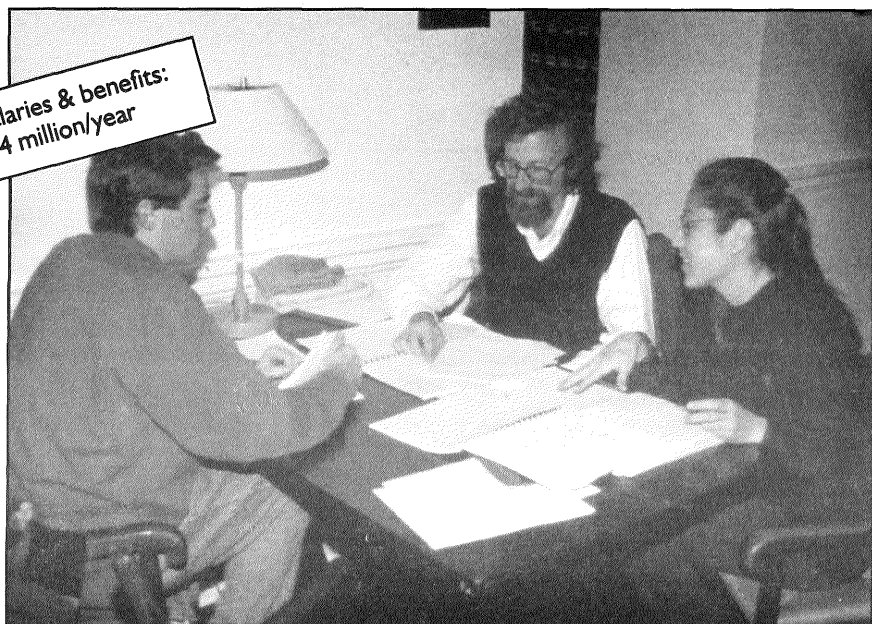


trative staff much over the past 10 years or so except to add people to deal with computer systems and data bases.

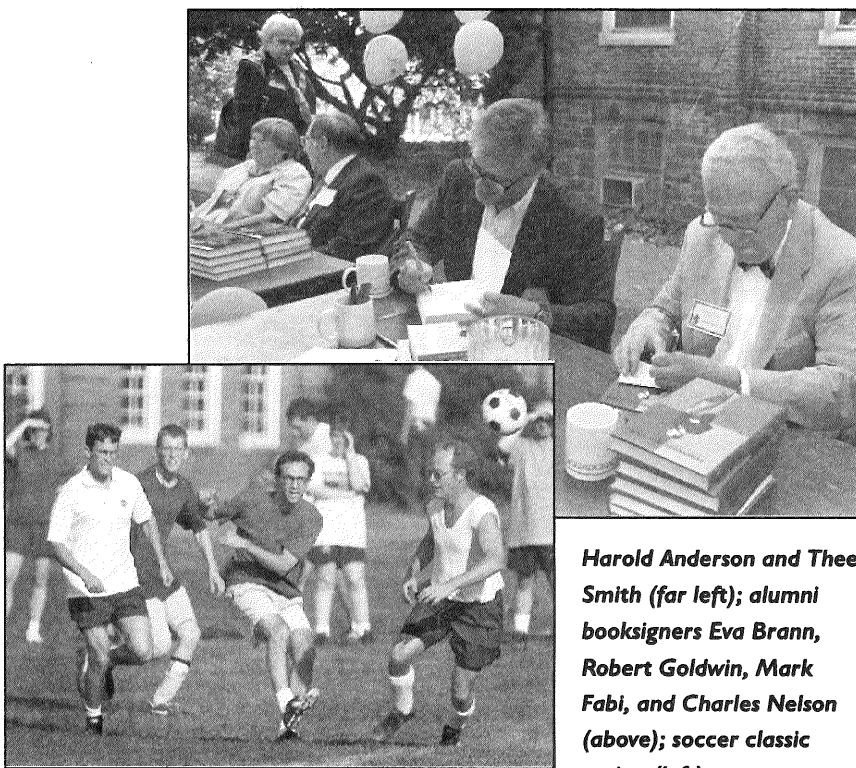
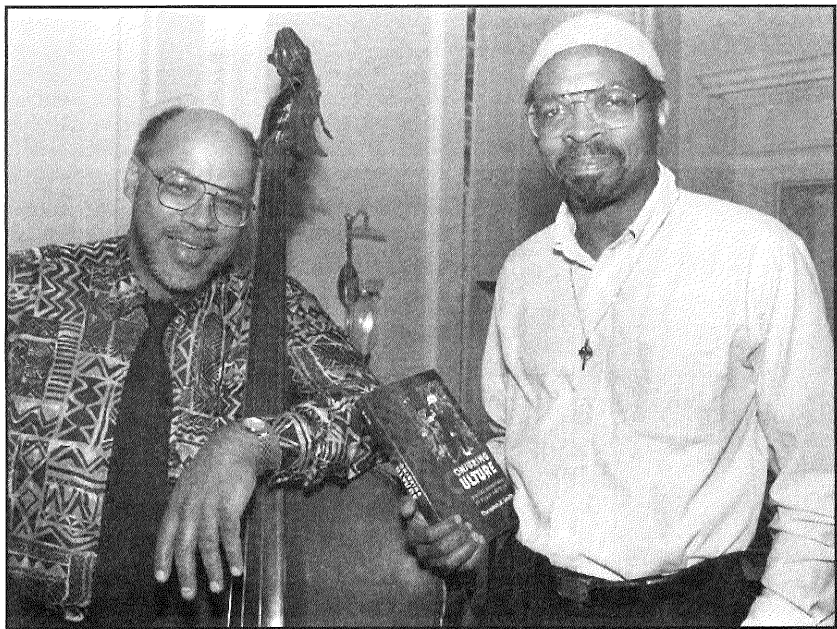
The fourth reason for tuition increases is that the college has improved student services, adding a full-time counselor, improving the writing assistance and other student-help programs, strengthening the Placement Office so that it can effectively assist students with graduate school admission, job placement, career counseling, and internships and fellowships. Classes are as small as or smaller than ever, and more tutors are on hand to teach and to help students as essay advisers. Tutor salaries are increasing to a level that is no longer embarrassing—although they are still 10% below the median of a comparison group of 34 select liberal arts colleges.

Unlike a business, a college can't introduce efficiencies that would reduce costs without affecting the quality of education. And while St. John's works hard to keep tuition increases reasonable through intelligent fundraising and hands-on management, the college remains committed to its first priority—maintaining a community of learners despite the expenses that accompany this mission. No one—alumni, parents, those concerned with education—wants to sacrifice for the sake of mere economy top-flight teachers, the ability to bring students of all economic backgrounds to the college, or the atmosphere devoted to learning. ●

This article deals with tuition on the Annapolis campus, and uses numbers that apply only to the Annapolis campus because the picture is easier to see using one set of numbers. All figures are for the 1996-97 academic year unless otherwise indicated.



Tutors, St. John's most valuable resource, receive salaries below the median of a comparison group of colleges.



Harold Anderson and Thee Smith (far left); alumni booksigners Eva Brann, Robert Goldwin, Mark Fabi, and Charles Nelson (above); soccer classic action (left).

more swing than waltz.

John Van Doren (A47) joined President Chris Nelson and Graduate Institute Director Tom May at the podium at the dedication of the Barr-Buchanan Center, the former library which has been renovated during a two-year make-over (see story on page 2).

In an effort to include the senior alumni group (pre-New Program graduates) and the Graduate Institute alumni, special programs were held for these groups. St. John's Forever—examples of cheers, songs, etc.—celebrated the old days for the senior alumni group. For the Graduate Institute alumni, who helped mark the 30th anniversary of

the founding of the Institute in Santa Fe, and the 20th year in Annapolis, there was a seminar on Simone Weil's essay "The Power of Words" led by tutor and GI director Tom May. A special luncheon, held in the Great Hall, drew 35 alumni. And Graduate Institute alums were especially interested in the dedication of the Barr-Buchanan Center, which will be the new "home" for the offices, classrooms, and common room for previously untethered Graduate Institute students.

Special reunions were held for a number of classes. Celebrating their 50th was the class of 1947, with salutes to John Lindsay Opie, who gave the Homecoming lecture on

Russian icons; George VanSant, presented with the Award of Merit; and Barr and Buchanan, who were the topic of a luncheon talk by biographer-editor Charles Nelson (see excerpts on page 25). The classes of 52 and 57 sponsored Cafe Liberal Arts in the Coffee Shop on Saturday night. The class of 72 gathered for a reunion lunch and then heard classmate Harold Anderson present his lecture/concert on jazz. The class of 67 met at the home of Howard Zeiderman, A67, and Margaret Winter, A66, for a garden party lunch; they also formed the nucleus of singers for Freshman Chorus Revisited, which was led by tutor Elliott Zuckerman

(H96). The class of 77 celebrated their 20th with a Greek buffet at the *eidos* of Johnny hangouts, the Little Campus. Fifteen years out meant a picnic on Back Campus for the class of 82, with plenty of little ones running underfoot; they were joined by the class of 92 and the ten-year gang from the class of 87, who also had a seminar on Aristophanes' *Lysistrata* with Nick Maistrellis.

College memories seem to be encompassed by the principle that a body in motion tends to remain in motion—when alumni walk across the quad again, or sit around a seminar table again, thus stimulating some initial recollections, others are bound to follow. ●

graduation, then became a social worker in Baltimore, his native city. In 1956 Dyer entered the University of Maryland Law School, where he was on the Law Review. After graduation he served in the federal government and as Legislative Assistant to Sen. Edward Bartlett of Alaska. His final position in the government, which he held until he retired in 1989, was with the Medicare program. Since his retirement Dyer has been Associate Director of Baltimore Neighborhoods, Inc., managing its fair housing program. "At St. John's," said Poe, "Martin met and overcame the difficult problems of moving from a segregated environment to an entirely new and freer world. He acquired a fine education and used it well to serve his country..." (See article about the college's decision to desegregate, and Dyer's acceptance speech, on page 14).

Calling Bill Tilles the "quintessential St. Johnny," Harvey Goldstein, A59, presented the Alumni Association Award of Merit to his classmate. "He is a thoughtful man, always ready with the insightful question, always ready to engage in the ongoing conversation that exemplifies the St. John's program, always willing to listen to what other people said," noted Goldstein. Tilles was convinced by alumnus and now tutor Joe Cohen to come to St. John's even though he was just two years shy of a law degree at the University of Baltimore. After graduation, Tilles spent 30 years with IBM; when he left he formed his own consulting company. He has been active in the Alumni Association, serving on the Board of Directors, as treasurer, and as president. He also serves on the Board of Visitors and Governors. "He has volunteered untold amounts of his time and talent to help the college make its long awaited accommodation to the computer age," said Goldstein.

Echoing a sentiment of many alumni, Tilles said in accepting the award, "St. John's was the defining experience of my life. It defined my habits of mind, character, and style." Tilles recognized the people who helped him: Joe Cohen, Barbara Leonard (tutor and assistant dean who was so helpful to newly married students), Jim Frame, and Harvey Goldstein.

Tutor Ben Milner, who has taught at the college since 1965, was made an honorary member of the Alumni Association at its special meeting earlier in the day. In his presentation, tutor Geoffrey Comber, H95, recalled Milner's "inborn



Honorees, from left: Bill Tilles, George VanSant, Henry Shryock, Martin Dyer.

courtesy and respect for others." Milner served as the director of the Graduate Institute from 1980-1983 and as Assistant Dean from 1977-1980. Known for his gracious manner and strong opinions, Milner has been a quiet but important presence at St. John's. "Ben is a gentleman and a gentle man," said Comber.

One other honoree of the day was Sharon Bishop, A66, outgoing president of the Alumni Association. A chorus of fellow Alumni Board members serenaded her—and the rest of the attendees at the banquet—with "When Sharon is President," sung to the tune of "When Johnny Comes Marching Home." In the absence of Alumni Director Roberta Gable (who was ill that evening), Barbara Lauer, SF76, presented Bishop with a special SJC cheerleading T-shirt.

A DELIBERATE ACT OF CONSCIENCE AND WILL

The story behind the decision to desegregate St. John's College

by Barbara Goyette

Fifty years ago in Annapolis, life was highly segregated by race, and no black person ate at a restaurant on Main Street, went to movies or churches downtown, or attended St. John's College. No matter what our age or background, we're deeply embarrassed by this now, even horrified. When the college voluntarily decided to desegregate and to admit black students it was 1948 – six years before the Supreme Court ruled that segregated public schools were unequal, nine years before Central High School in Little Rock was integrated, and 20 years before the public schools in Anne Arundel County—the elementary, junior high, and high schools all around the college—were integrated. St. John's may have been the first private college south of the Mason-Dixon line to make a policy decision to desegregate; it was almost certainly the first to recruit black students, accept them, and welcome them to campus wholeheartedly but without special acclaim.

Martin Dyer, a straight-A student at all-black Dunbar High School in Baltimore, was the first African American student to apply and be admitted to St. John's. The story behind his arrival on campus involves many players, not the least of whom is Dyer himself. It has to do with the kind of school St. John's is—one built on principles—and with those young men who composed the student body following World War II. It has to do with the will of several tutors and the persuasive powers of the president of the college.

Older Students Appalled by Segregation

In April of 1948, the student body at St. John's passed a resolution stating that the college should accept black students. The yearbook for that year points out that this was not more than a straw vote, since "an expression of sentiment does not constitute a resolution of the dilemma of having somehow to live peaceably within the bounds of an unenlightened town. On the other hand this vote did create a situation which might have been more profitably exploited. To have done so might have been a way of reasserting the position of St. John's as a pioneer institution even if it did not enshrine the college in the hearts of loyal Annapolitans. In the past St. John's has won support and a loyal following of students and others because it was dynamic and in its own way courageous. To be too unassuming, too careful at this juncture might be to maim rather

than to secure the new program."

Why did the students press for this kind of reform? First of all, many of them were veterans who had fought in World War II and were attending the college on the GI Bill. Some had worked alongside black soldiers. Many had developed a liberal political stance as a result of their backgrounds or war-time experiences. Peter Davies, who interrupted his college career to spend a year in the Merchant Marines, says, "I was appalled by the segregation I saw as I walked in Annapolis. I became very concerned that there were no African Americans at St. John's and that we were a lily white school, like the rest of them in the south. I was from a different background, had grown up in New York, and this was just unbelievable to me." Many other students shared his feelings. Some were more vocal than others. Jack Carr (class of 1950 and also a veteran) remembers that "many of us supported the cause of desegregation, but we weren't the instigators. We were relieved when it came to a vote and we could vote in favor."

The college's admissions policy did not explicitly deny admission to black students, but by unwritten rules would not allow it. Several times during the early 1940s there had been discussion about admitting black students to the college. Stringfellow Barr, president at the time, was fearful about what the reaction of the town of Annapolis

would be to black students at the college. St. John's was in very fragile financial health, and Barr was also involved with fighting for the college's life against the Navy (who wanted to take over the campus for an expansion of the Naval Academy) and the city (which wanted large pieces of the campus for a housing project). Although Barr personally befriended local black leaders and helped establish seminars in town with black adults, he did not think that black students could succeed at the college because of the hostility he felt the town would show toward them. By 1948, however, Barr had left the college and John Kieffer was serving as president. His views on race would be tested, beginning with the students' resolution.

"The students and faculty, surveying the present scene, came to a community realization that segregation was simply wrong."

The tutors soon followed the lead of the students in endorsing a change in the admissions policy. At a faculty meeting Winfree Smith (a tutor from 1941 until his death in 1989) moved "that the faculty go on record as favoring the admission of negro students as a matter of college policy." It passed unanimously. As Harvey Poe, assistant dean and admissions director at the time, now says, "The students and faculty, surveying the present scene, came to a community realization that

segregation was simply wrong."

The next chapter in the story shows the true determination of St. John's students to see the college integrated. A policy statement wasn't what they wanted—they wanted justice. They went out to schools in nearby cities to find black students and recruit them. Poe says that he and Winfree Smith supported the students in their endeavor; they themselves didn't know how to make the contacts necessary to inform black high school students about the college. Two who remember these efforts are Bob Goldwin (class of 1950) and Peter Davies (class of 1948). "We went to a high school in Baltimore and talked to the counselor there. He told us about several likely candidates, one of whom was Martin Dyer," says Davies.

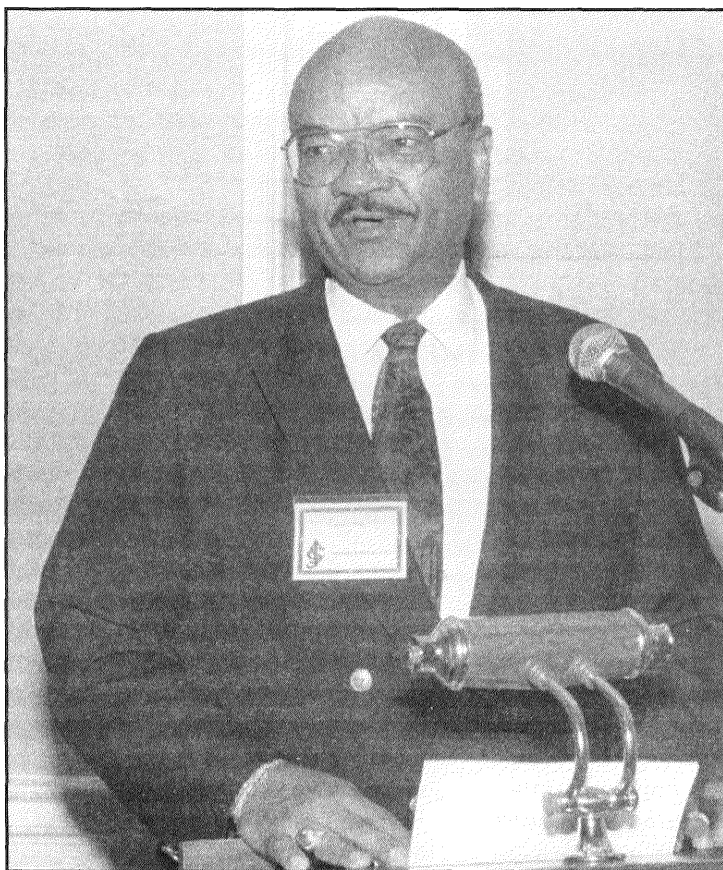
Convincing the Board

Dyer knew as soon as he heard the students talk about St. John's that he was interested. He applied in June 1948 and came to campus for an interview that summer. Any student would have been intimidated by the admissions committee for it was composed of the president, John Kieffer; a tutor/assistant dean/admissions director, Harvey Poe; and the dean, Raymond Wilburn. "Scared as I was, Mr. Kieffer's calm, relaxed and thoughtful demeanor soon put me at relative ease, and the interview seemed to go well. Whether or not St. John's was interested in having me as a student, that interview completely convinced me that this was the college I wanted to attend," Dyer says.

While Kieffer was meeting with Dyer and explaining the program to him, he was also working behind the scenes to try to persuade the Board of Visitors and Governors to admit a

black student. At its July meeting, the Board polled its members and the vote was 9 to 3 against admission. In August, the Executive Committee of the Board reconvened at the Baltimore law office of chairman Richard Cleveland. A majority of Board members contacted had agreed that the Executive Committee should re-examine the admissions question. This time, the committee voted in favor of the policy change.

What persuaded these men to



Martin Dyer, the first black student to enroll after the college pledged to integrate, graduated in 1952. In honor of his accomplishments and of the college's decision, a special book fund has been established to assist current students who cannot afford to buy program books.

MARTIN DYER'S SPEECH AT HOMECOMING

"ONLY HERE ON THIS CAMPUS DID MY RACE SEEM NOT TO MATTER"

change their minds? Something Kieffer wrote in letters to them must have brought the issue new urgency, and certainly people at the college, perhaps Harvey Poe and Winfree Smith, argued in favor of a reconsideration. A letter dated September 24, 1948, that Kieffer wrote to the alumni explaining the Board decision might contain clues to the arguments he used with the Board. First, he said, black students were attending other colleges like the Naval Academy (not a private institution, it had been ordered to admit black students). A second argument is offered as Kieffer quotes General Purnell (a lawyer, presumably): "There is considerable doubt in my mind that the College could successfully resist a legal action to require admission of negro students."

Kieffer's third argument hit a loftier tone: "The faculty and student body have expressed themselves as overwhelmingly in favor of the admission of negroes. It would be hard for us to teach if we had on our conscience a flagrant breach between principle and practice. The St. John's principle of liberal education for all who are qualified would be mocked by refusing a young man of excellent scholastic record and good character because he is a negro... The provision of educated leaders for the race is a responsibility not to be refused and not to be satisfied merely by financial support for negro colleges. St. John's has a unique program to offer."

Just Another Freshman

Although Dyer had already started at Coppin Teachers College in Baltimore, he came to St. John's within two weeks of being notified that he was accepted. The black community in Baltimore rallied in his support, raising money to pay his tuition, room, and board.

As to Dyer's experiences at the college, his own words, at right, are most eloquent. The *Baltimore Afro-American* of October 2, 1948, carried a story about Dyer and St. John's; its main point was that this first black student was being treated as "just one of the gang... accepted by the faculty and his fellow students as just another freshman."

St. John's is now 302 years old. In such a long history there are bound to be decisions that proved wrong, incidents that proved regrettable. The 1948 decision by the college to desegregate was not one of them; it was, as Dyer himself says, "a deliberate act of conscience and will." ●

Members of the Alumni Association, other ladies and gentlemen, I am truly overwhelmed to think that anyone would believe that there has been anything in my life worthy of the award you are conferring upon me this evening. As pleased as I am to receive this Award of Merit, I find it difficult to believe that I am receiving it for any reason other than my having been the first black student to attend St. John's. In accepting it, therefore, I must insist that it also be recognized as an alumni tribute to this College for the justice and boldness of its 1948 decision to admit black students. That unprecedented decision made it possible for me and subsequent generations of black students to have an educational experience that has enriched our lives beyond measure.

My having been here in itself is not at all noteworthy. The decision of this College which made that possible, however, was an historic action which richly warrants this recognition. Even more, it warrants the belated recognition of a state and nation for which St. John's set an important example. In electing to lower its color barrier, St. John's heralded the 1954 Supreme Court school desegregation decision and placed itself in the vanguard of the civil rights movement that, two decades later, would change the face of this nation. No other institution of higher learning had done what this small, almost unheard of, College dared to do. Indeed, I would venture the guess that the College's action was without precedent among institutions of any kind.

Having taken that bold step, the College, as if moved by some institutional moral sense, then took the further step of seeking and recruiting black applicants. That, in my opinion, speaks most eloquently of the character of this institution. It insisted upon doing the right thing both in principle and in deed. Had it not done that, I might never have known of St. John's, for my world, like that of most blacks of that era, was narrowly circumscribed by race. Race determined day-to-day realities. Race defined aspirations and opportunities, which did not include attending all-white colleges in the south.

Intrigued by the possibility of coming here, I applied for admission on June 15, 1948, never really believing that I would be accepted and, I suspect, secretly hoping I would not be.

To ensure my being able to attend college if St. John's did not accept me, I applied at Coppin Teachers College, a black public institution in Baltimore. Two weeks after Labor Day, when I had already begun classes at Coppin, St. John's informed me of my acceptance. As that startling news spread rapidly throughout Baltimore's black community, many groups marshalled their resources to raise the money needed for tuition and expenses which, even at 1948 costs, were much more than my parents could afford. Within two weeks, the Baltimore Urban League, the NAACP, the Elks and others raised sufficient money to cover the first semester's expenses, and I arrived on campus on September 27 to become a member of the class of 1952.

Despite the apprehensions which attended my arrival, the years here proved to be among the best of my life. I was warmly welcomed but without any unusual fuss or ceremony. Jacob Klein, Simon Kaplan and Victor Zuckerkandl played no small part in that. Mr. Klein became a surrogate father, available to help with any problem no matter how small. Through the music tutorial, then just starting, Mr. Zuckerkandl integrated me into the community and, while doing so, opened me to the music of Palestrina, Bach, Monteverdi, Schutz and De Lassus. That wonderful music is, to this day, an integral part of my life.

Both Mr. Klein and Mr. Kaplan forced me from my

reluctance to speak during seminar by pointedly directing their comments and questions to me, leaving no choice but to join the conversation. They and Winfree Smith pushed me into the world of ideas. The pleasure it brought them showed in their eyes and their smiles as they gently coaxed me and others to shed inhibitions, dare to think and share our thoughts and enter without reservation into the wonderful and exciting adventure that this school is.

As long as I remained on campus, I lived in an idealized world. Returning to Baltimore or even venturing out into the city of Annapolis quickly returned me to the stark reality of black-white relations in 1948. Whenever I left the campus for things, such as a haircut, which the College could not provide and which law or custom closed to me elsewhere, I had to take refuge in those parts of Annapolis in which blacks were segregated.

I remember three different occasions when fellow students induced me to join them in futile challenges of the segregatory policies of Annapolis restaurants. One place was that still familiar St. John's watering hole, The Little Campus. Having a low threshold for embarrassment, I quickly reached the point that I would not participate in those ventures. Although we were soon to learn how powerful sit-in demonstrations could be, it was clear in 1948 that one black student and a few well-intentioned white students were unlikely to have any impact upon entrenched segregation in Annapolis. Not until my graduation in 1952 was my race ever again an issue. To allow me to participate in the President's reception and dinner for the senior class, the College had to obtain a special dispensation from Carvel Hall, then Annapolis' biggest hotel.

In mentioning life for blacks in 1947 Annapolis, I want only to highlight the dramatic contrast between life for me here on this campus and life for me and other blacks elsewhere in Annapolis.

From the perspective of fifty years later, it may be difficult to understand the extraordinary impact of the College's desegregation decision. Everywhere else in Annapolis, the state of Maryland and much of the nation, I was a second class citizen, and my second class status was legitimized by laws at all levels of government. Only here on this campus did my race seem not to matter.

Even though blacks today are probably more isolated in American cities than they were in 1947, our plight has changed so dramatically that it is difficult for blacks or whites to imagine how much worse things were then. No longer does there exist anyplace in the country, restaurants, churches, schools, stores, taxicabs, or theaters, which blacks are forbidden to enter. Nowhere are blacks forced to sit in the back of the bus or in the last rows of a theater balcony, to drink from separate water fountains or to use separate public bathrooms. Nowhere are there legal obstacles to blacks' voting, being elected to public office, or living in certain neighborhoods. No longer does skin color foreclose eligibility for a large number of employment opportunities. All of Annapolis is open to black students here today, as only St. John's was open to me in 1948.

Yes, progress is undeniable and significant. What has yet to be achieved in America, however, is something St. John's achieved fifty years ago through a deliberate act of conscience and will: the warm acceptance and loving embrace of blacks as brothers and as social equals and partners in the democratic experiment in which America is still engaged. This is something in which the entire College community can take justifiable pride on this 50th anniversary of that noble and historic decision. St. John's gave reality to an American ideal. ●



Alumni Association News

Winter 1998 • St. John's College

Peter Huidekoper, SG190, editor • Mark Middlebrook, A83, communications committee chairman



The Alumni Association Newsletter is published in each issue of the Reporter. We welcome letters, capsule book reviews, and article ideas from alumni. Send submissions and suggestions to Peter Huidekoper at 2395 S. Milwaukee St., Denver, CO 80210, call 303-757-1225, or e-mail peterhdkpr@aol.com.

Three New Association Chapters

SJC alumni expand to worldwide organization

At the winter meeting in Santa Fe of the Alumni Association's Board of Directors, three new chapter were officially welcomed in—joining the 15 other chapters—and bringing the grand total around the world to 18. Yes, we did say world: the new chapters are in Baltimore, Denver, and Jerusalem—the first community outside the United States to form an official St. John's chapter. What has been taking place in each of these communities for some time—most of all seminars and social events—now gains official stature, and will only strengthen the ways these groups can stay connected to the college, play a helpful role with recruitment and placement activities, and carry on other Johnny-inspired events.

The group in Baltimore is led by David Kidd (A85). Baltimore's Charter will be presented at Homecoming next fall. They plan to have seminars and parties; for the present, they are meeting at the houses of various alums. Meetings will be held every month or so but always on the 12th of the month.

Denver and Boulder have supported a small but loyal reading group for many years. From five to 12 have met quite regularly—often now inside a church in either Denver or Lafayette—to reflect on a variety of program and non-program books. Last spring a seminar in Denver led by John Agresto brought out the full contingent—nearly 25 showed up for a terrific discussion of Virginia Woolf's "How to Read a Book." By last summer the group decided to take the plunge and join the Association as a formal chapter.

Janet Koin Dampeer (SF69) was elected as president of the Denver Chapter.

A group of Johnnies have collected themselves in Jerusalem. The Spring '97 Reporter told the story of this diverse and stimulating group, and the accompanying article (at right) recounts a fall get-together.

Mel Kline (A66) is president of the chapter. As noted above, the formal charter of the Jerusalem chapter establishes the Alumni Association as

an international organization!

Each of these groups will welcome local alumni to meetings, and the Association welcomes the chapters into the growing fold of local groups that exist to provide living connections among members of the St. John's community.

If you live in the Baltimore or Denver area and want more information, call:

Baltimore - David Kidd - 410-728-4126.

Denver - Janet Koin Dampeer-303-972-4901.

So where will the next chapter come from? Can we turn the page and find out?

As they say (or do they?) the next chapter could be your own! ●

— by Peter Huidekoper and Glenda Eoyang

Notes from the New York Chapter

Last October the New York Chapter hosted its third annual Recent Graduate Reception at The National Arts Club on Gramercy Park. More than 65 alumni turned out to network and socialize. Justin Burke (A87) summarized the evening in the chapter's newsletter:

"This year's event was a great success — drawing a diverse group of alumni well representative of the decades of the '40s through the '90s. The mood of the evening was less formal than the previous two years; the gathering had a coffee shop party atmosphere. Many new faces were added to the burgeoning NYC alumni network, and it was evident that many alumni had been looking forward to coming out to mix things up and reacquaint themselves with the SJC community in a social setting. Thanks to all who came out to support the recent grads."

In the fall the New York Chapter also hosted tutor Nancy Buchenauer to lead a seminar on *The Odyssey*. The report by Amy Wuebbels (A94) in the chapter's newsletter makes us all wish we could have been there. Following Buchenauer's opening

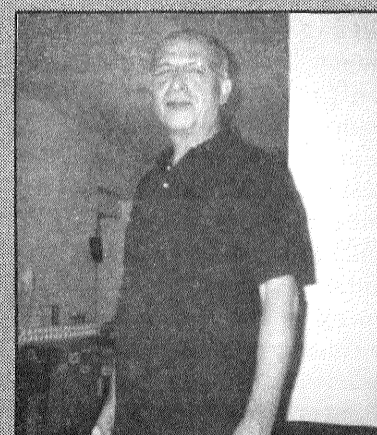
question, "Why did Odysseus need to journey to Hades before he could return home to Ithaca?" the discussion "quickly evolved into a discussion of what Odysseus learned while he was in Hades. One of the more compelling points for seminar participants was the significance that the dead placed on being remembered in the present. This led to questions of what true immortality means and the role that heroism played in achieving this distinction. Many alums felt that in our media-saturated age it was no longer possible to become a mythic hero like Achilles or Odysseus."

Wuebbels' account continued: "An interesting side note, raised during the discussion, was how many seminar members felt that Odysseus should not be regarded as a heroic figure. These alums felt that the bloody deaths of the suitors (Chapter 24) were indicative of a warrior and not a hero. This point was vigorously contested by many other members of the discussion — especially those who had written their senior essays on *The Odyssey*." ●

Johnnies in Jerusalem

It was a mild evening on October 30 in Jerusalem, when more than a dozen St. John's alumni gathered at the home of Mel Kline, A66, and Dina Kline, A67, set in an old section of the city, Baka. Among the alumni present were David Moss, SF68, who lives around the corner from the Klines, as well as our far-flung reporter, Al Aronson, A72, who traveled much further—visiting from his home in Brookline, Mass. The topic of discussion for the evening was "The Battered Word: Midrash and Symbolic Economy." Aronson described it as "a very lively discussion ... a true St. John's seminar on philosophy and religion, in which the members split hairs on meanings and hidden meanings in the material."

In all there were twenty people who attended. Among the St. Johnnies present, along with the Klines, Moss and Aronson, were Penny Rowe, A71; Ezra Harris, A70; Tom Hammerman, A93; Eli Sheva, A93; E. Sarah Geiger Leslau, A81; Nancy Goldwin Harvey, A67; Steve Harvey, A70; Bonnie Linder-Waxman, A79; and Yosefa Loshitzky, SF80. In addition there were seven other guests. Refreshments were also served, and a business meeting followed. It is an active group; they meet regularly, and focus mainly on religious readings. They are often joined by Rafael Ben Yosef and Jerry Cantor.



Penny Rowe, A71 and Ezra Harris, A70 (top) and Mel Kline, A66.

EX LIBRIS ALUMNORUM



Winter/Spring Readings - What Chapters Are Reading And Discussing

(In case your travels bring you to these vicinities, and you want to show up, but need to know what books to pack!)

Boulder-Denver - Chaung Tzu, *Basic Writings*; *The Seven Story Mountain* (part 2); Kafka's "The Metamorphosis"; Shaw's *Saint Joan* (many are also attending the Colorado Symphony's performance of *Voices of Light*, accompanying Dreyer's classic silent film, *The Passion of Saint Joan*).

New York - *Macbeth*; Harold Bloom's *Omens of the Millennium*; Lincoln, *Selections*; (April) Verdi's "Othello."

Washington - Chaucer's "Genealogical Prologue," "The Pardoner's Tale," and "The Prioress' Tale"; *The Tales from the Thousand and One Nights*; "Mrs. Mean," from *In the Heart of the Heart of the Country*, by William Gass; "Progress or Return?" by Leo Strauss; Gide's *The Immoralist*; and Robert Goldwin's *From Parchment to Power*.

Capsule Book reviews from David Schiller, A62

Calvin, William H. *The River That Flows Uphill: A Journey from the Big Bang to the Big Brain*. New York: Macmillan, 1986. An exciting rafting journey down the geology of the Colorado River canyons and into the origins of human evolution and consciousness.

Dennett, Daniel C. *Darwin's Dangerous Idea: Evolution and the Meanings of Life*. New York: Simon & Schuster, 1995. Tufts University's incredibly original and outrageous philosopher takes on Creationism, Darwinism and everybody in between: an intellectual and scientific romp.

Hall, David L. and Rover T. Amers. *Thinking Through Confucius*. Albany: State University of New York Press, 1987. A wonderful and original re-analysis of the thought of one of the greatest political philosophers ever (note: maybe even bigger than Aristotle!).

Machlup, Fritz. *Knowledge: Its Creation, Distribution, and Economic Significance, Vol. II: The Branches of Learning*. Princeton: Princeton University Press, 1982. Description and discussion of the major schemes for the classification of all human knowledge, from Aristotle to St. John's College.

Zeldin, Theodore. *An Intimate History of Humanity*. New York: Harper Collins, 1994. Feeling alienated from current society's interests? Find your soul mates across time and geographical borders in the intimate stories of (mostly) women and the historical periods they are living illustrations of, plus unusually original philosophical tidbits illuminating contemporary life.

Senior Dinners

Alumni treat their soon-to-be fellow alumni

January 17 — It was a pleasant but cool mid-winter Saturday night in Santa Fe, and all over town St. John's seniors were dining out — with alumni, courtesy of the Alumni Association. They gathered in groups, five to nine seniors, hosted by one or two members of the Alumni Association board, at La Tertulia, Il Piatto, La Casa Sena, Ore House, Julian's, Santa Cafe and the Pink Adobe. They ate well, drank well, and, yes, they talked well, sometimes far into the night!

These annual dinners at each campus give members of the Alumni Association a chance to talk about the chapters around the country, about the potential job-hunting value of both the chapters and the Register, and about other ways the Association might help these soon-to-be-alumni connect to this large world of fellow alumni. In the firm belief that all will go well for these seniors in their final

semester — i.e. that they will make it across the finish line by June—seniors are welcomed into the Alumni Association during these dinners.

But for the members of the Alumni Association, the dinners provide a pleasant occasion in which they can meet the young men and women who have made their way through the college successfully. Association members learn about St. John's through these seniors. Their candor provides a most helpful window on the school. They reveal their spunk and character and humor and interests — and suddenly the abstraction of 70 or so seniors becomes the real issue of how Jason and Kiki and Chris and Melissa have fared, and what this education in the Great Books has meant to them. Amidst all the nice food and drinks, it is a reminder for the aging board members of a time when they, too,



were preparing to finish their years at St. John's — and to wonder, with a mixture of anxiety and excitement, what would come next.

As "discussion is what we do," few get-togethers seem to be short of topics. Members of the Alumni Association board reported the next morning on the wide range of issues they covered at their dinners. Among the topics mentioned were:

- Plans after graduation;
- Assisting students in the transition to life after graduation;
- Writing at the college;
- The art program at the college;
- Hosts' career paths;
- Alumni Association chapters — especially how they operate in the hosts' communities;
- Morality;
- Dean Carey's 1997 Statement of Educational Policy and Program;
- Cloning;
- Public versus private schools;
- Student government/polity;
- Senior essay topics.

It was this last item — a shared interest in Joyce's *Ulysses* — that kept one of these conversations going on well into the dark Irish night under the New Mexico stars! The dialogue among alumni old and new continues. ●

—by Peter Huidekoper

CHAPTER CONTACTS

Please call the alumni listed below for information about chapter or other alumni activities in each area.

ALBUQUERQUE: Harold M. Morgan, Jr., 505-899-1331

ANNAPOLIS: Rebecca Dzamov, 410-263-4291

AUSTIN: Homayoon Sepasi, 512-708-8360

BALTIMORE: David Kidd, 410-614-2260

BOSTON: Alvin Aronson, 617-566-6657

CHICAGO: Amanda Fuller, 847-705-1143

DALLAS/FORT WORTH: Suzanne Doremus, 817-924-7184

DENVER: Janet Dampeer, 303-972-4901

LOS ANGELES: Meg Sheehan, 310-208-2013

MINNEAPOLIS/ST. PAUL: Vicki Wilson, 612-535-0055 or Glenda Eoyang, 612-783-7206

NEW YORK: Steven Sedlis, 212-289-1662

NORTH CAROLINA: Susan Eversole, 919-968-4856

PHILADELPHIA: Jim Schweidel, 610-941-0555

PORTLAND: Dale Mortimer, 360-906-1190

SAN FRANCISCO/NORTHERN CALIFORNIA: Deborah Farrell, 415-561-6100, ext. 123

SANTA FE: John Pollak, 505-983-2144

SEATTLE: Jim Doherty, 206-937-8886

WASHINGTON, D.C.: Sam Stiles, 301-424-0884, or Bill Ross, 301-230-4594

Alumni Notes & Profiles...

1931

Dr. Edwin Lotz celebrated his 87th birthday on August 27, 1987 and is looking forward to reaching 100 in the year 2010.

1936

Charles T. Westcott has moved again. His new address is: The Windsor at Savoy/401 Burwash Ave./Savoy, IL 61874-9576. He says that he hopes to live long enough to visit St. John's once again.

Gil Crandall is undertaking a campaign to make the history of Annapolis more accessible to visitors by placing descriptive signs around the city's historic sites.

1943

Burton Armstrong writes to say that he hopes to make it to the 55th reunion.

1944

Howard L. Sorenson writes: "After a family reunion in Steamboat Springs, we stopped in Boulder to see Vern (class of '44) and Mary Derr for a couple of days. It was great to see them again—a wonderful couple—we've been friends for 57 years."

Robert I. Myerson writes: "I have been ill for a spell, but have now pretty well recovered and am learning to walk again. Perhaps next year or '99 I'll be able to get down to Crab Town for the reunion. My best to all."

1945

Laurence Levin is currently "the oldest living interne" at the Sandler Substance Abuse Facility at St. Lukes-Roosevelt Hospital.

George A. Cayley (A45 and SGI78) is portraying Benjamin Franklin.

An exhibit of paintings by **Robert Arner** was shown at the Dobbs Ferry Art Workshop in New York from October 15-November 9, 1997.

1948

Peter J. Davies writes: "Phyllis and I are off to Cambodia, Thailand, Vietnam, Laos, and Malaysia for five weeks over Christmas and New Year's to visit our five grandchildren in Phnom Penh, and son who works for the UN World Food Programme. It will be a nostalgic return to Southeast Asia since we lived in Bangkok 1965-67."

Donald S. Elliott has retired as the chair of the Humanities Department at the Garrison Forest School in Owings Mills, Md. He notes that his son Bruce Elliott (A82) is a PhD

in theoretical physics from JHU and his other son J. Gary Elliott (A85) has a PhD from LSU in English-Folk & Oral Poetics and Music.

1949

J. P. Morray published his eighth book in 1997: *Grand Disillusion: Francois Mitterrand and the French Left*. The publisher is Greenwood Press Group, Westport, Conn.

1952

In March, 1995, **George Udell** founded and has since run "Cinema Sundays at the Charles"—a brunch, first run independent, foreign, or offbeat film, and a post-film discussion led by a prominent and/or informed speaker (e.g. "Shine" discussion leader Leon Fleischer). The series has run for 11 seasons, totaling 70 films, and over 20,000 attendees, with an average audience of over 300 per show.

1955

Dorothy Olim (Krone) received the 1996 Lee Reynolds Award from the League of Professional Theater Women/NY, given annually to a woman in the American theater whose work in the theater has affected social, cultural and political change. She was the operating manager of ATPAM (Association of Theatrical Press Agents and Managers), a theatrical labor union in New York City. Prior to that she was President of two businesses: Dorothy Olim Associates, Inc., a theatrical management firm; and Krone-Olim Advertising, Inc., an agency specializing in theatrical advertising. Currently she serves as a professional consultant and as board member to several theatrical organizations. She recently completed a year as an Antoinette Perry Tony Award Nominator.

1956

Joseph Jay Wase is retired, studying French and computer science, and actively engaged in many other activities. Retirement is wonderful, he says, except there's never enough time left to sleep.

1959

News from **The Rev. Amy Carle Jobs** and **James Jobs** (class of '56): Jim, retired from Rhodes College, is teaching part time at Hendrix College. Amy is intern Curate at St. Luke's Episcopal Church, North Little Rock, Ark.

Gay P. Hall retired from the USAF in 1995 as a colonel in the News Corps. She lives with her

husband, Mort, in the Florida Keys, where Mort runs an in-patient substance abuse recovery program and Gay lectures at the local community college.

1960

Lt. Col. George Jones III writes: "My wife Norma died of scleroderma on 4 June 1997. We were married 36 years. I have decided to retire, sell everything, and move. I will send my new address when I have one."

1961

Eyvind Ronquist presented papers this past summer on the innumerable in medieval encyclopedias, learning and teaching in the circle of Pope Innocent III, and mathematical proportions in Aristotle's *Rhetoric*.

Maryland Governor Parris N. Glendening appointed **Joel Lehman** a member of the Advisory Committee to Study Funding Mechanisms for the Maryland Insurance Administration.

1963

Bill Rumpp writes: "Please visit my web site: <http://brumpp.home.mindspring.com>. It has a current picture of my "family" and a profile of my company—CyberNet Solutions. In the personal section there is a link to St. John's. I visited the Santa Fe Campus in May—first time since '65. Wow, what a place, spent lots of time in the bookstore—bought coffee mugs and t-shirts!"

1965

Thomas D. Harvey is enjoying his two-year-old grandson Brendan. Tom sees **Allenna Leonard** whenever she comes down from Canada.

1966

Dr. Ian Harris was selected as "Peace Educator of the Year" by the Peace Studies Association at its annual meeting at Georgetown University in June 1997. He was named a Distinguished Teacher by the University of Wisconsin, Milwaukee.

1967

Norma E. Williams finally visited the Santa Fe campus on a trip to the National Trust for Historic Preservation's annual meeting.

Fred Feddersen writes: "Please pass my regards to my 50-something classmates, some of whom I do remember very well after all these years. Let them know that I am well

with my 18-year-old daughter Valie (born in England from my late wife Linda), my new wife Ntombikile, and our 2-month-old son Simangaliso, born here in the Eastern Cape province of South Africa."

1968

George F. Bingham (SF) hopes to see classmates in Santa Fe at next year's 30th anniversary. "We're living day to day after the loss of our son Daniel in a swimming accident last summer. The empty nest came too soon and in the wrong way. Our son Josh (22) is in the bay area working toward a degree at Hayward State. Our daughter Abigail is in Kathmandu, Nepal, working with Educate the Children. Vicariously exciting."

George W. Partlow (A) is currently seconded from doing mainframe programming to doing network support for the Alaska State Dept. of Labor—but much of his energy is going into being Board Chairman of Habitat for Humanity, Greater Juneau Area; they'll be building their first house next spring. He is also enjoying his first grandchild, Serena Ray, and his second, born this past December.

Harold Morgan (SF) writes: "At the end of 1997, after nearly three years of tumult, Harold Morgan hopes most of the changes are in place. A summary: long deteriorated 28-year marriage ended in divorce; layoff with six months severance after 16 years following acquisition of New Mexico's largest bank by NationsBank; deal with NationsBank to own Progress, a business newsletter he produced for the New Mexico bank; restart of Progress as a paid circulation newsletter; a move with Susan Bennett back to the University of New Mexico neighborhood; plans to marry Ms. Bennett toward the end of 1998, after they have been together two years; joining Bosque Technologies as marketing vice president. Bosque produces a liberal arts based computer simulation. Daughter, Kathy, 17, has St. John's on her college potential list. Son, Tom, is 15. The new house, at 1708 Vassar NE, 87106, (505-255-4919) solves the problem of a place for Albuquerque alumni gatherings. Now to get things in gear..."

Charles Watson, MD (A) writes: "#1 son, Ivan, graduated with a degree in international relations from Brown in June—seems that we don't teach Russian at SJC. Anyhow—he had an interesting experience in the press pool of the vacation White House on Martha's Vineyard and is contemplating a future either in business followed by an MBA or in journalism. I work and Masha is campaign manager in a

local grass roots school board contest."

Donald J. Schell (SF) writes: "After seventeen years at St. Gregory of Nyssa Episcopal Church in San Francisco, I had the pleasure and adventure of guiding the congregation through the project of building a new church (we'd been meeting in rented space). Our new church building was featured in the New York Times and just won an American Institute of Architects 'Best Religious Building of the Year' award."

Antigone Phalares (SF) "My father George died 5/7/96 after living with me in Carmichael for three years, the happiest family years of my life. He was 97. My mother died 9/14/92. She was a great fan of Robert Hutchins, president of her Alma Mater, and his interest in Barr and Buchanan's "experiment" led her to suggest St. John's for me. They were longtime supporters of SJC. My daughter, Heather, is a senior at Bryn Mawr College. We backpacked for two months across Europe this summer: Greece, Italy, France, the Netherlands, and England."

1969

Elizabeth A. Aiello (SGI) is currently employed at Los Alamos National Laboratory Bradbury Science Museum. She is also the editor of *The Main Gate*, the Laboratory's Retirees' Quarterly Newsletter. She writes, "I have recently had poetry published—'Enigmas and Dilemmas.'"

1970

William Wade Douglas (SGI) is now a retired teacher after 23 years and is currently the executive director of a conference center. His wife, **Linda Douglas** (SGI 83), is the coordinator of the gifted education program for Middlesex County Schools. Their daughter, Laurie Marie-Troye Douglas, is now a junior in high school, and their son, John-David Lloyd Douglas, is a sophomore in high school. Both children hope to attend St. John's.

1971

Amanda Fowler Stimson (SF) writes: "I am enjoying unemployment and living more simply in the country. Working on the land, being part of the natural world, my eyes are open to the migration of birds, the transition of seasons. I am wrestling with how still to give back to restless and suffering humanity."

1972

Anne Kelleher (A) has joined

FOLLOWING IN THE INTELLECTUAL FOOTSTEPS OF THOMAS JEFFERSON

Christine Coalwell came to St. John's to read the books Jefferson read

by **SusJan Borden**

Christine Coalwell (AGI96) finally has the job she began training for when she was seven years old. That was when she discovered *Meet Thomas Jefferson*, the first book that she ever read about our nation's third president.

Today, Coalwell is a historical interpreter at Monticello. Her training (post-*Meet Thomas Jefferson*) has included a dedicated reading of works by and about Thomas Jefferson. Her personal library includes over 180 works about Jefferson and 47 volumes of his writings. In college, she wrote all of her papers on subjects relating to Jefferson. And eventually, her training plan led her to the Graduate Institute at St. John's College.

"I went to St. John's to read books that Jefferson had read," she explains. "He's a man of the enlightenment. He read in numerous disciplines, in seven different languages, always wanting to read a text in the original."

"I think that the only way you can understand Jefferson is to understand what he was reading and how it influenced him. So if he's in Williamsburg and they just passed the stamp act and he's reading Algernon Sydney and John Locke, how is that affecting him?"

Not only did Jefferson read all of the books on the St. John's program (except, of course, those written after his time), but he also believed in the St. John's style of education. "I think he would see St. John's as how schooling should be done," says Coalwell. "His ideas for the University of Virginia are along the same lines as St. John's: read the originals, develop your own thoughts and move on from there."

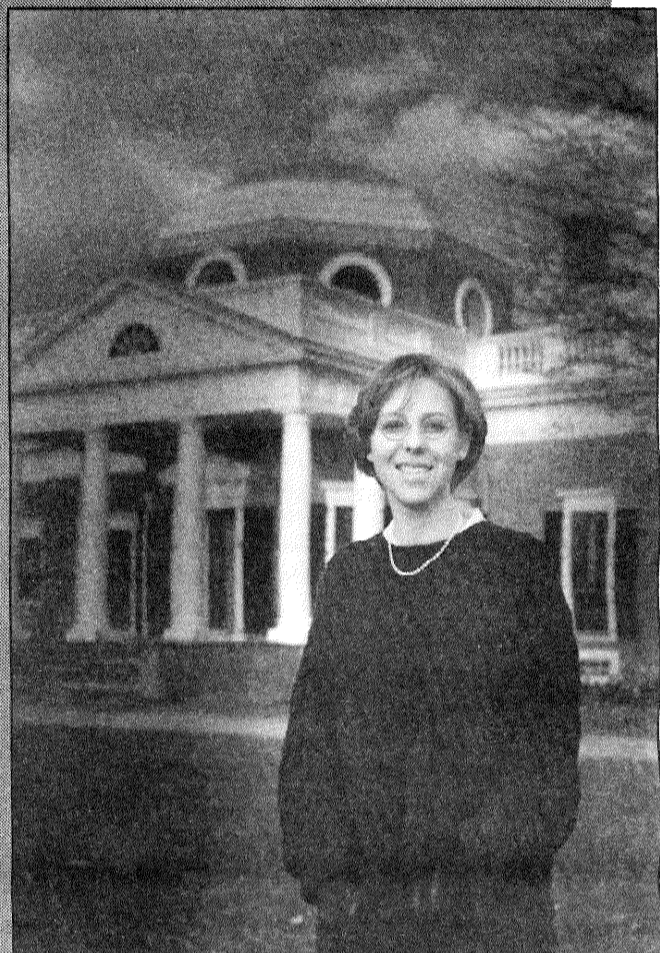
And a Great Books list would suit him just fine. "Jefferson would write down schedules and reading lists for whoever asked. One person wrote to him in 1771 asking for a list of books necessary to become tolerably well educated. Jefferson wrote back with a list embodying 488 volumes," Coalwell says.

As a student, Coalwell found that literature was the only segment that didn't fit into her plan. "Jefferson didn't read much fiction. His favorite fictional story was *Don Quixote*, which he read in the original. He told John Quincy Adams that he learned Spanish by reading *Don Quixote* on his passage to France," she says. Other than literature, Coalwell reports that everything at the Graduate Institute fit in with her plans to understand Jefferson's letters by following his educational trail.

Coalwell secured her position at Monticello while at St. John's. She established a correspondence with both the director of personnel at Monticello and a researcher who was examining the books of Jefferson's library. When the job became available in February of 1997, the researcher gave her a call, and Coalwell started work on March 12, her 27th birthday.

Coalwell spent her first weeks at Monticello developing her tour, using information and a reading list supplied by the people who operate the site. While she had already developed ideas about many of the public aspects of Jefferson's life, his personal side required some study. "Among the things that were hard were his family and things like what they ate for dinner; when you're in the dining room you have to give visitors an idea of colonial dining," she explains.

Before she could give tours to visitors, she had to



Christine Coalwell at Monticello

pass a one-day practicum, during which she gave three tours: first to Monticello's head guide, who afterwards gave her a review; then to a group of visitors, during which she incorporated suggestions made during the review; and finally to both the head guide and a group of visitors. Between the stress of giving her first tours and the intensity of her desire to do well, Coalwell found the day both mentally and physically exhausting. "I came home and fell asleep still wearing my suit," she says.

That hurdle passed, Coalwell now leads six 40-minute tours four days a week. "I focus my tour on Jefferson's education and the lasting contributions that he made to the nation. I keep in mind his epitaph: 'Here was buried Thomas Jefferson, the Author of the Declaration of American Independence, the Statutes of Virginia for religious freedom, and the Father of the University of Virginia.'"

To add interest to her tour and a challenge to herself, Coalwell often quotes Jefferson to her groups. "You can always do a basic tour, but to make it more interesting for myself, I use Jefferson's words to tell the story," she says.

Asked for her favorite quote, she has trouble choosing, but finally settles on two: one by Jefferson and one by John F. Kennedy.

"If a nation expects to be ignorant and free in a state of civilization, it expects what never was and what never will be."

—Thomas Jefferson

"Remember that our nation's first great leaders were also our first great scholars."

—John F. Kennedy

Alumni Notes & Profiles...

KPMG Peat Marwick as a senior manager, working in the public services practice, specializing in government financial management systems. She is leading the system implementation team for the District of Columbia's new financial management system.

Susan Shlifer, MD (A) is happy to report a successful move to the northwest. She is opening a new office in Kingston, Washington, and getting to know the local school district well, with her son, Eric in first grade and daughter, Beth, in ninth. Another son, David, is framing houses and learning to make his own way in the world. She writes that old friends and classmates are always welcome.

Irv Williams (A) writes: "My daughter Hannah has enrolled in Westover School in Middlebury, CT as a Mandeville Scholar. Westover

awards two full tuition, room, and board scholarships annually to daughters of teachers. One of the best fringe benefits I have encountered in fifteen years of teaching."

Leslie Starr (A) was sorry to miss the Annapolis Homecoming but had a board of directors meeting in southern Maryland in the morning and an opening night concert in Wilmington that evening. She is the land management chair for the American Chestnut Land Trust and the principal oboe for the Delaware Symphony.

Matthew Mallory (A) is still in Brussels working as the U.S. representative to the NATO budget committee. He would love to hear from any Johnnies in his area. (Matthew won the prize at Homecoming in Annapolis this year for traveling the greatest distance.) His phone number is 322-726-8558.

1974

Randall O. Pendleton (SF) writes: "My wife, **Martha Mackey (SF)**, and I are not the only Johnnies in this household. Our son, Walker Thomas, is presently a junior on the Santa Fe campus—and he loves it too."

1975

Nancy Coiner (A) is teaching part time at Smith College and Mt. Holyoke College. She is working on a book about spiritual autobiography and would like to hear from anyone who is writing one.

Robert B. Pool (SF) writes: "I'm still dreaming of a vacation in Praha in the Czech Republic and Wien, Austria. Jak se ma? (How are you?)"

Erica Udoff (A) writes: "I've finally had that moment when my St. John's education seems like the

perfect preparation for what I'm doing. I've recently joined the staff of the Eli Whitney in Hamden, Conn., as a teacher and curator. Our collections and programs celebrate the ingenuity of inventors and problem solving by creating an environment where kids from 6-12 can conduct the experiments of Leonardo DaVinci, try the construction techniques and thinking of Eli Whitney, learn how Galileo's marbles will behave by building marble mazes, and on and on. I welcome your favorite contributions to use in developing new programs. E-mail me at eu@eliwhitney.org."

1977

Walter Featherly (SF) and Carol Stolpe, his domestic partner, enjoyed visiting **Lincoln Quintana** (formerly Smith) (SF78) and his

THE MAKING OF MAGIS

by Sus3an Borden

As a student, Josh Silberstein (A94) played guitar in scores of bands in both Santa Fe and Annapolis. Now working toward his goal of being a full-time musician, he has spent the years since graduation playing in nightclubs, forming a band, and cutting his first CD. He says that at St. John's he learned not only Euclid, Dante, Newton, and Hegel, but also how to be a professional musician.

"I know that everyone says that St. John's is an impractical education, but for me, St. John's is the most practical education because it breaks down everything into basics and addresses the question of how you pursue something that you want to do but that is difficult," Silberstein says. "St. John's inspired me, taught me to have no fear about pursuing something that really interests me and that I care about. At St. John's, the level of work and the difficulty of the readings showed me that I could be capable of anything."

This lesson learned, Silberstein took his diploma in one hand and guitar in the other, and headed to Burlington, Vermont, a city he'd heard was developing a friendly and supportive music scene.

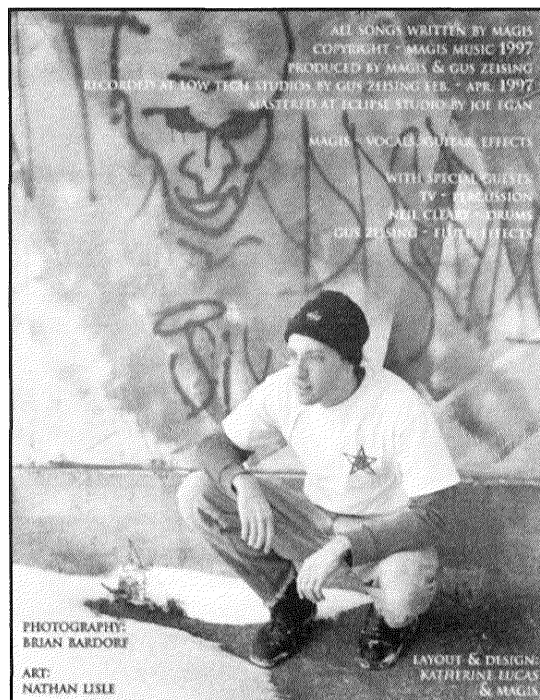
Coat-Checking, Band-Hopping, and Bob Dylan's Laundry

To build his music career, Silberstein planned to find work—any kind of work—in one of Burlington's nightclubs. However, he settled for a job in a laundromat, a reasonable compromise for an artist who'd rather not starve. But with Burlington being a town on the move, its laundromat was not merely a suds-and-spin joint. "This laundromat sold snacks and beer and had a pool table and a TV," says Silberstein. In the year that he worked there, he met many of the town's movers and shakers, including the manager of a nightclub who hired him as a coatchecker and bartender.

In addition to that practical advantage, the laundromat also yielded a good omen for Silberstein's musical career: "Bob Dylan came to town and I got to do his laundry, which seemed to me like some kind of rite of passage."

Once Silberstein started working in the night club, he found a place in the Vermont music scene, getting to know many bands and playing with several of them. Ever the student, Silberstein used this time to learn about playing with different bands, the process of incorporating a band, putting together CDs, and marketing them.

When, finally, none of those bands worked out, Silberstein took eight months off from playing to write songs and develop ideas for a band of his own.



Josh Silberstein, on the cover of his CD
"In the Middle."

Magis is Born

As Silberstein was immersed in his composing, at the back of his mind he was searching for a name for his new band. He found it outside of Chicago, where he saw a neon sign with a huge pair of lips. "The sign said 'Magic Kiss' and I thought that was a great name for a band," Silberstein says. "But I figured it was already being used so I shortened it to Magis." Magis became both the name for his band and his own stage name.

"I wanted the name to be a sort of third person thing, something that wasn't directly attached to me. It's such a personal endeavor and I put so much effort in it, it would be hard to read reviews and to see my name in print being so closely associated with music. This helps me be more objective about it," says Silberstein.

From January through April, Silberstein brought the songs he had written to Low-Tech Studios for recording. Although most bands are fully formed before they enter the studio, Silberstein worked backwards, hiring musicians to

play different parts on the CD.

The group that is now Magis plays about four gigs a month in Burlington, southern Vermont, and New Hampshire.

In the Middle

The CD, "In the Middle," is an elegantly packaged collection of eight songs in a folk-rock style. Its reviews in the local press were favorable. *Seven Days* (a Vermont weekly) wrote: "[This] collection of originals has a clean, spare, overall sound and gets its energy from the gentle accompaniment... Magis wins points for scaling the vertiginous cliff of a record with a deft touch for arrangements and melodies." *Vox*, (another Vermont publication) wrote: "With crystal clear vocals running high above the light-handed instrumentation, there's a strange hint toward XTC... Maybe it's Mary's presence [the Virgin Mary is the featured subject of the cover's artwork] or the reference to 'walking in the shadows,' but there is something almost sacred about this CD. It seems Magis refers to a person, rather than a band—an interesting and cryptic persona."

His debut behind him, Silberstein's goal is to support himself through music. "Making a living from music doesn't mean that you have to shoot for rock stardom," he says. "It's just a matter of whether you make enough money to pay your bills every month. I would be a very happy person if all I had to do was related to music." ●

To order a copy of "In the Middle," write to Magis/P.O. Box 8525/Burlington, VT 05402.

family at their home in San Diego. He writes: "I am still lawyering in Alaska and still out of politics. Carol and I are designing the home we plan to construct next year. It will double as a B & B, so all are invited."

Judy Kistler-Robinson (SF) completed her master's in writing in December, 1997, with an emphasis in technical/professional writing and teaching ESL Composition. She is currently teaching ESL part time and hopes to return to the Land-of-the-Fully-Employed soon.

1978

Pom (A) and **Rita (A82) Collins** are still enjoying the winters and mountains of Montana. Pom runs a rural health clinic and plays fiddle as often as possible. Rita teaches at the local K-8 school and is part owner in a bakery/cafe.

Dr. Karen Gasser (SGI) currently teaches in the University Writing Program at the University of Colorado, Boulder.

Clinton and Marta (Stellwagen) Lively (A) are pleased to announce the birth of Grace Ann on September 7, 1996. She joins brothers Evan, 13; Bryce, 10; and sister Cora, 8.

1979

Jeff McElroy (SF) has recently been named vice president for advancement at TreePeople, a Los Angeles environmental non-profit. He is working on his MBA in non-profit management at the University of Judaism. His life partner of seven years, Enrique Noguera, continues to pursue family business interests in Caracas, Venezuela, and the Caribbean. They reside in Hollywood and are expecting their first child in January. He welcomes email at TreeJeffMc@aol.com.

1980

Jeff (SF) and **Diane (Cancio) (SF79) Olsen** passed a milestone in September that reminded them of some St. John's classmates. Jesse, their son who spent the first months of his life on campus, is now a freshman at Yale. Their other five children are doing fine at home in Kansas City. "Time flies?!" they write.

Gerri Glover (SF) finished her PhD in counseling in 1996 and moved back to Santa Fe to start a private practice in psychotherapy, specializing in child therapy. She is also teaching as adjunct faculty at the College of Santa Fe and the Santa Fe Community College.

The Rev. Frank St. Amour (A) is currently serving as Associate Rector at All Saints Episcopal Church in Lakeland, Fla., where he

and Sue have bought a house complete with orange, grapefruit, and palm trees in the yard.

Diane Lamoureux Ciba (A) received an MBA degree from Youngstown State University on August 30. She has a one year faculty appointment at Youngstown State. She will teach marketing and management classes, and will manage the computer lab in the business school. In November, she will present a paper at a conference in Boston about marketing strategies for colleges and universities on the World Wide Web.

Jill Cowley (SF) is enjoying life in Santa Fe—working for the National Park Service in the Cultural Landscapes Program and taking classes at UNM.

Danielle Hatfield (A) is currently working at St. Alban's Episcopal Church, located on the Washington National Cathedral Close at Mount St. Alban in Washington, D.C. "My son Daniel Douglas Hatfield is a retired Washington National Cathedral Chorister, now in 9th grade at St. Albans School for boys," she writes. She is the wedding coordinator, registrar, and database manager for St. Alban's Parish. Occasionally, she says, she combines calligraphy and desktop publishing in the production of special liturgy covers. "Those who remember hearing Gregorian chants echoing from my dorm room and who referred to me as 'Brother Daniel' may be amused to learn where life has led me. Former and current Johnnies cross my path from time to time at Mt. St. Alban, and I would welcome hearing from others who might be inclined to get in touch."

1981

Carla Meeske (SF) was remarried to Don Person in the summer of 1996. She is teaching sports and entertainment marketing at the University of Oregon.

Robbyn Lea Jackson (A) and **Timothy Przygocki** were married October 11, 1996 in Lahaina, Maui, Hawaii.

A baby girl was born on September 29, 1997, to **Stephen (SF 82)** and **Betsy Acciani (SF)**. Named Alice Christy Acciani, she joins three older sisters: Emma, 10; Maria, 7; and Anna, 4. The Accianis are living in Chatham, New York.

1982

Gail Donohue Storey (SGI) was named a finalist in the PEN Texas Award and won the Violet Crown Book Award for her second novel, *God's Country Club* (Persea, 1996). In addition to working on her third novel, she teaches fiction and memoir writing at workshops



Margaret S. Mertz (SF83) is now an associate professor of music at New Mexico Highlands University. She has just received tenure and is the Chair of the Department of Communication and Fine Arts. In addition, she serves as the Chief Examiner in Music for the International Baccalaureate Organisation—her recent travels include France, Singapore and the United Kingdom.

nationally.

Cathy Randall (A) moved to Baltimore in 1996 and had her third baby in 1997. She says she is loving life.

Teresa Politi (A) is the mother of four: Panayotis, 14; Edward, 12; Sebastian, 7; and Dionysius, 2.

Cary Renfro (SF) and **Kenneth Ballew** were joined in holy union February 8, 1997. They honeymooned in Hawaii and make their home in Salem, Oregon.

Peter Fisk (SF) and **Natasha Walter Fisk (SF 84)** are living in San Francisco. Their daughter, Gioia, is almost two years old, and Peter's practice, Mind Body Chiropractic, is doing well.

Gertrude E. Koch (AGI) has retired after 28 years of teaching English and 14 years of teaching Latin. She still plans to sail down the Nile and live for a summer on a Greek island.

1983

Sara Yarnall Sanders (A) is looking forward to receiving her DVM degree from Cornell in May of 98. Her husband, David Sanders (tutor at St. John's from 83-85), and their children Gabe (12) and Rachel (9) share her feeling of accomplishment.

A vice president with Donovan Data Systems in New York City, **Robin Laylin (SF)** lives with his wife, Laura, and son, Jack, in Skillman, New Jersey.

Brian Peterson (SFGI) recently completed his PhD in geology at the University of Idaho and is currently teaching at the University of the Pacific in Stockton, California.

Liz Waldner (SF) reports that her poetry collection, *Homing*

Devices, is coming out this February and is full of "St. John'sian stuff." Interested alumni can order a copy through Liz (email: ewaldner@emeraldufts.edu) or through Small Press Distributors in Berkeley.

Katherine O'Malley (A) writes: "I get a sabbatical next year (from being head of the English department at Cate School, a private boarding school in Santa Barbara, California) and am going around the world (again). Anyone out there wants me to visit them, let me know." She adds that she barely survived a hyena attack in Africa the last time she did this sort of thing.

J. B. Ault (H83), an honorary member of the alumni association, writes: "St. John's College has been an extraordinarily meaningful part of my life."

Anne Braswell Heldreth (A), her husband Steve, Sarah (6), and Nat (3) have retired from Navy life and are settling in a new home in Charlottesville, Virginia. Any Johnnies wishing to visit her home or Thomas Jefferson's should call 804-975-0264.

1984

Katherine Ertle (A) and **John Ertle (A)** write: "We are pleased to announce the arrival of our second son, David John, born October 7th. He joins his brother Matthew who was four on New Year's Day." Kathy will be on leave for six months from her job in the language, literature, and history department at the Akron Summit County Public Library. John continues his solo practice of law in suburban Cleveland, where he practices general civil law.

David Walworth (A) got his master's in naval architecture and engineering from MIT in May, 1996. He married Michelle Peterson in April, sailed to Bermuda, then Nova Scotia, Cape Breton, and PEI in June - August 96 on their 26' Atalanta Sailboat, Le Bateau Ivre ("Yes, named for the poem," he says). He is now designing boats in St. Croix, U.S. Virgin Islands, at Gold Coast Yachts.

James Hyder (A) was laid off by the National Air and Space Museum in December, 1996, as part of a Federally-mandated reorganization, after working there for more than twelve years. He reports that he took his good old time looking for another job, but finally decided to launch MaxImage, a business newsletter serving the IMAX film industry. The first issue has just gone out to about 100 subscribers, and shows early signs of being a success. Friends and classmates are invited to call 410-997-2784, e-mail (jhyder@cinergetics.com), and/or visit the newsletter's Web site: www.cinergetics.com.

Adrian Trevisan (A) writes:

Alumni Notes and Profiles...

"After six years in Milan, Italy, my wife Anne and I have moved to Princeton, N.J. I now work for the US office of my Italian employer, a pharmaceutical company specializing in contrast media for radiology and magnetic resonance, doing international market assessment and competitive intelligence. Anne, who worked as a portfolio manager for an American bank in Milan, is now in its New York headquarters. If moving back to the U.S. hasn't changed our lives enough, on August 5, 1997 our son Philip was born, and life has suddenly taken on a new dimension."

1985

Jewell L. Hall (AGI) writes: "I'm not teaching this year because I have carpal tunnel. It would be nice to hear from GIs, classes of 1983-1985. I moved from center city [Philadelphia] two years ago and bought a house in West Mt. Airy next door to my mother."

Margit Sawdey (AGI) and **Daniel Meltzer** have adopted three sons, biological brothers born in 1986, 1990, and 1991. Their names are Eric, Alson, and Franklin Sawdey. The adoption was finalized on January 8, 1997; the boys have been with Margit and Daniel since 1993, when they joined the family as foster children.

Jeffrey Wilson (A) is teaching and residing in Bonn, Germany, from January to August 1998 in Loyola Marymount University's study abroad program.

1986

Stephanie Rico (A) writes: "We're still living a block from the ocean and three miles from the Mexican border. **Todd Peterson** (A87) is in his first year of surgery residency at Balboa Naval Hospital and I'm teaching physics part-time at San Diego High and preparing for my dissertation proposal hearing in January. The most exciting thing I've done lately is to go to Mexico for three weeks this summer to learn Spanish. I'm surprised at how far I got—at least I'm conversational with my students. Todd still runs down to the beach to surf every chance he gets, and is looking forward to big swells from El Nino this winter. Come visit!"

Jeremy Lauer (A) writes: "I married Ana Pilar Betran Lazaga of Zaragoza, Spain, in December 1996. Our daughter Andrea Pilar is five months old, healthy and beautiful. We live in Geneva, where I continue to work as an editor for the World Health Organization. Ana is finishing her MD/PhD."

Susan Read (SGI) is living in Santa Fe and teaching English at Santa Fe Indian School. She has

traveled the world and is mother to a fine two-year-old boy—Harry Read.

1987

Peggy O'Shea (A) accomplished her long term goal of self-employment this past September. After working as a realtor in addition to a full-time day job since December 1996, she was able to start selling real estate full time.

Charlotte Glover (SF) recently became president-elect of the Alaska Library Association and is busy planning the statewide conference while looking for her first house. "I'd welcome any visitors from St. John's to Alaska as soon as I get that guest room!" she writes.

1988

Steve Virgil (A) and **Sheila Monen Virgil** (A) write: "We joyfully announce the arrival of James Ignatius into our hearts and home!" James was born August 28, 1997.

Benjamin Krauss (A) writes: "I'm still really cool—only now—I have a career."

Laurie Cooper (A) married **Dov Kugelmass** on December 7, 1996. "Our two dogs and immediate families were witnesses to our union ceremony in the Natchaug Forest during a snowfall," she writes.

Charles D. Melson (AGI) writes that his son, **David Andrew Melson** entered the class of 2001 in Annapolis. Charles is teaching history at Anne Arundel Community College and has three books in the works. "AGI, Class of 88, where are you? Ten years are up . . . Homecoming in 1998?!" he writes.

1989

Sarita Cargas (A) received an MA in psychology from Georgetown University and this May will receive another MA in theology from Aquinas in St. Louis. She writes: "I'm looking forward to having a job finally! Any ideas?"

Eran Williams (SF) is a founding member of the editorial advisory board for *The Montserrat Review*, an international, biannual literary journal. The first issue of *The*

Montserrat Review will be published in February and will include Eran's poem, "dark office, the heart." His letter to us ends, "While I'm at it I might as well tell you that I also have work forthcoming in the *Black Swan Review* and in an anthology of nature poetry being put out by University of Georgia Press. Oh, and I just won 3rd prize in the Miklos Radnoti poetry competition."

Picot B. Floyd (A) is living in Tampa and is a systems administrator for GTE. He is married to **Suzanne Louise Floyd** and has two children: **Myrina Raaushanaa Zanne Chamomick Floyd** (3) and **Caphne Alexandria Isabella Maria Floyd** (1). His e-mail is: sfdwqhe@scfn.thpl.lib.fl.us.

Marion Gunn Jenkins (SGI) is being tutored in Greek language. She finds it "wondersome," although hard on a 77-year-old mind. Her job for the League of Women Voters of New Haven as observer of governmental affairs gives her a chance to compare with those of Santa Fe. "Same foibles, same problems," she says.

Janet Meeks (AGI) received a master's of science in library and information science from Catholic University in 1994 and published a poem, "October", in the October, 1997 issue of *Cricket Magazine*.

Sophie Ehrhardt (Romano) (SF) writes to say that her daughter, **Isabel**, turned one on October 8, 1997. She quotes a saying of the Slakeys: "Some walks, some talks, and some gets teeth." She reports that Isabel talks.

Captain Jeff Kojac (A) is now the commanding officer of a marine unit at the Yuma, Arizona, Marine Base.

Mark Kreider (A) and **Sarah Wetherson** (A) are happily living together in sin in a house they recently purchased in Portland. Two cats, **Misha** and **Sydney**, share their humble abode.

Martin Gelfand (A) graduated from Case Western Reserve University School of Law in May 1997, passed the Ohio Bar Exam, and is working for Congressman **Dennis Kucinich** as Congressional Staff Attorney at the Cleveland, Ohio, district office.

George Turner (A) is working hard as a labor and employment lawyer at O'Melveny & Myers in beautiful Newport Beach, California. "It's probably safe to say that I will never have a better office view than here," he writes.

Eric Poppele (SF) writes: "My wife, **Leslie Fagre**, and I are celebrating the first birthday of our son **Jasper David Poppele**."

1990

Peter Holland (AGI) was appointed part-time visiting assistant professor in the University of Baltimore's graduate program in legal, ethical and historical studies. He has also opened his own law practice.

Margot Maganias Thomas (A) married **Bill Thomas**, received her MA in theatre history, literature, and criticism from Catholic University in 1995, and has two children: **August William Thomas** (born 11/7/94) and **Imogen Nicole Thomas** (born 10/30/96).

Graham Harman (A) is the translator of **Cristina Lafont's** *Sprache und Welterschliessung* and **Niklaus Largier's** *Der heilige Narr*. He writes a regular sports column at web.sportsextra.com, in the online magazine section.

Stanley P. Whatley (AGI) got married on June 28, 1997, to **Diane Tate**. They live in Birmingham, Ala., in a cozy condominium with two geriatric cats that Diane brought to the marriage. Diane is an interior designer and Stanley is an architect.

Sandro Battaglia (A) is presently a junior trial lawyer with **Marshall, Conway & Wright**, a relatively midsize insurance defense firm in lower Manhattan. He writes: "Regarding stereotypes, I have avoided involvement in any jumping, mugging or slashing incidents. Large hellos to friends, acquaintances and the staff at **Jimmy Cantler's**."

David Long (A) is enjoying his second year at the **Kellogg Business School**. "Chicago is great fun, although it is hard to keep kayaking in these Chicago winters," he writes.

James Clinton Pittman (SF) is now a lawyer in Birmingham, Alabama, with the firm **Saddler and Sullivan**. His parents report that he is married to **Julie Wilson Pittman** (also a lawyer), but with "no children yet."

1991

Sally Keller (SGI) teaches advanced placement psychology, civics, and honors philosophy at **Pueblo Central High School**. She developed the honors philosophy course using the St. John's seminar approach to reading the classics in philosophy. Students take the

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In Santa Fe: The Reporter, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501; 505-984-6103; skewes@mail.sjcsf.edu.

philosophy course for college credit (while still in high school) in alliance with the local university, the University of Southern Colorado.

Steven McNamara (A) writes: **Angela Mlinko** (A) and I are living in Providence, where Ange is teaching poetry and completing her MFA degree in creative writing at Brown University. Her second book of poetry is due out in 1999 from Zoland Books. I am finishing my dissertation in philosophy at Boston College and playing drums in the Boston-area band "Electric Hummus."

Benjamin Foley (SF) is teaching high school English in the lower Rio Grande valley of Texas. His email address is: bff@tenet.edu.

Amanda Fuller (SF) was married to Andy Richards on September 27, 1997, at Fairfax Unitarian Church in Oakton, Virginia. The marriage followed a 10-year engagement that was dubbed by **John Carle** (SF) as the "longest courtship in America." Johnny wedding party members included maid of honor **Cynthia Rutz** (SF82), and **Elisabeth Anderson** (A86) also did a reading.

Benjamin Moss (A) is working on a Master's of Divinity at Yale.

1992

Martha Acosta (A) graduated from Southern Methodist University with an MBA and an MA in arts administration in May of 1996. "I don't think I fully appreciated my St. John's education until I realized what an advantage it gave me in juggling those two degree programs," she writes. She is now an assistant vice president for the United Way in charge of major gifts between \$1000 and \$10,000.

Lalena Parkhurst (A) is living in Bloomington, Indiana, with her partner of 4 1/2 years, Sandi. She is working at Indiana University doing computer support and can be reached by email at lalena@bluemarble.net.

Hannah Stires (A) graduated from Harvard Law School in June of 1997, and passed the Maryland bar. She is working at the office of the general counsel at the Department of Health and Human Services and says she enjoys her work immensely. She would love to hear from old friends, and can be reached via email at hstires@os.dhhs.gov.

Michael Stevens (AGI) and his wife Linda enjoyed two welcome additions to their lives this summer: the first was a son, Ethan Patrick, who arrived on July 11. The second was a new job for Michael as assistant professor of English at Cornerstone College in Grand Rapids, Mich. "Both are hard work, but rewarding," he writes.

Sarah Schoedinger (A) married **Kurt Heckel** (A93) on May 30,



Having completed her Peace Corps training in Thies, Senegal, in September, **Mary A. Dietsch** (SF97) has been serving as a Peace Corps volunteer in Tougoufili, Guinea, as a secondary education math teacher. She will continue to serve in Guinea until July 1999.

1997. She is working for the Consortium for Oceanographic Research and Education in D.C. while Kurt works at Homestead Gardens in Davidsonville. The two live in Eastport.

1993

Kristin (Riddlespurger) Litsinger (A) writes: "Jim and Kristin Litsinger are proud to announce the birth of a member of the St. John's College class of 2019! Nathaniel Sterling Litsinger was born October 16, 1997. Baby Nate has spent his first weeks of life introducing us to various bodily fluids and noises, smiles, and a love so profound that all words fall short to describe. The Great Books are temporarily replaced by nursery rhymes, silly songs, and lullabies, and I left teaching to be a full time Mom. In short, our lives are forever changed, but we would not want to go backward for anything!! Nate would love to hear from folks: jlits@clark.net.

As of October 15, Navy Lt. **Alexander Ellermann** (AGI93) was in the Persian Gulf with Helicopter Anti-Submarine Squadron 8 embarked aboard the aircraft carrier USS Nimitz, the lead ship of the USS Nimitz Battle Group.

Timothy Maher (SF) received his master's degree in philosophy from the University of South Carolina and is currently in his second year of law school at the University of Minnesota. He will study law in Uppsala, Sweden, this spring.

Michael McGuire (SFGI) married Michelle Gibbons on August 9, 1997 in Bishop, California. He teaches and is currently working on a book: *Walking Hormones—Life in an American Middle School*.

Henry Clews (SF) is engaged to Mary G. Zanoni of Portland, Maine.

They are planning an October 1998 wedding. He writes: "I have become a slumlord and renovate old apartment buildings. We do not see many Johnnies up this way but any who pass through should feel free to get in touch."

Victoria Burgess (SF) has finished her masters in sociocultural anthropology at Columbia University and will soon be job hunting.

David Ohanesian (SF) received his MA in mythological studies from Pacifica Graduate Institute in Santa Barbara in July 97. The program emphasized critical theory, comparative mythology, and depth psychology.

Julia Beth Graham (SF) is finishing her thesis for her master's degree in world religions at the University of Colorado at Boulder.

Currently finishing his master's degree in geography at the University of Colorado at Boulder, **Gabe Preston** (SF) took a job in Aspen, Colorado, with the Pitkin County Planning Department in January.

1994

Dan Farley (A) and **Elizabeth Rhodes** (A93) are married and expecting their first child in February. Dan is teaching 9th grade English, speech, and drama. Liz is a medical transcriptionist at a local hospital.

Greg Watson (SF) is currently working for Outward Bound in Everglades City, Florida. He just completed nine months at the Baltimore, Md., base.

Paul Morf (A) and **Aimee Lalone** (A) report that Emily Irene Morf was born March 3, 1997.

Judith Bronson (SF) writes: "After almost three years away from St. John's, Santa Fe, all I can say is my experience there in the past keeps me sane in the present. Thank you tutors, "great" authors. Great reading definitely keeps me alive!!"

1995

Kurt Schmidt (AGI) is teaching instrumental music at the Maret School in Washington, D.C.

Micah D. Pharris (A), a second-year student at The Dickinson School of Law of The Pennsylvania State University, is the recipient of the M. Vashti Burr Memorial Award for the 1996-97 academic year. The award is given for excellence in industry and scholarship.

Patricia M. Greer (AGI) is working towards a PhD in the department of religious studies at UVA. Her field is history of religions with a focus on Indology: Hinduism, Sanskrit, etc.

Angela Junk (SF) is the manager of special events and community affairs at the United Way in

Denver.

Sheila Armstrong (SGI) writes: "We're back from Australia. All three boys are interesting and weird. I'm working for a women's health doctor in Santa Fe. Mike is retired and enjoying being a househusband. All is well."

Tracy Whitcomb (A) is currently working at Trinity College as the assistant manager of the bookstore and is loving living in Vermont. "If anyone wants some information or advice about Vermont, Burlington in particular, I'd love to help," she writes. Her phone number is 802-865-8106.

Chris Davis (SF) writes: "Funk is its own reward and life is good!"

Josh Barnard (A) married Barbara McNeil in May 1997. He is currently pursuing a graduate degree in mathematics at the University of Alabama.

Alice H. Brown (A) and **Gregory Hodges** (A) write to announce that their days of living in sin are now numbered. "We are looking forward to the married life. The event is to take place June 27, 1998 on the coast of Maine. Alice is currently researching and writing for TVO's (Ontario television) various historical programs. Greg is finishing up an MA in Classics at the University of Toronto and is planning to pursue doctoral work."

1996

Sarah Stanley (A) married Adam J. Knight on June 22, 1996. Her address is: P.O. Box 772784, Eagle River, AK 99577.

Caroline Jackson (SF) is currently studying at the University of Miami.

Elaine Ataba (SF) is a veterinary assistant in an animal hospital and is preparing academically for veterinary school.

Francesco Giuseffi (SGI) teaches western civilization, ancient civilization, Old Testament and New Testament at Olney Friends school. In addition to his teaching duties, he is currently serving as Dean of Students.

Zuzana Svihra (SF) is a first year law student in beautiful Law Quad, University of Michigan.

1997

Gjergji Bojaxhi (A) writes: "I would like to be back at school and read more books. PLEASE."

Shana Sassoon (SF) currently is visiting Israel and living and working in a kibbutz.

Answers to the Barr-Buchanan Quiz on p. 8: Numbers 1, 3, 4, 9 and 10 are true of Stringfellow Barr. Numbers 5, 7, and 8 are true of Scott Buchanan. Number 6 is true of both. Number 2 is true of neither.

Obituaries...

Reginald Calvert Orem

Reginald Calvert Orem, class of 1928, died in October in Cambridge, Maryland. He was a retired Cambridge newspaper editor who was well known in the town for his daily visits to the Dorchester County Public Library. An opera buff, he loved literature and languages.

Orem was born in Cambridge. At St. John's he served in the U.S. Navy Reserve. After graduating from St. John's, he worked as a supervisor for the Baltimore Gas and Electric Company. In 1946 he returned to Cambridge to become editor of the *Democrat and News*, a weekly paper owned and published by his father. He sold the paper, which is today the *Dorchester Star*, in 1961 and became an administrator for the Cambridge Urban Renewal project. He retired in 1964.

His wife, Hazel, died in 1989. He is survived by two sons, three daughters, 16 grandchildren, and 23 great grandchildren.

Andrew Smith

Andrew Smith, a graduate of the Annapolis campus in 1994 who was a doctoral student in English at Stanford University, died suddenly in November. Smith was from Scarsdale, N.Y., and had been at Stanford since 1996; his concentration was in 18th century British literature.

The Stanford Daily carried the following statement from Smith's advisor, Professor Terry Castle: "Andrew was a very shy, very smart and very sensitive person... Andrew was a lovely person and a brilliant student. He had a wry sense of humor and was a delightful man to be around." He was actively involved in expanding the English Department's library, and was a member of the department's Book Review Club. Smith was also a jazz fan, with a special interest in avant-garde jazz. He loved books and was especially interested in rare and antique books.

A memorial fund in his honor is being established at St. John's.

Bernard Gessner

Bernard "Bunny" Gessner, class of 1927, died in Annapolis in November. He was 92. Born in the Germantown section of Annapolis in 1905, he attended Annapolis High School before coming to the college. At St. John's, he played lacrosse, basketball, and football. From 1927 to 1928 he taught at Sparks High School, and from 1928 to 1931 he coached football, basketball, and lacrosse at St. John's. In 1947 he graduated from Georgetown University Law School.

For many years he was an executive with Coca Cola Inc., retiring in 1970. Gessner was a sales representative for Coca Cola Foundation Sales Division. He served as president of the St. John's College Alumni Association from 1972 to 1975. He received the association's Award of Merit for distinguished and meritorious service

to the college in 1977. In 1986, he was president of the Annapolis chapter of the alumni group. He was a regular at Annapolis Chapter luncheons, where he delighted generations of alumni with stories about the college during his time as a student. Gessner was also known in Annapolis for his contribution of stories to the book *Annapolis I Remember* in 1990. In one story, he related that he earned money for college by working on the construction of the old Severn River Bridge, earning 35 cents a day during a 10-hour day.

Gessner's wife, Ruth, died in 1989. He is survived by a daughter, four sons (including Michael, A 68), fourteen grandchildren, and eight great-grandchildren.

Ruth Graham Hammen

Ruth Graham Hammen, secretary to Stringfellow Barr when he served as president of the college, died in October. She was 81 years old.

Mrs. Hammen was born in Colorado and graduated from the Central YMCA College of Chicago. In addition to working at St. John's, she also served as the executive secretary to the director of the Great Books Program at the University of Chicago and worked for the chairman of Encyclopedia Britannica in New York City. In 1966 she became secretary to Franklin Paterson, founding president of Hampshire College, and worked there in various positions over 27 years. She retired in 1994. Hampshire College named a lecture hall in the Communications and Cognitive Science Building in her honor. At the age of 75, she completed a tandem ski dive at Northampton Airport.

She is survived by a daughter, a son, a brother, and five grandchildren.

Frank Lawrence Chartier

Frank Chartier, Chief Financial Officer of Condor Technology Solutions, Inc., died suddenly in December. A graduate of Notre Dame University, Chartier received his MA from the Graduate Institute at St. John's in Annapolis in 1992. He was born in Detroit, Michigan, and had lived in Annapolis for 10 years. He also participated in the college's Executive Seminar program. He is survived by his wife, son, and daughter.

George T. Coulson

George T. Coulson, class of 1938, died in Wilmington, Delaware, in December. He was a long-time trial lawyer and a former Family Court judge and deputy attorney general. He received his BA from St. John's and his law degree from the University of Virginia Law School.

Coulson was a World War II Coast Guard veteran, serving in the north Atlantic and South Pacific. He became the city solicitor of New Castle, Delaware, in 1949, and shortly

thereafter was named a Family Court judge. He spent 29 years with the Wilmington law firm of Morris, Nichols, Arsht & Tunnell, retiring in 1975. He served on the state Board of Education, was former president of the state Board of Mental Health, and served on the boards of the Travelers Aid Society, the Girls Club of Delaware, and the Delaware Curative Workshop. He was the Wilmington area chairman for John F. Kennedy's presidential campaign. He is survived by his wife, two sons, a stepson, and one grandchild.

Carol Ann Tucker

Carol Ann Tucker, graduate of the Santa Fe class of 1969, died on Tuesday, December 16, 1997, after a long illness. A well-known member of the Santa Fe community, she was a longtime board member of the Orchestra of Santa Fe, treasurer of the Acequia Madre Elementary School Parent-Teacher Council for 11 years, and for many years a board member of the Theater of Music. For several years she also taught Sunday School at Holy Faith Episcopal Church. She is perhaps best known for her work as a member of the Santa Fe Garden Club. She won numerous awards for horticulture and flower arranging. The horticulture awards were given mostly for plants and flowers she grew on her own property. "She was always a lot of fun," said Susie Herman, a friend in the Garden Club. "She had tremendous enthusiasm and she was always organized to get things done." Carol was born on February 9, 1947, in Wichita, Kansas. She graduated from

Albuquerque High School in 1965 where she was head cheerleader as well as a member of the Honor Society and Girls State. She also met her husband, Steven L. Tucker (SF69), in high school. "She was head cheerleader and I was on the football team," he said. The two went on to St. John's together and were married in 1968 at St. John's Episcopal Cathedral in Albuquerque. She is survived by her father, Ralph S. Lightner of Wichita; her husband; children, Patrick McMillen Tucker and Bevin Marie Tucker; and many other relatives and friends.

Douglas Earle Gosnell

Douglas Earle Gosnell (SGI89) died November 10, 1997. He was born on July 29, 1929. A sociologist, he lived in Boulder, Colorado.

Michael Littleton

Michael Littleton, retired Annapolis tutor, died on February 8 of a bone marrow disease. He had been ill for some time.

Mr. Littleton had been a member of the faculty since 1960. A graduate of the University of Maryland in 1955, he earned a second BA in divinity in 1960 from the Hartford Seminar Foundation. In 1967 he was awarded a master's in sacred theology from New York's Union Theological Seminary.

Mr. Littleton's many interests included Jungian psychology and music, especially jazz.

A more detailed obituary will appear in the next issue of the *Reporter*.

Dean Haggard, Santa Fe tutor

On Sunday, January 18, tutor Dean Haggard, 63, died in Santa Fe from complications suffered in an automobile accident on January 7. Starting as a tutor in Annapolis in 1961, Haggard taught for five years before transferring to the Santa Fe campus in 1966. Santa Fe tutor William Darkey, who was friends with Haggard for 35 years, says Haggard "was an extremely fine teacher. He was a person of many wide interests... He liked very much teaching here — the way we teach."

A former student, Julie Neidorf, says that she remembers Haggard from her sophomore math class. "He was a wonderful, warm man," she remembers, "very, very, very friendly and sweet. He made the math accessible to me." Although Haggard's specialty was mathematics, "he was interested (and taught) a lot of things besides math," says Darkey, who also names music as Haggard's secondary interest.

After receiving his bachelor's degree from Reed in 1955, Haggard went on to teach mathematics at Loyola College from 1957 to 1960. He was then a Fels Fund Fellow in philosophy at Johns Hopkins University from 1960 to 1961, before coming to teach at St. John's. In addition to being a tutor on both campuses, Haggard also served as assistant dean on the Santa Fe campus from 1971 to 1973. "He was a lover of learning in the truest sense," says Neidorf. "The people who were (at St. John's College) first, they represent the institution."

In lieu of flowers, the family asks that donations be sent to the Dean Haggard Memorial Fund at St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501.



THE BARR/BUCHANAN CONNECTION

*Excerpts from a talk delivered to the decade of the '40s luncheon
at Homecoming by Charles Nelson, A45*

The friendship between Scott Buchanan and Stringfellow Barr began at Oxford in 1919 and ended with Buchanan's death in 1968. During many of these years they were together in the same place: as Rhodes Scholars at Balliol; as fellow members of the University of Virginia faculty, Barr in the History department and Buchanan in Philosophy; with Robert Hutchins' Committee on the Liberal Arts at the University of Chicago for one year; then nearly ten years of hard but productive labor as co-founders of the New Program and respectively president and dean of St. John's; and two years together at the Center for the Study of Democratic Institutions in Santa Barbara. All told they spent about 23 years in the same places, seeing each other frequently (often day-after-day) in one office or the other or in each other's homes. During other years when they were many miles apart, Barr in Princeton or New York or India, and Buchanan in Massachusetts or Israel or California, they corresponded and sometimes visited each other.

What drew these two together? What attracted Buchanan to Barr? And Barr to Buchanan? Was it always a friendly relationship, or did they sometimes quarrel? What did they have in common? And how were they different? What did they accomplish together? Where did they fail?

For the last two years I have tried to find answers to these questions. Those of you here who knew these two men, even if only slightly, will appreciate that the way they connected was almost entirely by conversation. Since there was no tape recorder hidden under the desk of either man, much is left to imagination. There is, nevertheless, a substantial body of material to draw upon. In...these remarks today I will not always identify the source, but I assure you that, although it is apparently fashionable to do so, I will not invent quotations.

The friendship had a rocky beginning. [Barr recollects what happened after his first encounter with Buchanan in the fall of 1919 at Balliol]:

"During the next fortnight I saw Buchanan often and we talked...On the whole, I found him the most exciting person to talk with that I had ever met. Nevertheless, in about three weeks I decided to let our acquaintance lapse. For several reasons. First, Buchanan was obviously not attuned to a highly class-conscious society. He was not, it is true, a crusader. He accepted authority if it was functional. But not empty status. Politically nostalgic about town meetings, religiously Congregationalist, he reacted to social rank, to the arrogance of power or the servility of the powerless, as a Scot, rather than as an Englishman. I objected to this stance [says Barr]. I could see a case for social strata. It did not irk me to give orders to my scout, who took care of my rooms, beyond a faint discomfort that his face was pink and white instead of black. Buchanan disliked the relationship. I rather think that I disliked his dislike.

"More importantly, I disliked, as many others did, some truculence or trickery in his conversation that ended by making fools of people. And yet it was their voices, not his, that grew louder; their faces got redder, never his..."

I feel impelled to interpolate here from my experience as a student of Buchanan in my freshman year, 1941-42—five mornings a week in an hour-long Greek tutorial and two evenings a week with him as my seminar leader. I never observed or experienced a sign of truculence or "making fools of people" in those intense, intimate experiences. Not that there were no boys to make fools of, if he had chosen to do so. He was the most patient of tutors. "Tricky," yes, but never at our expense; his tricks were dialectical and grammatical, and we shared the fun of it. My tentative resolution of this discrepancy between Barr's experience and mine is two-fold: one, he had matured, modulating the tone of his questioning over those 22 years; two, he continued to be an irritant to many of his peers, but this did not infect his relations with students.

There was not only a lot of conversation between the two young men; there developed also an informal seminar. Barr reports: "During Buchanan's

last term at Balliol, I got, I think, a clearer idea of what bound him to me. Several English members of Balliol and I started meeting with him regularly in a discussion group. It was his curious kind of questioning that bound them and me...I had quite simply been snared into a Platonic dialectic, by a dialectician who had staked his life on Socrates' statement that the unexamined life is not worth living, a dialectician who may already have agreed with that stately first sentence in Aristotle's *Metaphysics*: 'All men desire to know'..."

...What was happening that first year, I think, that partly caused the tension, was that Barr did not realize at first that he was in the process of becoming a student of Buchanan's.

....[After spending time on the faculty of the University of Virginia together, and then in Chicago with Hutchins trying to establish a course based on the study and discussion of the great books, Barr and Buchanan were offered the opportunity to come to St. John's to institute their scheme.]

...Barr, characteristically, was reluctant. Just as he had not wanted to leave Virginia for Chicago, so now he did want to leave Chicago for Annapolis. And besides, he knew a bit about the college, and what he knew was not good. ... He did not see it as a promising site for a revival of the great classical tradition. Buchanan, on the other hand, was intrigued. Perhaps his experiences at Virginia and Chicago had shown that only at an institution in dreadful difficulty would they be given a free hand to overturn completely the existing structure and install a revolutionary new order. Barr was persuaded to make the attempt, though he expected to fail; he just felt he had a duty to try. Then it was left to them to sort out their respective responsibilities. Barr relates:

...Barr as president and Buchanan as dean seem, in retrospect, almost providentially well-suited to their respective roles. Now, for the first time, I believe, we find Barr in a full and equal partnership with Buchanan. Each carried an arduous burden of responsibility under trying circumstances.

...In Harris Wofford's conversation with Barr about Buchanan in 1966, recorded in *Embers of The World*, Wofford refers to the charge against Buchanan that he was a destroyer. Barr responds:

"...three or four years after our New Program started I was delighted with it and Scott was depressed with it. The difference between Scott and me was that when I see a baby I'm enchanted with him; and Scott is always feeling, 'Well, that's not the baby I had in mind. Babies ought to be better than that.' All human enterprises, including birth, seem to him a little disappointing. He's a Platonist in the sense that he's got some notion of a baby in the back of his mind that no baby lives up to, whereas to me it's such a miracle the little brat is alive—so what, if he has defects. His ears stick out and he's cross-eyed, certainly, but he's still alive. I don't think Scott and I were really disagreeing on the facts of St. John's at this point as much as that I'm always so impressed by anything coming to life and he's always so disappointed it didn't come to more life—because in fact it is partly alive and partly dead, like my mind."

The St. John's years were a great strain on both men. The tasks associated with the installation of the New Program would alone have been sufficiently fatiguing to have worn down the bodies, minds and spirits of two strong men in their 40s. But they faced, in addition, two severe struggles that nearly doomed their enterprise. One was the bruising battle to hold onto the campus against the designs of the Annapolis Housing Authority and the Navy, previously referred to. The other

near-disaster was the direct result of World War II: the loss, by draft or by enlistment, of most of the student body and some of the faculty, from 1941 until the end of the war in 1945...

From the available evidence I conclude that these nearly ten years of



Stringfellow Barr (left) and Scott Buchanan (right) in the president's office at the college.

"The difference between Scott and me was that when I see a baby I'm enchanted with him; and Scott is always feeling, 'Well, that's not the baby I had in mind. Babies ought to be better than that.' All human enterprises, including birth, seemed to him a little disappointing."

Campus Life...



COLLEGE JEOPARDY!

In what on-line competition did a Johnny who knows a lot about a lot come in second out of 64,000 contestants?

by Heather Richardson, A99

It was just your average extraordinary day. I found 20 dollars in my laundry, the guy at Dunkin' Donuts gave me a free donut, and my Don Rag didn't completely suck. I was riding high on the waves of luck, and poured myself a glass of wine...then noticed my answering machine light flickering.

"Hello, this call is for Heather. I'm Kevin from Skycastle Entertainment, and we wanted to congratulate you for being a finalist in the College Jeopardy Online Tournament. Please call me back at your earliest convenience."

My wineglass hit the floor. I replayed the message to find out if it said what I thought it did, and after doing some time zone calculations I called Burbank, California, and bothered the poor receptionist asking if this was "really, really, really real" and "not a joke."

Thirty-six hours later, Sony flew me to Los Angeles, where a stretch limousine was waiting for me. After an uneventful ride (it was drizzling, so I couldn't play with the sunroof), I ended up at a hotel adjacent to Twentieth Century-Fox Studios. In a rather dreamlike sequence, I watched bemusedly as the doorman and the driver fought over who would bring my bags into the hotel (the doorman won) and then I was "announced" to the front desk. It wasn't exactly a new experience to stay in a hotel, but hotels in Hollywood are not normal hotels.

I insulted the bellhop by insisting that I bring my own bag up to my room, but once I got there I wished I had someone to tell me I was in the right room. It was a corner room, on the tenth floor, overlooking the Fox lot and Century City, with a bathroom larger than my old double room in Randall. I would have passed out on the bed if I could have found it, covered as it was by enough pillows to make Martha Stewart scream.

Now comes the part of this tale in which I explain how I got to this point. Last September, I participated in the College Jeopardy Online Tournament. Out of the nearly 64,000 students that registered to play, I was one of the top 200 who made it to the insanely stiff semifinal competition, where I finished around sixtieth and was eliminated. Until I got that phone call.

Due to circumstances that were never fully explained, many people ahead

of me were disqualified. Apparently, the rules were unclear about the number of times a person could enter, and that, coupled with the fact that whoever played would have to leave in the middle of finals (thank you, St. John's, for not having finals!), they were quickly running out of people for the short list. They managed to narrow it down to four people, however: three players and one alternate.

And so it was that I met Justin Smith, Jordan Silverstein, and David O'Brien. On the morning of our game we were thrust into the green room with chaperones watching our movement very carefully, so that none of us would do anything that could be construed as cheating. We became fast friends and talked about everything from Alien Resurrection to Kafka to "South Park."

The next few hours were a blur. At times, we felt like actors in a public relations nightmare. We came, we played, we posed for many, many pictures. As for the outcome of our game: David didn't make it into Final Jeopardy, and both Jordan and I got the final question wrong. He was \$600 ahead of me, however, so with more conservative betting, he won. (The question: In 1603, this James became the ruling leader in Britain. Choices were Windsor, Stuart, and Tutor.)

Sony was quite generous with the prizes. We were given, of course, the free trip to L.A., first class accommodations, more than enough spending money, and all our meals paid for. As second place finisher, I came home with a leather jacket, sweat shirts, t-shirts, CDs, a CD player, the book version of "Men in Black," a "Men in Black" poster, and a Microsoft Trip Planner. I received \$1000 in Sprint long distance for the tournament in addition to the \$300 of Sprint long distance I had won in the preliminary round.

All in all, it was a cool experience, and I hope that more Johnnies enter this semester. If I finish in the Top Ten again, I have a shot at going back in the spring, and that wouldn't be a bad thing. After all, I'd get to meet three more great people and see all the people who were so nice to us in December. For now though, we're waiting for warm weather so Justin and Jordan can pick me up (they both attend the University of Florida) on their way to Minnesota to visit Dave, for our own little reunion. Of course, we won't get to do the Monkee Walk out of the glass doors on the Jeopardy set again, but we can look at the pictures and talk about how we'll trounce the competition the next time. ●

SANTA FE HOMECOMING '98

Sunshine and mountains, old friends and long talks, waltzing and seminars – all of these await you this summer during Homecoming on the Santa Fe campus. What's more, the two weeks of the Summer Alumni Program will be filled this year with fascinating conversations and a few special events for those who come back to St. John's.

The first week of the Summer Alumni Program, from June 14 through June 19, will look at "Fantastic Journeys." Led by Annapolis tutors Eva Brann and Nancy Buchenauer, seminar

participants will relive *Gulliver's Travels* through strange and foreign lands. A second journey, led by Santa Fe tutor Bill Darkey, will take students on a literary journey through Conrad's *Heart of Darkness*, Shakespeare's *Tempest*, Carroll's *Alice in Wonderland*, and Coleridge's "Rime of the Ancient Mariner."

In addition to the classes, the first week of the Summer Alumni Program offers the chance to join a day-trip through Chimayo, where you can see the Santuario de Chimayo, a chapel that is revered by

pilgrims who believe in the healing power of its dirt. The journey also will take us through Taos and up to the Rio Grande River Gorge. An alumni night out at Pranzo's Italian Restaurant and farewell luncheon on Friday complete this week of adventure.

Then, on June 19, 20 and 21, Homecoming Weekend will arrive for the Santa Fe campus. Activities for the weekend will include: seminars all alumni and special seminars for those in the reunion classes of 1968, 1973, 1978, 1983, 1988 and 1993; a barbecue picnic and games on the soccer field; a Homecoming dinner and dance; brunch at the president's home; and special activities for children.

Immediately after Homecoming Weekend, the second week of the Summer Alumni Program begins, running from June 21 through June 26. This year the topic will be "A Journey Through the Human Mind," featuring readings from William James' *Psychology: A Briefer Course* and Frances Crick's *The Astonishing Hypothesis*. Santa Fe tutors Hans von Briesen and

Timothy Miller will be among those leading the week's seminars. And, as with the first Summer Alumni Program week, there will be lots of great activities to keep you busy in your spare time. A day trip to Georgia O'Keeffe's home in Abiquiu will include a picnic at Abiquiu Lake and a stop at Echo Amphitheater. There also will be a dinner at Pranzo's and a farewell luncheon for all the program participants.

So, whether it's a weekend getaway or a two-week excursion, make time to return to St. John's at Santa Fe this summer. A brochure about Homecoming and the Summer Alumni Program will be mailed to all members of the reunion classes.

If you are not in a reunion class, but are interested in Homecoming or the Summer Alumni Program, please call the alumni office at 505-984-6103, send an e-mail message to eskewes@mail.sjcsf.edu, or fill out the form and mail it to to:

St. John's College/Alumni Office/ 1160 Camino Cruz Blanca/ Santa Fe, NM 87501

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1998 HOMECOMING & SUMMER ALUMNI PROGRAM IN SANTA FE

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Campus Life...

ONE TOUGH STORY, TWO TOUGH PRODUCTIONS

"NOW MY EYES HAVE SEEN YOU"

The Book of Job staged in Annapolis

Let's see... we've got Job (the greatest of all the men of the east), his seven sons and three daughters, the sons of God, Job's friends: Eliphaz the Temanite, Bildad the Shuhite, and Zophar the Naamathite, Elihu the Buzite. Then there's seven thousand sheep, three thousand camels, five hundred yoke of oxen, five hundred she-asses. And for dramatic effect, Satan, as well as the voice of the unnameable from within the whirlwind, the Lord.

The "Book of Job," brought to the stage, could easily reach Cecil B. DeMille proportions. The first chapter alone has days of feasting, burnt offerings, a scene between the Lord and Satan, the fire of God, and a wind from the wilderness as destructive as anything *The English Patient* ever saw. By chapter two, Job is covered in boils with only a potsherd to scrape himself with. Any reader can see: this is the stuff of great drama.

Junior Derek Alexander, who produced and directed "The Book of Job" for Annapolis' King William Players, agrees that the story has enough drama for a season of productions. But when he read the text, he saw something beyond the drama of the story, something that he wanted to bring to the stage.

Alexander describes "The Book of Job" as "aural," something meant to be heard. "The book may be read silently, but at a loss to its meaning and beauty," he writes in an introduction to the production. "Thus the surprise of putting Job on stage belies a greater surprise: that most of us have never heard the book read aloud."

By listening to the book, he says, we hear about what it means to see and to be seen. "Job and his comforters have visions, and convey them in speech. They assert evidence that they have 'seen with their own eyes.' Job says, in a baffling response to an incomprehensible God: Before I had heard of you with my ears, but now my eyes have seen you.' What could Job mean?" Alexander asks.

About 900 people watched Alexander attempt to answer that question in a three-night run that set attendance records for productions of recent years. Alexander's presentation, rather than playing up the epic qualities of the story, explored the words and meanings of the text, demanding the audience's

attention through its very restraint. The players stood against a backdrop of acoustical panels. Narrator Sara Barker (A98) wore a plain black suit and the rest of the cast wore long flowing robes in rich colors. The spare set, the simple costumes, and the straightforward blocking put the focus on the words of the text. By limiting the cast to a narrator and the six characters who speak in the book, Alexander presented Job just as it appears in the Bible. "I didn't want this to be a covert 'J.B.," he says, referring to the Archibald MacLeish play that uses Job as a jumping-off point.

While the audience was forced to focus on the words of Job, the actors were overwhelmingly immersed in them. Sophomore Lance Lusk, who played Job, had about 35 minutes of lines to memorize. Alexander explains that this task was harder than in most plays, because there is far more soliloquy than dialogue, and because many phrases of the text are repeated. "A lot of people who read Job get the sense that it says the same thing over and over again, but it never truly repeats. For memorization, this is horrible. You begin with the same line, but if you say it the same, you'll end up with the wrong line. The only way to memorize it is to know what you



The Book of Job actors in biblical gear.

mean, and then to attach the words to the meaning. Because of this, we worked hard together on the sentiment, the doctrine, the rhetoric and the strands of argument."

Gadfly reviewer Ben Speakmon gave the production a rave review, writing: "I judged the performances and production excellent... The impression of thoughtfulness, care, and devotion to the text was everywhere apparent, and Mr. Alexander and the whole cast and crew deserve hearty congratulations for their stage presentation of this extraordinarily difficult text." ●

—by Susan Borden

"THE PERFECT AND UPRIGHT MAN"

Santa Fe students tackle MacLeish's "JB"

In keeping with its timing just weeks before the winter solstice, the student performance of Archibald MacLeish's "J.B." in Santa Fe was everything a winter tale should be: heartfelt, powerful, and very, very dark.

The play's script, written by 20th-century poet MacLeish, is both lyric and stark. Its subject, the suffering and illumination of Job, could scarcely be more challenging. These characteristics, which might seem certain to doom an amateur production, instead brought this one close to the heart of the question of human pain. Audiences at both crowded performances were chilled, and some perhaps kindled by the interpretation of Job's tragedy.

The credit for this success goes largely to the work of director senior Seth Brown (the director of last winter's well-received "Waiting for Godot"), the actors, and the technical support members. The play is set in a deserted carnival, where two ex-actors decide to enact the story of Job, playing God (Mr. Zuss, played by freshman Sergio Preston) and the Devil (Nickles, played by sophomore Lloyd Bricken). Through the technical assistance of stage manager Tony Jacobs, the two don masks and stand on a platform above the main stage

daughters of tutor Charlotte Martin, Eliot Fisher, Mrs. Martin's nephew, and Lindsay Williamson, a campus resident and daughter of graduate student Laura Williamson. The children put in several hours of rehearsal for their role in the Thanksgiving dinner scene that opens the main action of the play. The perks? A real turkey dinner during the performance.

Bricken was so completely absorbed in the story of Job that he wrote his seminar essay about it.

But for the actors playing the leading parts, preparing for the play was an intense emotional experience. Hall says that trying to portray Job led him to a very personal examination. "Understanding the anguish... has a lot to do with tapping into what I feel is good about myself," he explains. To get more inside his role he alternated between reading the Book of Job and the script, spending time with one of the two every week since being cast for the play early in the fall semester.

Bricken, who plays the actor playing Nickles, the devil, was so completely absorbed in the story of Job that he wrote his first semester seminar essay about it. Though it was eventually edited to a workable size, the first draft was over fifty pages. He says that despite the huge time commitment, theater works with the program, not against it. "Theater at St. John's is a way to internalize a lot of what we do here... You make it personal. You make it live."

All the actors agree that the only thing that keeps the theater program at St. John's alive is love. Genie Stevens, a former employee at the college bookstore, donated her time to give acting lessons during the first month of rehearsals. Brown and the cast put in a huge amount of time on the production, culminating in the final week before the performances, when evening rehearsals lasted until well after midnight.

For all of its shoestring budget, the on-stage fireworks of "J.B." proved that drama at St. John's is strong. ●

—by Caroline Knapp, SFOO



J.B. actors Jim Hall and Maureen Gallagher.

to preside over the drama. Though neither plays the role of Job, they are unconcerned: as Mr. Zuss tells Nickles, "there's always someone to play Job."

A Job does in fact arrive, the "perfect and upright man," J.B., played by sophomore Jim Hall. In a departure from the Old Testament story, MacLeish's play includes several scenes of J.B.'s life before the pain of his testing begins. The role of his wife Sarah, played by junior Maureen Gallagher, is expanded to a leading part from a single line in the Biblical original.

His children, too, have a more important role, and were played by Glenna and Colleen Martin,

JOINING THE REAL WORLD

JOHNNIES IN THE LAND OF COTTON AND KUDZU

by James B. Cooper, Jr., A 00

Three Johnnies have made the trek from the belltowers and cobblestoned streets of Annapolis to the land of cotton and kudzu, the Mississippi Delta. As a part of the Mississippi Teacher Corps, Wes Donehower (A95), Matt Ehret (AGI96), and Hayes Adams (A97) have all agreed to spend the next two years in the Magnolia state, teaching in secondary schools and earning a master's degree from the University of Mississippi.

Teaching at S.B. Marshall High School in Tchula during the 1996-97 school year, Donehower used a method familiar to all Johnnies past and present, having students demonstrate their understanding of concepts at the chalkboard. "What set my math class apart and what made it successful was that the students mostly taught each other by going to the board. Almost the entire period was spent with students at the board and the teacher listening. It worked like a charm. Of course I would have to explain new concepts. But there were times when students would take their textbook home and would be able to explain the new concepts themselves. I would jump in the conver-

sation from time to time, but that was a student-run operation," Donehower says.

In fact, the charm worked so well that Donehower's math class, consisting mostly of high school freshmen and sophomores, scored higher on a state algebra exam than has any other class in Holmes County. "There might be a disadvantage with a student explaining a concept, but the big advantage comes when the entire class can jump in and think along with the student explaining the concept," he says.

Now in his second year in the corps, Donehower has moved to T.L. Weston High School, in the delta metropolis of Greenville. He is teaching English and literature to freshmen and sophomores. And though the state-provided textbook is brand new, Donehower has his students read some of the same books he read as an undergraduate in Annapolis. After reading "Oedipus Rex," his students were curious to learn more about the fate of the house of Thebes, so they read "Antigone."

"They were really funny about it and wanted to find out what happened to Oedipus' children. They were pretty convinced that the children would be retarded," he says.

Besides Sophocles, the students have also read Mississippi-native Richard Wright's *Black Boy*, Shakespeare's "Romeo and Juliet," and Euripides' "Medea." Donehower also had his students read the book of Genesis. "Some students mentioned that they thought it was illegal. It is unconstitutional to promote or inhibit religion in any publicly funded place. I wasn't doing either of those, I was just trying to get them to think about what it is they believe. I wasn't

trying to influence their beliefs one way or another," he says.

Donehower says that he plans to continue teaching after he finishes his two-year commitment in Mississippi, though possibly with the federally funded Teach For America.

Mississippi Teacher's Corps Recruiting Director Harry Gaston says that the program's affinity for Johnnies is largely due to word of mouth. "We tend to get one or two people who come from the same school who do very well. Their friends and people they know then apply," he says. Gaston is familiar with and an admirer of the St. John's curriculum. He says that all three Johnnies who entered the program applied with the intent of becoming math teachers. Hayes Adams is at West Tallahatchie High School while Matt Ehret is teaching at S.B. Marshall.

The program itself began in 1991, with a vision for meeting teacher shortages across the state of Mississippi. It emerged from a now-defunct program called Project 95, which established education goals to be met by 1995. Originally, the corps was a one-year commitment. However, the 25 corps members now stay two years, earning alternative teaching certificates in the summer before their first academic year and beginning work on a master's in curriculum and instruction, a degree that emphasizes teaching rather than administration, Gaston says. Corps members receive the first year Mississippi teacher's salary of \$20,500, which is sometimes supplemented by the communities in which the corps members teach. All costs for the master's degree are paid by the state for program participants. ●

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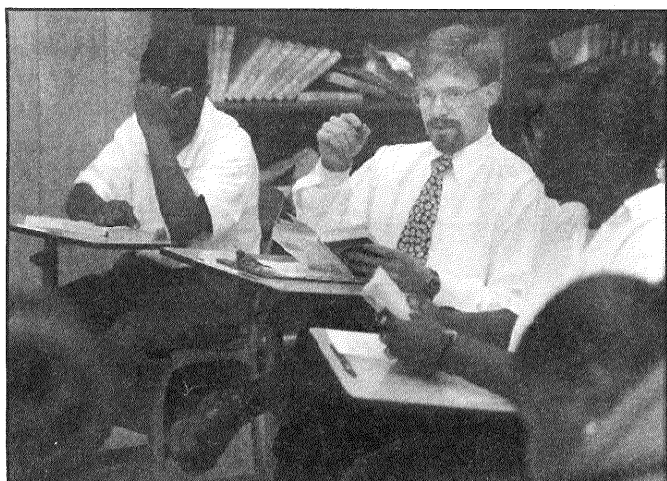
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BRIAN BROOK

Wes Donehower discusses Richard Wright with his high school students in a St. John's style class.

BRINGING THE STORY OF JOB TO LIFE THROUGH ART

by Elizabeth Skewes

As a student in the Graduate Institute, Inya Laskowski, SGI97, was moved by the story of Job — how he handled the injustice in his own life and his questions to God about justice. Those questions, she says, and some of the other books that she read at St. John's, are now taking shape in her monotypes and watercolors, which are part of a show titled "Enigmata" currently on display at the art gallery in Santa Fe.

"All great art is occupied with the questions that are in the books we read at St. John's," she says. "I needed to read them and I know I could have on my own, but it wouldn't have been the same. I wouldn't have gotten as much out of them without the seminars."

Laskowski, a native of Austria, has been working on her art for more than 20 years. Most of her work starts with a monotype, what she calls a "printed painting." To some she adds collages, others she dips in wax. In either case, the result is an abstraction of what she sees.

"Abstraction is really essential to me," she says. "I feel like the artist needs to be the alchemist, merging who you are with what's outside of you."

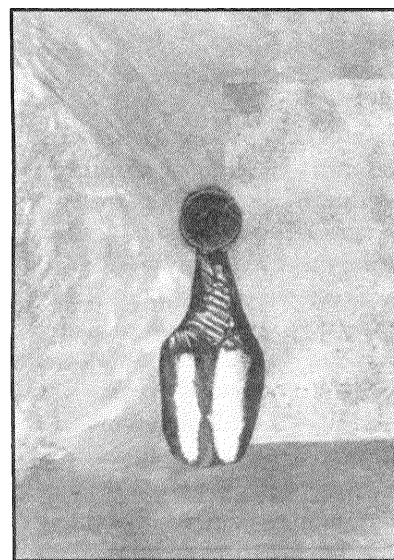
For several years, she says, her artwork reflected the darkness that she felt following the death of her 19-year-old son. Today her work still shows some of that influence, "but now there's more balancing, more good and bad. Now there's a lot

more celebration in my work."

Laskowski also is drawn to the monotypes and abstraction each work is a surprise for her. The matrix for her work is created on a zinc plate, which is then covered with a damp piece of paper and run through a press. From that, she adds and subtracts until the piece has the right feel to her.

Still, when she starts, she never really knows exactly where she'll end up. "I need that element of surprise and that immediacy in my work, especially because of my European background, which causes me to exercise a lot of control over other aspects of my life," she says.

Laskowski says that for now,



"Ancestral Figure," monotype and collage by Inya Laskowski.

she's content to work on her art. She may soon begin teaching art again, she adds, and hopes to have a gallery of her own. ●