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St. John's College ANNAPOLIS EDITION

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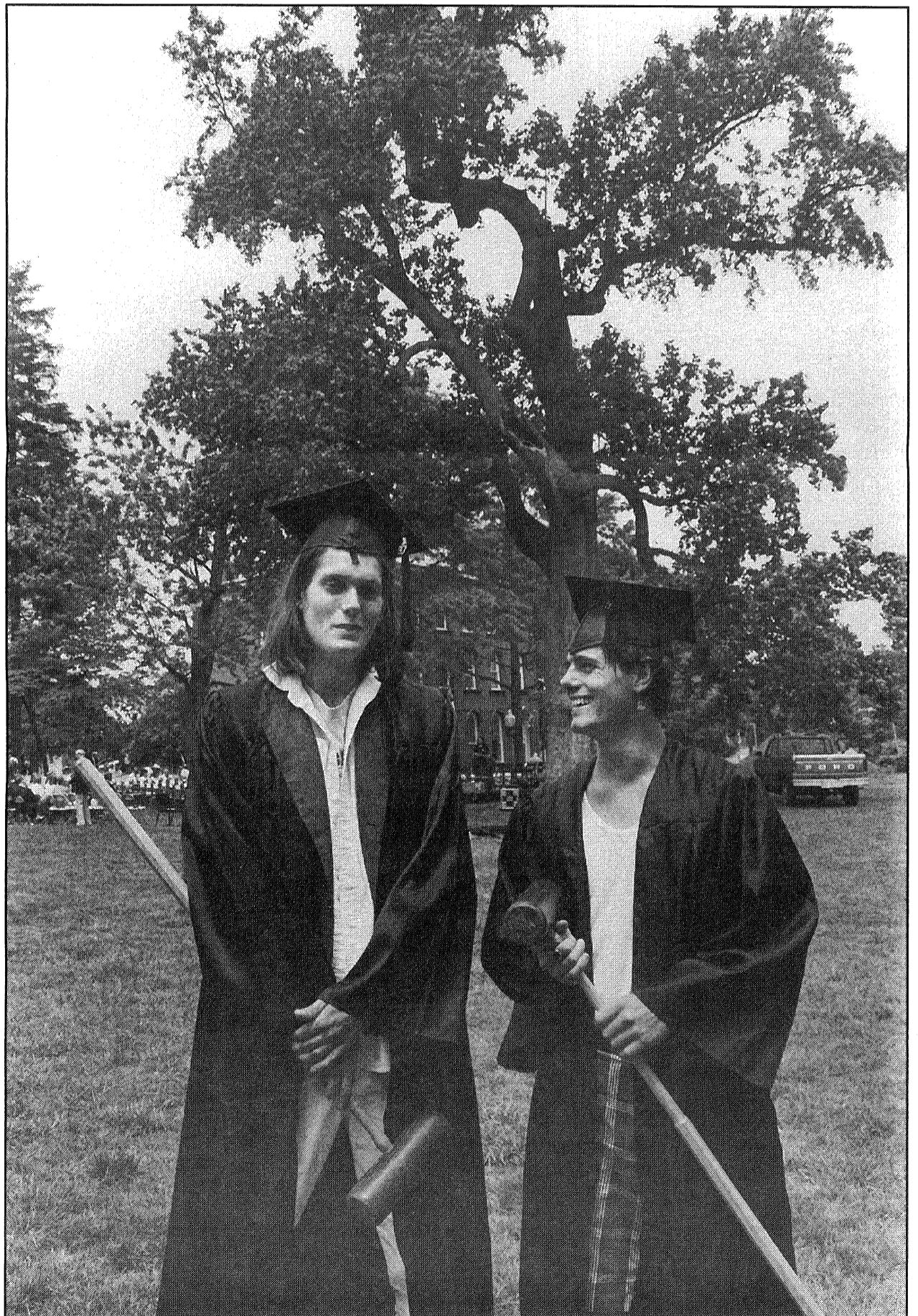
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Remington Korper and Joseph Manheim are prepared for commencement: they've read the books, they've written the papers, and they've proven themselves on the croquet court. St. John's extracurriculars are not only a recreational release for academically frazzled students, they also demand real-world organizational and planning skills. See story on page 14. Photo by Keith Harvey.

From the Bell Towers...

DESCRIBING THE ORBITS OF THE PLANET BRANN

Eva Brann's deanship is celebrated with a party and speeches.

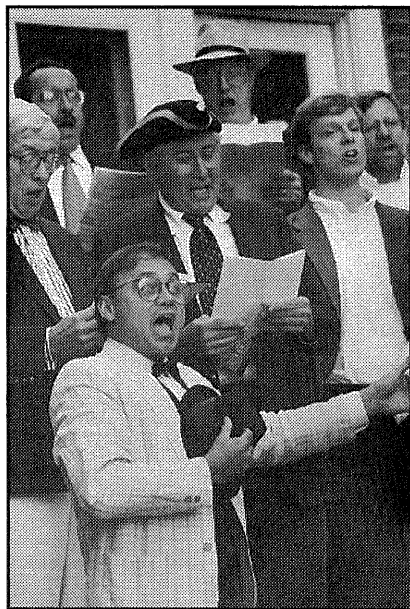
BY BARBARA GOYETTE

Dean Eva Brann finished up her seven years (one for each of the liberal arts) as academic head of the college with a party at the President's house in early May. Hundreds of students, tutors, staff, alumni, and friends came to honor the woman who has given so much of her intellect and energy to the college. Organized by a committee headed by tutor Sam Kutler, the event included speeches by representatives from the students, staff, alumni, and faculty; presents (binoculars for bird-watching, a teapot and cups for leisurely entertaining); songs by a student chorus and a faculty chorus; real food from a real caterer; croquet; good conversation; spectacular views.

Speaking for the students, senior Lynette Dowty talked about how Miss Brann had helped her to stay at the college when she thought she wanted to leave—as an unhappy freshman—and three years later helped her to stay when she thought she would have to leave for financial reasons. Dowty said she didn't mean to give a speech filled with personal anecdotes, but that when she canvassed her fellow students about what to say, all had similar stories about Miss Brann's compassion, or her wit, or her intellectual vigor.

"She is unwavering in her guardianship of what she thinks is important for the good of the students," said Leo Pickens, the college athletic director, about his boss. Also speaking were Sharon Bishop, president of the Alumni Association, who praised Miss Brann's range of interests and her devotion to alumni across the land; Chris Nelson, who spoke of how she has guided him in his presidency; and tutor Pamela Kraus, who presented Miss Brann with a galley copy of her newest book, *The Past-Present*, currently "under construction" at the St. John's Press.

Tutor Elliott Zuckerman praised Miss Brann's excellence as dean in four ways—harkening back to her own penchant for making lists. First, he



knows what future path will be taken by the planet Brann, chartable by neither the hypothesis of eccentricity nor the epicycles of her revolving interests."

Miss Brann's speech stressed her thanks to faculty, staff, and students. She recounted a story about when she came to St. John's as a prospective tutor some 40 years ago. "I was put up in Campbell and opened the closed door to find a red-painted skeleton with the Greek legend 'Gnothi Sauton,' 'Know thyself.'"

The departing dean thanked a list of people at the college, including the students. She told about her long "love affair" with the college and then

broadened that appreciation to include even more: "It has been one of the delights of my life that this college seems to be made by and for this country, that it is at the same time one of a kind and yet an expression of the essence of America as I see it. I am thinking of the companionable egalitarianism of our seminars, of the un-resentful republicanism (small 'r' of course) of our Polity, and of the fresh immediacy of our learning." ●



At the retirement party for Eva Brann, the dean reacts with surprise at a galley copy of her newest book, *The Past-Present*, delivered by tutor Pamela Kraus and designer Adrienne Rogers (below); entertainment was provided by a chorus of tutors (above). Photos by Keith Harvey.

said, she has the "fullest knowledge of the college, both historical and first-hand." Second is that she has been the finest possible speaker for St. John's, a faculty derived from her "command of every aspect of that rich word speech: the knowledge of what to say; the instinct for how to say it to a particular group of people; the grace to put it well; the pointedness of her words." Third is "the wealth of her interests and the intensity of her enthusiasms...Some of us know that there are certain interests in the world only because Eva has had them." Zuckerman's fourth reason for Brannian excellence is her abilities with people. "[She] has been a friend to all ages—as advisor, as sponsor, as admonisher, as family favorite, as godmother, and as guardian angel." He then likened the four reasons to the four elements, and added that the fifth element that enlivens the other four is unpredictability: "Who

RESOLUTION LINKS UNITY, TRANSFERABILITY

Board agrees on importance of "one college"

I thought we needed to reaffirm unity as the star guiding all deliberations," says Warren Winiarski, A52. As a member of the Board of Visitors and Governors, Winiarski proposed a Board resolution that passed unanimously at the January 1997 meeting in Santa Fe.

The text of the resolution is:

RESOLVED: that the Board of Visitors and Governors reaffirms that St. John's College is dedicated to one and the same Program of Instruction on both of its campuses, that this is the Program founded in 1937, and evolving as published in the yearly catalogue of the college, and that students may freely transfer between the campuses within the rules set by the Presidents, Deans and the Instruction Committee.

Before proposing the resolution at the Board meeting, Winiarski had submitted it to the Joint Instruction Committee and two Board committees—the Executive Committee and the Visiting Committee. All approved it. "I thought it was important to have consensus," says Winiarski. "It's a faculty issue, a matter of instruction, so the Joint Instruction Committee, with tutors, presidents, and deans from both campuses, needed to approve."

Winiarski's commitment to the idea of the unity of the campuses stems not only from his status as alumnus, and husband and father of alumni, but from his awareness of how the college is perceived by others.

During The Campaign For Our Fourth Century, Winiarski noticed that alumni and Board members were expressing concerns about the unity of the program. It seemed to those not entirely familiar with the inner workings of the college that the program of instruction might be growing different enough between the campuses that the ability of students to transfer between them would be affected. Such issues as tuition and tutor salary differentials, as well as the differences in senior year language tutorials (in Santa Fe there is a fine art segment), signaled a warning note for some—"They didn't want the college to start down the slippery slope that would lead to an eventual effect on the ability of students to transfer between campuses," says Winiarski. Since transferability can be seen as a kind of evidence of unity of instruction, Winiarski thinks that with the resolution, the Board has strengthened its commitment to a single college. ●

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WINNING JOHNNIES

Students on both campuses garnered prestigious awards this year.

In Santa Fe, senior Kathleen Eamon was awarded a Fulbright grant to study philosophy at the University of Heidelberg in Germany.

Eamon hopes to use her year in Germany to help her pursue a university-level teaching career in philosophy. The Fulbright grant will provide for round-trip transportation, language orientation study, tuition, book and research allowances, room and board for one academic year. Eamon's Fulbright project was entitled "Idealism: The Unification of Objects and Mind."

At St. John's, Eamon has been the leader of a German study group, a writing assistant, a resident advisor, and a writer and designer for the school newspaper, *The Moon*. She was previously honored with the 1996 UPS Scholarship and the 1995 National Endowment for the Humanities Younger Scholars Grant.

Elizabeth Trice, a Santa Fe junior, was awarded a Goldwater Scholarship for study in the sciences. Trice was one of 282 Goldwater Scholars selected from a field of 1,164 undergraduates. The Goldwater Scholarship, which will provide Trice with \$7,500 for her senior year, was established to encourage outstanding students to pursue careers in the fields of mathematics, science, and engineering. Virtually all of the winners intend to pursue a Ph.D. Trice's Goldwater essay was entitled "On the Development of the Scientific Mind."

Trice says her goal is to become a math teacher and "accelerate the progress of modern science by developing in myself and others well-trained minds, equally creative and mathemati-



Heather Deutsch, a junior in Annapolis, won a Truman Scholarship.

cal." She is a member of the college's Search and Rescue Team, a layout editor for *The Moon*, and previously was a lab assistant and GRE math tutor.

Heather Deutsch, who is currently a junior in Annapolis, has been awarded a Truman Scholarship. She was one of 75 students nationwide chosen for the award. Scholars are elected on the basis of leadership potential, intellectual ability, and likelihood of "making a difference." Each scholarship provides up to \$30,000—\$3,000 for the senior year and \$27,000 for two or three years of graduate study. Recipients must be committed to careers in government, education, or the not-for-profit sector.

Deutsch would like to become a city planner; as part of her application she wrote a public policy analysis that recommended restructuring the city codes that regulate growth in her hometown of Santa Maria, California, to ensure equity for all residents.

Deutsch is the volunteer coordinator for Project Polita, the student volunteer organization. She has been involved with study groups working on Heidegger, biology, and the German language.

Rachel Davis, a graduating senior in Annapolis, has been accepted into the Peace Corps. She will be assigned to work in western Africa next year.

Five summer research internships have been awarded to students in Annapolis as part of a \$1 million grant

from the Howard Hughes Medical Institute. The award provides \$4500 for each fellow and placement in a research laboratory. This year's winners are Hai Sun, Cindy Lutz, Melissa Coleman, Olivia Morgan, Christine Love, and Nathan Greenslit. ●

CAVE TO HEAD ST. JOHN'S BOARD

The college has named Ray C. Cave, former editor of *Time* magazine and Editorial Director of Time, Inc., as Chairman of the Board of Visitors and Governors.

Cave, a graduate of the class of 1948 in Annapolis, began his journalism career in Annapolis after graduation, working for the *Southern Maryland Times*. For eight years he was a reporter and assistant city editor for the Baltimore *Evening Sun*. He was also a writer and editor for *Sports Illustrated* before assuming the editorship at *Time* in 1977. He retired from Time, Inc. in 1989, and is at present an adjunct professor at Columbia's Graduate School of Journalism.

On accepting the Board position, Cave said: "St. John's, with its 'great books' program, is in the forefront of the resurging interest in liberal arts education in America. It is dedicated to the concept that, even in a technological age, it is better to learn to think before you learn to do."

Cave has served on the St. John's Board of Visitors and Governors for 16 years. He was chairman of The Campaign For Our Fourth Century, which raised more than \$35 million for the college. As Chairman of the Board, he succeeds Stephen Feinberg, who leaves the Board after 18 years of service and five years as Chairman. ●

RUNNING READERS

A popular T-shirt in the Santa Fe bookstore says "Read Fast, Live Slow."

However, the more appropriate slogan for a group of St. John's students might be "Read Fast, Run Fast."

This May, seven students from the Santa Fe campus participated in the Shiprock Marathon and Relays, held on the Shiprock Navajo reservation. Michael O'Brien, a Graduate Institute student, and Abigail Weinberg, a freshman, both ran the full 26.2 miles of the marathon. Freshman Caroline Knapp, junior Matt Johnston, senior Steve Maggitti, senior Becky Lange, and junior Liz Trice formed a marathon relay team, with each runner taking a part of the whole distance.

The race course made an arc around Shiprock, a monumental block of granite standing several hundred feet high, which the Navajo believe carried the first people to earth. The constant sight of the landmark was "inspiring," says Lange.

The runners certainly ran as though inspired. O'Brien finished fifth in the men's 15-29 age group and 29th overall, at a speedy 3 hours, 32 minutes. Weinberg finished 7th in the women's age group, and 13th overall, at 4 hours and 27 minutes. And the relay team, determined to beat O'Brien, came in 12th in the "under 120" team age group (the age group for teams is determined by adding the ages of the members of the team) and 27th overall, at 3 hours, 19 minutes.

Although seven students is a good showing for a school where the inside lane of the track is covered in bushes (and no one really knows quite how long it is), the original interest level was much higher. Knapp, who put up posters advertising the event in January, spoke to 22 runners who wanted to participate. But paper writing, injuries, and nicotine addiction took their toll, and kept the group's number down. However, the returning runners are already setting their goals for next spring and hope to bring more people to Shiprock next year. ●

—by Caroline Knapp, SF00

SHAKESPEARE UNDER THE STARS

Shakespeare in Santa Fe, in association with St. John's, will again offer a summer of Shakespeare under the stars on the Santa Fe campus. This year the theater group will be presenting one of the later works, *The Winter's Tale*, a heroic fairy tale filled with adventure, romance and spectacle, encompassing magical sea voyages, castaway princesses, young love, and joyful miracles.

The opening of Shakespeare in Santa Fe's eighth season began with a preview performance on July 4. The summer season was officially kicked off, however, with a gala celebration on July 5. That evening included a cocktail reception, the debut performance of *The Winter's Tale*, and a champagne toast with members of the cast following the play.

Also, as a preview to this year's performance, Shakespeare in Santa Fe and St. John's again presented an afternoon of tea and Shakespeare. The June 21 tea was "officiated" by special guest Nagle Jackson, the director of this year's production. Held in the college coffee shop, the

event included a talk about the Bard—his wit, wisdom, poetry, truth, and continued relevance in our lives today.

Shakespeare in Santa Fe's summer intern program for high school students will also present a production of their "Children's Fairy Tale Hour" at 6 p.m. on Wednesday, August 6 and 13.

Since its inception, Shakespeare in Santa Fe has presented the free productions of Shakespeare to more than 120,000 patrons. In addition, the company has also provided educational opportunities to more than 50,000 children and teens through the Shakespeare in the Schools winter tour and workshop program, as well as the summer internship program.

The Winter's Tale is being performed every Friday, Saturday and Sunday night through August 18. General admission is free, and reserved seating is available for donations of \$15 and \$25. For more information on any of the Shakespeare events or to reserve seating, call Shakespeare in Santa Fe at 505-982-2910. ●

—John Schroeder

From the Bell Towers...

LETTER FROM THE EDITORS

In looking back over past issues of *The Reporter*, we discovered that it has been a long time since a statement of editorial policy explained the publication to its readers. So here is some background: *The Reporter's* mission is to inform alumni and other readers about news of the college, to describe and explore the relationship between the college and the world, and to stimulate and sustain interest in the St. John's curriculum.

The Reporter is published by St. John's College four times a year: in October and April in Santa Fe and in January and June in Annapolis. Stories and news about both campuses appear in each issue. It is distributed free to alumni, parents, friends, faculty, and staff of the college. More than 70% of the readers are alumni, so alumni communication is the focus of our stories.

The Reporter has two editors: Barbara Goyette in Annapolis and Elizabeth Skewes in Santa Fe. Barbara graduated from St. John's in 1974, studied philosophy at Catholic University in Washington, D.C., and worked as a feature writer and editor at several magazines before returning to work at St. John's. In addition to producing *The Reporter*, she is the college's public relations director (this involves trying to get stories about St. John's into local and national media and lots of explaining about the program to reporters) and oversees many of the other St. John's publications. Liz Skewes graduated from UCLA in 1979, has a master's from Ohio State University, worked as a reporter for newspapers in West Virginia and Florida, and edited the alumni magazine at Dickinson College before becoming the director of alumni relations and communications in Santa Fe. We editors are ably helped by Susan Borden (A87), a freelance writer, in Annapolis, and John Schroeder (SGI96), the assistant to the communications director, and Lisa Donenfeld, the art director, in Santa Fe.

There is a special two-page section in the middle of *The Reporter* called the Alumni Association Newsletter. These pages are funded by the St. John's Alumni Association and edited by Mark Middlebrook, A82, a member of the Alumni Association Communications Committee.

We don't need to wax poetic to remind alumni of the special bond they share. Freshman math with proposition 47, junior seminars struggling through Kant, Reality, Coffee Shop rendezvous, fall evenings on the quad after seminar—unlike alumni at other schools, *everyone* who went to St. John's shares in the same set of experiences. Our lives have interpreted those experiences in myriad ways, and looking at the interaction of our common intellectual background with the individual personalities we became is part of the mission of this publication.

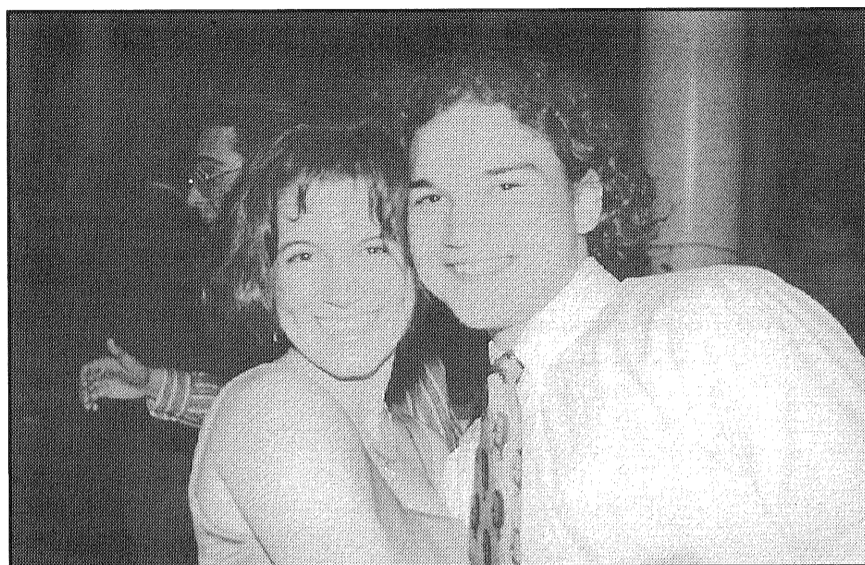
We always welcome news from alumni and other readers of *The Reporter*. Our phone numbers, e-mail addresses, and mailing addresses are printed below. Many of the stories you read in *The Reporter* were suggested to us by fellow alumni, so please keep the ideas coming.

Speaking of ideas, we'd like a more formal way of finding out what readers of *The Reporter* are thinking, so we will be mailing a survey to every 20th name on the *Reporter* mailing list a week after this issue is published. The responses we receive will help us plan stories to write and topics to explore during the next year. If you don't receive a survey and would like to participate, please give us a call and we'll send you a copy.

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Lafayette Ball THE SEQUEL



Last winter, the Friends of St. John's College staged a tercentenary social event that was worthy of a 300-year history—the Lafayette Ball. Alumni and townspeople turned out in their finest to dance to the strains of Peter Duchin's Orchestra. This spring, a second Lafayette Ball, this time open to students, faculty, and staff, was held in Randall. The invitations read "black tie or equivalent," which had, of course, a wide range of interpretations among the student population. Hundreds came in their fanciest, or most fanciful, attire. Music was provided by Crabtowne Big Band. Waltzing and swing dancing in Randall can be a hazardous activity (remember those pillars) but no injuries were reported. Photo by Colby Cowherd.

FACULTY NOTES: ANNAPOLIS AND SANTA FE

Santa Fe tutor **Lynda Myers** (SF71) received her doctorate degree in philosophy, with distinction, from the Catholic University of America in February 1996. Her dissertation was entitled *Aristotle on the Role of Friendship in Choice*. Myers earned her master's degree at the University of North Carolina in 1975. She became a tutor at St. John's in 1977 and served as the Director of the Graduate Institute from 1985 to 1988.

During his last sabbatical, Santa Fe tutor **Peter Pesic** was able to locate two long-lost manuscripts of Francois Viète (1540-1603). These documents show the methods by which Viète solved many diplomatic ciphers for the French King Henry IV. "These methods show why he should be considered not only the founder of modern algebra, but also of modern crypt analysis," Pesic says. Pesic published an account of these methods, with translations of the manuscripts, in *Cryptologia* in January 1997.

Pesic has been the Musician-in-Residence for the Santa Fe campus since 1984. During the 1996-1997

school year, he presented the complete solo piano works of Franz Schubert in 12 concerts at St. John's, including some of the four-hand works with pianist Maya Hoffman. This series coincided with the 200th anniversary of Schubert's birth on Jan. 31, when he performed an all-Schubert concert at the college.

Annapolis tutor **Cordell Yee's** book, *The World According to James Joyce: Reconstructing Representation*, was published by Bucknell University Press in March.

Departing dean **Eva Brann** has decided to have the papers accumulated during her seven-year tenure in office sealed until the year 2090. Important documents and letters have been xeroxed and filed, but the six cartons of letters, lectures, memos, and notes will be put away until it's time to start thinking about St. John's 400th birthday. "Someone will undoubtedly want to write something for that occasion, and if they find this stash, they might be pleased to have a good starting point for their research," she says.

RANKLED BY RANKINGS

The Presidents decide to "let the college speak for itself" rather than participate in ranking surveys where numbers dictate status.

St. John's has decided to withdraw from all collegiate ranking surveys, including the *U.S. News & World Report* rankings published in early fall. The decision not to participate reflects the conviction of the presidents and the admissions directors that the rankings do a disservice to students and their parents who are searching for the best college. It's not that St. John's doesn't fare well—we've been ranked by *U.S. News* everywhere from the third tier to the second tier to the top 25. But, since St. John's hasn't changed its mission or its program in 60 years, the college should speak for itself rather than be a part of a fluctuating outside analysis.

Every year *U.S. News & World Report* sends out a questionnaire to more than 1400 colleges and universities. The answers provided by the schools form the basis for the rankings. A second questionnaire is mailed to about 4000 college presidents, deans, and admissions directors to assess "reputation"; they are asked to rate schools in their own category (for example, national liberal arts colleges or regional universities). The various attributes (reputation, selectivity,

faculty resources, financial resources, etc.) indicated by the data are weighted; i.e., reputation counts for 25%, selectivity for 15%, and so on. The school with the highest "score" is number one, or 100%, in its category. The rest of the scores are converted to a percentage of that top score and ranked.

In a letter to Mel Elfin, editor of *U.S. News*' "America's Best Colleges" issue, presidents Christopher Nelson and John Agresto said, "We are concerned that the distinctiveness of each individual college and the diversity among them tend to be lost in a scale of 'best-good-worst.' We know there are some colleges in the lower tiers that are exactly right for some students—their missions, their modes of teaching, their concentrations, their location, their moral or religious nature, might make them far superior to colleges in 'higher tiers' or in the 'top 25.' Yet all the student sees is that his prospective college is 'ranked lower.'"

Rankings assume that the value of an education can be quantified, said the presidents' letter, "but measuring quality requires the exercise of judgment, a considerably higher function

than the ability to count." Furthermore, the kinds of data used to rank schools in the *U.S. News* survey are not indications of educational excellence. Some results highlight competitiveness, particularly in admissions. Others are indications of fiscal status. The reputation rankings are also misleading because while they may point out a good college, they do not tell students for whom that school is a good choice and why.

Admissions directors Larry Clendenin in Santa Fe and John Christensen in Annapolis agree that there will be minimal impact on admissions as a result of not participating in the rankings. "The kind of student who is interested in St. John's is looking beyond these kinds of conventional listings," says Christensen. "As far as we know, no prospective student has ever come to us because of our place in any ranking."

The college will continue to participate in surveys for guidebooks that do not rank colleges—such as the *Fiske Guide to Colleges* and the *Prin-*



eton Review.

The "Best Colleges" issue of *U.S. News & World Report* is among its top sellers every year, and the public seems

anxious to invest the rankings with meaning. "The guide purports to tell parents and students something that will help them make this important, expensive decision," says Christensen. "It holds out a kind of hope, but it doesn't in fact deliver."

While some schools have altered policies to boost their place in the rankings, college officials at other schools have begun to question the value of the rankings. Reed College pulled out of the survey in 1995, and this year Stanford University is setting up a web site to present data directly to students and their parents—the numbers without the interpretive rankings promulgated by *U.S. News*.

St. John's has asked not to be included in the rankings and has not provided data this year, but in the past, *U.S. News* has sought alternative sources of information about colleges that refused to return their survey. ●

—by Barbara Goyette

IN HONOR OF "THE RIGHT THING"

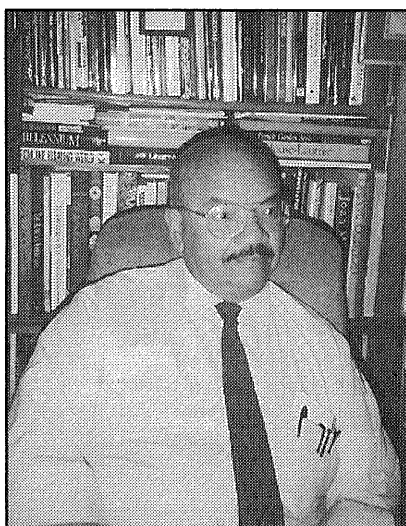
A committee of alumni is working on a way to honor both the college's decision to desegregate and the man who broke the color barrier.

When Martin Dyer first heard his high school vocational counselor describe St. John's College, his reaction was typical of many alumni: he was excited by the idea of the college and decided to apply. Here's what was unusual about his experience: Martin Dyer first heard about St. John's in 1948; he was a high school student in an impoverished east Baltimore community; and he was black. By the following fall, he was enrolled at the college, the first African American student at the first private college south of the Mason-Dixon line to decide to break its unwritten rule of segregation.

Dyer graduated in 1952, received his law degree from the University of Maryland in 1959, and has had a distinguished career in the federal government. Now several people, including Everett Wilson (A56) and former tutor Harvey Poe, are forming a committee with the aim of starting a fund that will honor the college's

commitment to desegregation and Dyer as the first to take advantage of that decision. The Martin Dyer Book Fund will provide money for St. John's students who are not able to afford to buy program books.

"At first, this was a committee of one," says Wilson, who last year returned to St. John's for his 40th reunion and began talking with other African American alumni about how to thank the college for its commitment to "do the



Martin Dyer: "St. John's believes, as I do, that books are an important part of our lives."

right thing" in 1947. That was when the students and faculty insisted St. John's admit black students and the Board relented. "Not only did the college decide to admit these students," says Wilson, "it went out to recruit them—something no other school had even thought of." Indeed, the vocational counselor at Dyer's school had been visited by several St. John's students in their effort to find black applicants.

Wilson wanted

a way to honor both the college for its action and Dyer for his perseverance and courage in coming to the college as the first African American student.

"The books are the lifeline of the college, and we felt this fund would be a most fitting tribute to Martin and the college," says Wilson. "[President] Chris Nelson and I worked on the idea for it together, and Martin himself is behind it 100 percent."

Today's St. John's students need to spend about \$800 per year on books, a figure many cannot afford. Rather than purchasing the Plato, Shakespeare, Kant, Einstein and other "great books" volumes for use in class, many students must borrow them from the library. Still others buy the books but then sell them at the end of the year to help purchase the next year's books. The committee hopes to establish a fund that will provide money for students to buy program books and keep them. ●

For information on the fund, call Joan Ruch at 410-626-2534.

From the Bell Towers...

MATTRESS FIRE INJURES STUDENT

BY ELIZABETH SKEWES

An early morning fire in Jones Dormitory on April 29 injured one Santa Fe student and sent another to a local hospital for smoke inhalation. The fire also damaged one room in Jones and smoke damaged the other rooms in the building.

Jacob Blakesley, the freshman who was injured in the fire, was taken to the University of New Mexico Health Sciences Center in Albuquerque, where he was treated for burns. He was in the hospital for several weeks, but is now recovering at his home in Seattle and plans to return to St. John's in the fall for his sophomore year.

Chris Reichman, a rising senior, was taken to St. Vincent Hospital in Santa Fe, where he was treated for smoke

inhalation and released.

The fire broke out about 5:30 a.m. on April 29 and was caused by a burning mattress, says Bryan Valentine, the college's treasurer, who is working with the insurance companies on the investigation. He said that one of the students living in Jones noticed the mattress fire and tried to extinguish it. The student thought he had successfully put out the small fire, so he propped the mattress on its end, opened a window to air out the room, and left.

The mattress reignited, however, and Blakesley, who roomed with the student, was burned as he tried to get out of the room and the building. Blakesley's shouts woke up Mike Rozak, a rising sophomore who lived next door. Rozak then started knocking on doors to wake up the other students in Jones and make sure that they got out safely.

The remaining nine students living in Jones were not injured, although all had to be relocated to other dorm rooms for the remainder of the school year.

The college still is receiving estimates on the cost of repairing Jones Dormitory, but Valentine said that the building will be ready for occupancy

when students return for classes in August.

As word of the fire reached alumni, there was support and concern for the students involved and even some tangible help toward the work to come. In the wake of the fire, George Graham, SF73, donated \$500 to the college to help pay for the repairs and renovations to the building. Graham says he wants to encourage his classmates and other alumni to consider making or increasing their gifts to the college this year to help with the renovations. ●

GI E-MAIL

The Graduate Institute in Santa Fe has a new e-mail address so that students and alumni can more easily stay in touch. David Levine, the new director of the Graduate Institute, says that he also hopes alumni will use the e-mail address—or call or write a letter—to provide him with suggestions about how to improve the program and how to increase the involvement of graduate students in the life of the college.

The new e-mail address for the Graduate Institute is: GI@shadow.sjcsf.edu. ●

ADMINISTRATIVE SHIFTS IN SF

June 1 saw three administrative changes on the Santa Fe campus. David Levine, who has been acting assistant dean, took over as director of the Graduate Institute from Cary Stickney. Stickney, who has been director since 1994, is now on sabbatical in Italy with his wife, tutor Susan Stickney. Basia Miller will replace Levine as assistant dean.

In addition, Elizabeth Skewes, director of alumni and parent relations, has taken on the additional role of being director of communications for the college, following the departure of Lesli Allison, SGI94. Skewes will now oversee both offices. She came to the college in 1995 from Dickinson College in Pennsylvania, where she worked in the alumni and public relations offices. ●



ANNAPOLIS HOMECOMING '97: BOOKS, MUSIC, ACTION

BY ROBERTA GABLE

September in Annapolis: the summer humidity is gone, classes are back in session, there's a hint of autumn on the campus, and reunions are in the air.

Homecoming will be held this year the weekend of September 26-28. It will open Friday evening with the Class of '94 Homecoming Lecture: John Lindsay Opie, A47, an internationally known scholar of sacred art, will travel to Annapolis from Rome to present "The Icon of the Holy Trinity by Andrej Rublev" (and to celebrate his 50th reunion!). After lecture, talkers can repair to the Chase-Stone Common Room for a wine and cheese reception, and dancers can head over to the Great Hall for a waltz party.

On Saturday morning the Alumni Association will have a special meeting, during which Annapolis tutor Benjamin Milner will be made an Honorary Alumnus. At 11:00 a.m., the dedication ceremony for the Barr-Buchanan Center will be held on the steps of Woodward Hall, the former library; tours of the Barr-Buchanan Center and the new Greenfield Library will be conducted throughout the afternoon.

After lunch (reunion classes will have special luncheons: '77, for example, strolls down to the Little



Homecoming in Annapolis features a number of special programs, but it's also a time to catch up with old friends, revive intellectual interests, and remember the glory days.

Campus to celebrate their 20th), seminar will be held at 2:00 (tutors include Jim Beall, Eva Brann, Michael Comenetz, Nick Maistrellis, Tom May, and Thomas Simpson). Then at 4:00, the Soccer Classic will pit alumni against current students, in back campus's second most famous annual spectacle.

For those not pursuing seminar or soccer on Saturday, a variety of

diversions awaits. First, "St. John's Forever," a special show about the pre-Barr/Buchanan days of the college; then, "Three Centuries in Sixty Minutes," a slide show history of St. John's by Emily Murphy, A95. Finally, Harold Anderson, A72 (celebrating his 25th reunion), will present "Misterioso: Thelonious Monk, Dialectic, and the Blues," a performance/lecture introduction to the dialectical side of African

American culture and its musical nature.

Also on Saturday afternoon the golden throats of yesteryear will harmonize once more at "Freshman Chorus Revisited" under the expert direction of Elliott Zuckerman. And the bookstore will be holding a major autograph party with many of our alumni authors: Charles Nelson, A45; Thomas Simpson, A50; Mark Fabi, A76; Eva Brann, A89, and Emily Murphy, A95, will all sign their books.

Following the late afternoon cocktail party, the gala Homecoming Dinner will feature Alumni Association Awards of Merit presented to Roland Bailey, A35; George Van Sant, A47; Martin Dyer, A52; and William Tilles, A59. After dinner there's a rockin' boathouse party (d.j.'ed by the inimitable Robert George, A85), and Cafe Liberal Arts, an espresso and dessert affair in the coffee shop.

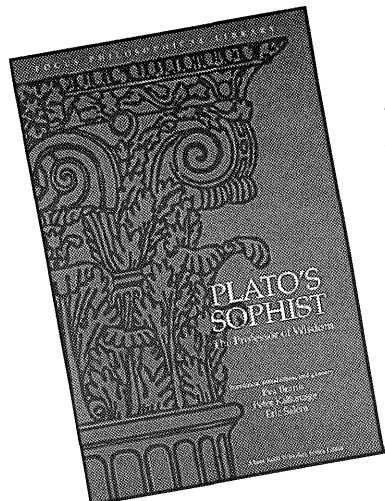
First thing Sunday morning, Taylor Waters, AGI96, will lead a 5k fun run; then at 11:30 President Chris Nelson invites all Homecoming participants to his house for a champagne brunch.

Homecoming brochures will be in the mail in July. If you have questions about any aspect of the event, please contact the alumni office at 410-626-2531 or alumni-office@sjca.edu. ●

Scholarship...

TRANSLATING THE SOPHIST: A REVIEW

BY OWEN GOLDIN, SF79



Eva Brann, Peter Kalkavage, and Eric Salem, Plato's *Sophist* or "The Professor of Wisdom": Translation, Introduction, and Glossary. Newburyport, Mass.: Focus Philosophical Library, 1996. Pp. 93. \$6.95.

The translators, squarely in the camp of those paying close attention to the dialogue as drama, have striven for as accurate, literal and translation as possible. Care is taken to render one Greek word (or root) by one in English. (Of course this has not always been possible in an accurate and intelligible translation, but in the present translation deviations from the principle are remedied by an excellent glossary which gives both Greek and the various English alternatives, and explains the etymological and semantic relations that hold among clusters of important words.) Particles are translated or reflected stylistically. Care is taken in giving exact renderings of even the slightest of Theaetetus' replies. Thus the reader, instead of the translator, can be the judge of the significance of the details of drama and expression.

Literal translations, especially of literary works like the dialogues of Plato, often strike the reader as unduly difficult and stiff, rife with odd locutions. This is certainly a problem faced by the translations of Benardete and Cobb. In contrast, the translation of Brann, Kalkavage, and Salem reads naturally and gracefully, preserving the freshness and clarity of the Greek. On almost every page, the reader is struck by particularly felicitous renderings.

I must be content to give only one example. Consider 236d1-3: 'ἀλλ' ὄντως θαυμάσιος ἄνθρωπος καὶ κατιδεῖν παγγάλεπος, ἔπει καὶ νῦν μάλα εὖ καὶ κομψῶς εἰς ἄπορον εἶδος διερευνησάσθαι καταπερυγεν. Brann, Kalkavage, and

Salem render this as "But the man is wondrous in his very being and utterly difficult to keep in our sights, since even now he's fled, in very good and clever fashion, down into a form that leaves no passage for our tracking." Compare Benardete: "But in his being, the man's amazing and very difficult to be caught sight of, since even now he has very skillfully and elegantly fled into a species that affords no way for a definite tracking" and White: "He's really an amazing man—very hard to make out. He's still escaped neatly into an impossibly confusing type to search through." Benardete's translation is literal, but the rendering of εἶδος as "species" is questionable, on account of the technical use to which Aristotle puts it, and the sentence is wooden to the point of being painful to read. White's breezy translation has a pleasant conversational tone, but loses the metaphor of the downward pursuit that has been prominent throughout the Stranger's divisions. Brann, Kalkavage, and Salem preserve the best of both approaches.

Unlike the freer translations of Cornford and White, the language sometimes seems odd, but this is only when there are good reasons for believing that something can be learned from preserving the way in which the interlocutors actually express themselves.

As the translators tell us, "the translation of the most frequent and weighty words should be as unrestrained and nontechnical as possible, preserving the still fresh root meaning and suggestive connotations of a Greek vocabulary just on the point of becoming fixed and philosophical in the technical sense." Thus μεθ' ὅς is rendered "way," ἰδέα as "look," ἀρχή as "beginning," οὐσία as "beinghood," σημαίνειν as "point to" and so forth. Though perhaps inspired by Heidegger's insistence that the vocabulary of Greek thought must be uncovered from the later theoretical accretions, the present translation nowhere

in this regard falls prey to Heideggerian excess.

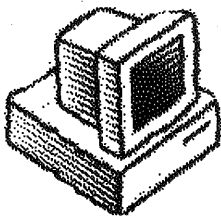
The edition has an admirable introduction, primarily written for the able undergraduate and general reader. The focus of the introduction is the teaching of the dialogue on the distinction between the human activities of sophistry and philosophy, and how the way of inquiry taken by the Stranger bears on this issue.

A word should be said on how Brann, Kalkavage, and Salem deal with one of the most difficult issues they face. The phrases τὸ ὄν can refer to either a particular thing that is, or to that feature that all things that are have in common. The translator must avoid Cornford's mistake of switching the translation of the phrase midway through the argument. In accordance with most of the current interpretations of Parmenides' poem (to which the Stranger refers), recent translations of the *Sophist* usually have opted for the translation "that which is" or the like. On the other hand, this poses problems when translating the passage discussing the five great Forms, when the phrase primarily refers to something in which a thing participates. Thus, Brann, Kalkavage, and Salem, alone among recent translators into English, opt for "Being." Consistency then demands that τὸ μὴ ὄν be rendered as Non-Being. But the questions that the Stranger raises concerning τὸ μὴ ὄν are not in regard to a Form of Nonbeing, in which things participate; they concern the possibility of a thing which is not anything at all. This is one case in which there is no wholly satisfactory option.

This translation of the *Sophist* excels in lucidity, accuracy and style. This is the best English *Sophist* for both student and scholar, and promises to be the standard for many years to come. ●

Owen Goldin teaches at Marquette University. This review appeared originally in a somewhat longer version in the Bryn Mawr Classical Review.

In the summer after my freshman year, 1968, I got a job as a technical aide at the Naval Academy, working as a coder in computer-aided instruction. I coded courses in stoichiometry, Russian, naval operations, and game theory. The technique that the Naval Academy used, which I have not seen repeated successfully, was programmed instruction. It probably hasn't been repeated because it requires considerable



COMPUTERS AT SJC: AN IDEA

pre-planning and just plain hard work on the part of the instructors. But it seemed to me that it was also very successful. At the start of my sophomore year I had a brief conversation with Mr. Kutler, in front of the Pinkneys, about computer aided instruction. His comment was that it just wouldn't work at St. John's.

After close to 30 years in the computer racket, I agree—to a degree. For the core of the St. John's program (and what else does SJC teach?)

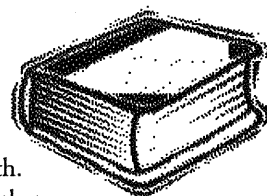
computer-aided learning has no place. The essence is human interaction, with fellow students, with tutors, and with the authors. But there might be a use for computer-aided learning in the math and lab programs.

After I graduated from St. John's and moved to Seattle, I enrolled in a Ph.D. physics program. The theory was no problem. What I couldn't do was the math. I had forgotten so much since high school, and at St. John's we just don't do the number-crunching,

equation-grinding hard math.

It seems to me that, at least in mathematics, where repetition in problem-solving is the essence of fluency, computer-aided learning could have an extra-curricular place for those students who were serious about their math. It will never replace tutorials, seminars, and the lab, but it could augment them for interested students. ●

—Thomas Day, A74



COMMENCEMENT '97

In Annapolis, Ray Cave and Eva Brann talk about stories, happiness.

BY BARBARA GOYETTE

Ray Cave spoke about beginnings and endings and Eva Brann spoke about St. John's as paradise as each addressed the 93 seniors and 26 master's degree candidates in Annapolis on May 18.

Cave likened the beginnings and endings that the graduates will face with the beginnings and endings of stories, which, as editor of *Sports*

progress there are changes, and the acceleration of the rate of change is ominous." But after four years at St. John's, he assured the graduates, "you are well-prepared to deal with the lack of permanence."

Beginnings may be important, but Cave humorously used some of the first sentences from program books to show that an inauspicious beginning can lead to a more interesting fulfillment. Aristotle's *Ethics* and Kant's introduction to the *Critique of Pure Reason* are "not so engaging" at the start as, for example, *The Iliad* or *Don Quixote*, he said. Cave talked about how he rewrote the first sentence of his first piece for *Sports Illustrated* many times, and even then hesitated to turn it in to his editor. His point: Don't be afraid to chuck what you've done and start again.

"If beginnings promise us, endings teach us," Cave said. "So many hints of our future reside in our past." Hemingway wrote 39 different endings to *Farewell to Arms*—an indication of the importance of crafting just the right ending, but also of the extent of possibilities.

Cave ended his own speech with a wry anecdote. When he was in London at a dinner party with Dennis Healy, who would have been Prime Minister had his party mustered a majority, Cave was expounding on "something I didn't know much about, like the nuclear arms race." Healy asked him whether he knew the first law of holes: "When you're in a hole, stop digging."

Paradise or Real World?

Eva Brann, in her final commencement appearance as dean, talked about St. John's as a paradise, in contrast to the "real world" that students speak of as the world outside, the world they will be living in after their graduation. Brann elaborated the paradise metaphor when she called the campus "as dangerous a place as was Eden to our ancestral couple" because of the "severities and intensities" of these four years—"here depression and sloth played tag with each other, a term of exhilaration was followed by a semester of dust and ashes, the faces of friends became provocations and irritations... Here your souls were continuously confounded and kept off-base by a program that subjected your studies to near-total prescription while inciting your intellect to almost complete freedom."

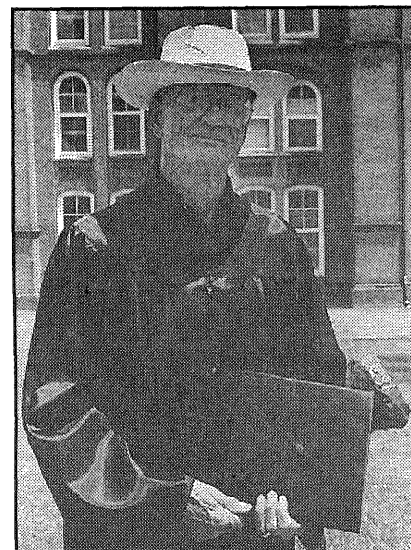
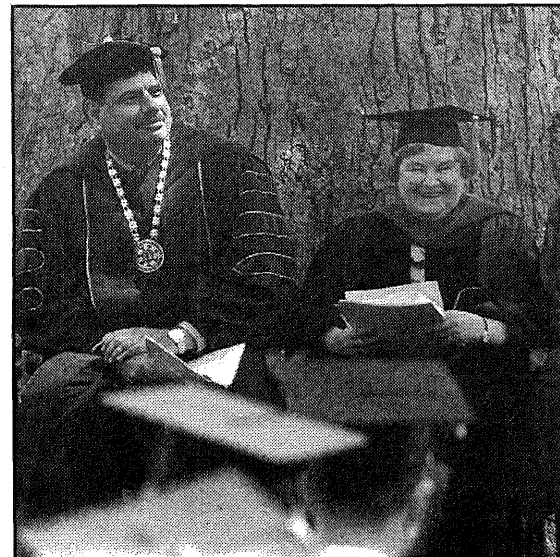
Brann then offered five theses about happiness, which she claims to have learned something about from the books and the college community.

First, she said, "We ought to want happiness." The Kantian duty with respect to happiness, said Brann, is based on Aristotle's notion that happiness is in fact the end of all human action. We have to choose happiness. "Everything in this program is directed by the idea that it is possible to make some sense of life, and that that sense is the ground of a possibility for happiness," she said.

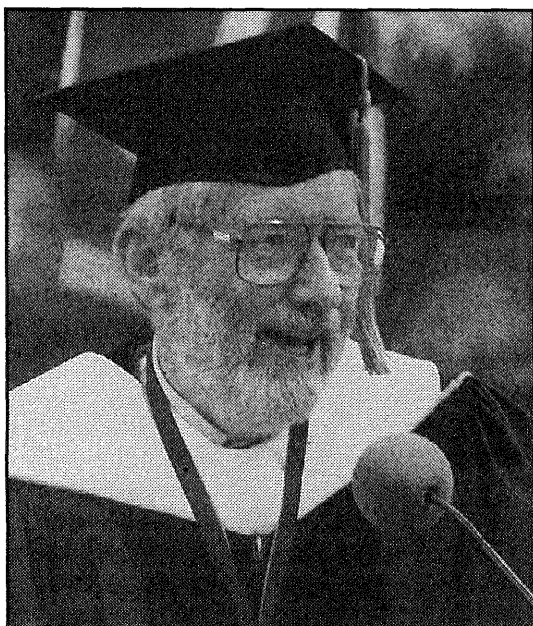
Second, we need to realize that happiness and

pleasure are truly different. "Happiness is the good feeling that runs deep and steady and knows what it knows, always. Pleasures, which certainly should regularly punctuate every life, pass on with the waxings and wanings of our desire." Third, happiness should be a "settled state" and as such requires regular maintenance—we need to "learn what our own meaning is" and keep it in view. Fourth, "all else comes and goes, but active devotion to a good thing, from the raising of a child to the service of your community, from the discovery of a truth to the worship of a divinity, is a steady center of life." We should always find ways to be "fully at work," as Aristotle says.

Finally, Brann laid out an aspect of happiness that is especially important to her: imagination. "Your imaginations have been well stocked by our books, books of truth-seeking theory and books of likeness-making myth. They have furnished your memories with scenes of significance and of splendor, scenes onto which to project your lives." ●



Ray Cave addresses the graduates (top left); Juan Villasenor and his mom remember an earlier graduation (bottom left); President Christopher Nelson and Dean Eva Brann look out over the sea of mortarboards (top); graduate Judith Neely and her family enjoy the day—her father, The Rev. Jerzeel Toliver, gave the Baccalaureate address (center); Graduate Institute student Robert Gamble, age 86, prepares to receive his master's degree (bottom). Photos by Keith Harvey.



Illustrated and later of *Time* magazine, the 1948 graduate of the college has built a career on analyzing. He cited Newton's first law, that a body in motion continues in motion unless compelled otherwise, and called it wrong—"It's wrong because you are bodies in motion, and you are going to change directions many times without being compelled to do so," he told the graduates. Cave provided three rules for life's beginnings and endings: First, begin every enterprise with zest; second, if what you have begun proves unrewarding, do not be afraid to begin again; and third, at each ending, reflect.

"Know that each beginning is an opportunity," he said. "You live in an unstable society. In the name of

In Santa Fe, Nancy Buchenauer celebrates beginnings and endings.

BY ELIZABETH SKEWES

It was a day approached "with both joy and sorrow, hope and regret," in the words of commencement speaker and St. John's tutor Nancy Buchenauer. And that mix of emotions could be seen on the faces of each of the 87 seniors and 24 Graduate Institute students who collected their diplomas on May 18, surrounded by friends, family and tutors who had seen them through their St. John's years.

It was also a day for warm memories, which is why they asked Buchenauer to come back to Santa Fe from Annapolis to speak at commencement. And it was a day for warm laughter, which Buchenauer provided with her words, which invoked many of the authors so familiar to the graduates.

"To find myself back in Santa Fe reminds me once again that there are few one-way streets in life; motion, as Ptolemy saw so clearly, is always in a circle," she said. "It is a truth, known not only to the world's Offices of Alumni Affairs, that every departure is at once the beginning of a return. This is worth thinking about, especially by any of you who suppose that you are about to make a clean getaway."

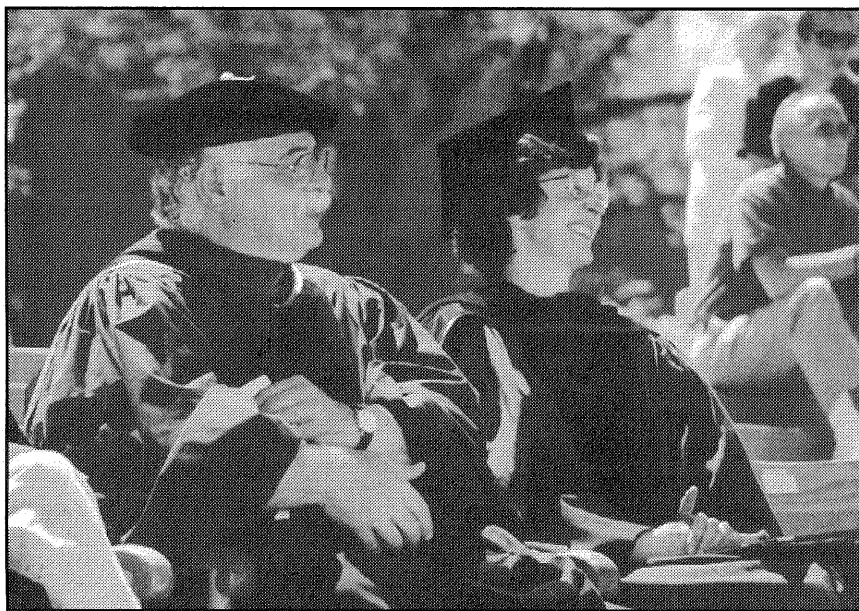
Buchenauer said that it is "especially appropriate" that commencement ceremonies occur in the presence of family and friends, "since the continuity of our relationships with them testifies to the fact that life is not really a linear progress, but a series of circles by which we return from the new to the old over and over again.

"By these circles we expand to include that which makes us deeper and wider, but we must always take these new acquisitions back home and test them against what we have known and been previously before the process of change can be complete," she said.

And just as she encouraged the graduates to risk being changed by their education and experience, she also encouraged them to actively live their lives.

"If life is not just to pass us by dreamily without our noticing, maybe we have to make ourselves into livers of it, as one becomes an athlete, by discovering the rules that govern cause and effect in human action," she said, adding, "Integrity is just this—to have found the courage to order ourselves into beings who act and are not merely acted upon."

These are lessons learned in some of the first books read in the St. John's program. Buchenauer cited both Socrates and Aristotle as philosophers who "stress the immense importance of habit in human life, the curious field where plays out the battle between fate and freedom for possession of the soul.



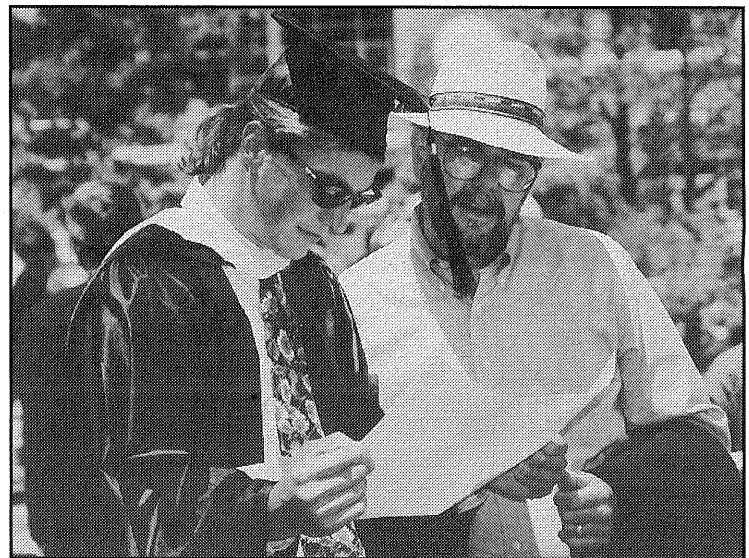
miracle that is seen by anyone who has ever put a seed into the ground and waited for it to grow. It is our work to foster such seeds in ourselves and to sow them plentifully in one another, since as the Phaedrus shows us, other people are the best ground for writing. I wish you all strong hearts and minds, and this hard-won maturity of delight," she said in closing. ●

Nancy Buchenauer and Charles Fasnaro look on as Santa Fe's commencement ceremony gets underway (left); Zack Jemison double checks his diploma following the ceremony. Photos by Alan Taylor.

We make ourselves by what we do."

Part of that, she said, is accepting the sorrow that comes with loss, which is an essential element of being mortal. "But some losses we bring upon ourselves, and others we allow because we have to go forth into the world to continue growing. We hope that these losses are temporary, and that the firm roots of friendship can withstand separation, holding onto the hope of return, the faith in the lastingness of bonds.

"That life rises up again after disaster, after separation and sorrow, from the littlest beginning, is the



AWARDS AND PRIZES

ANNAPOLIS

To the members of the senior class who have written the best senior essays. Offered in memory of Simon Kaplan: **Lynette Rae Dowty**. Offered in memory of Susan Irene Roberts (1966): **Heidi Jacot, Lydia Frances Polgreen**. Honorable Mentions: **Jesse Roth Berner, Matthew Alexander Braithwaite, Malinda J. Campbell**.

To the junior who has written the best annual essay. Offered by Mrs. Leslie Clark Stevens in memory of her daughter-in-law, Kathryn Mylorie Stevens: **Collomia Karen Charles**. Honorable Mentions: **Nathan Paul Greenslit, Danielle Mercedes Tabela**.

To the sophomore who has written the best annual essay. Offered in honor of Judge Walter I. Dawkins (1880): **Samuel Bryant Davidoff**. Honorable Mentions: **Derek Preston Alexander, Nathan Joseph Zweig**.

To the freshman who has written the best annual essay. Offered in memory of Jacob Klein and his wife Else: **Alan Howard Rubenstein**. Honorable Mention: **Jessica Alice Brotman**.

To the Graduate Institute student who has written a distinguished preceptorial

essay. Offered by the Alumni Association: **Lewis S. Klatt, Eugenia S. Skarstrom**. Honorable Mention: **Jill C. Nienhiser, Paul W. Steltz**.

To a senior, for excellence in speaking, the Millard E. Tydings award: **Judith Toliver Neely**.

To the student who submits the best English version of a Greek text, offered in memory of John S. Kieffer: **Markus Christoph Glodek, Alan David Pichanick**.

For the best English version of a French poem. Offered by the Board of Visitors and Governors: **Ellwood Holler Wiggins, Jr.** Honorable Mention: **Felix Samuel Leslie**.

For the best original English poem. Offered by Dr. George Austin in memory of his brother Henry: **Alexandra Diana Elizabeth Booser**. Honorable Mention: **Abigail Lisa Gibbs**.

For the best original musical composition. Offered in memory of Mary Joy Belknap: **Dominic King Crapuchettes**.

For the best essay on a piece of music. Offered in memory of Mary Joy Belknap: **Maura Kathleen Tennor**.

For the most elegant solution of a

mathematical construction. Offered by the class of 1986 in honor of Bryce Jacobson, of the class 1942: **Christian Michael Moser, Alan David Pichanick**.

For the most elegant proof of a mathematical theorem. Offered in memory of James R. McClintock of the class of 1965: **Erin Wells Bonning**.

To the student who carries out the best project related to astronomy and astronomical observations. Offered by Richard Tompkins: **Anna-Clare Milazzo, Jill C. Nienhiser**.

To the senior man and woman who have contributed most to the College's athletic program. Offered by the Alumni Association: **John Matthew Freitas, Christopher John Stevens, Erin Leigh Monberg, Pia Zara Thadhani**.

To a senior who has contributed outstanding service to the Greater Annapolis Community. Offered by the Caritas Society: **Richard Scott Schmechel**.

To the senior who has demonstrated the greatest care for and service to the youth residing in Annapolis. Offered by the friends and family of Marvin B. Cooper (1969): **Judith Toliver Neely**.

continued on page 10

To the senior who submits the best work of visual art to the Community Art Exhibition, the Charles Vernon Moran Prize: *Mary Jessica Duncan*. Honorable Mention: *Kevin Neal Gardner*.

To the senior who has demonstrated excellence in the arts, literature, or sciences, the Walter S. Baird Prize: *Rana Choi*.

SANTA FE

Offered by the Board of Visitors and Governors to a senior, the Medal for Academic Excellence: *Taffeta Elliott*.

To the senior who has written the best senior essay, the Richard D. Weigle Prize: *Peter Leaf, Patrick Nash*.

To a deserving student to help with the continuation of work at St. John's College through the cultivation of the liberal art of thinking, the Robert Neidorf Memorial Scholarship: *Jennifer Rogers, Class of 1999*.

To members of the Freshman, Sophomore and Junior classes in recognition of academic achievement and constructive service to the college community, the St. John's College Community Scholarship provided by faculty, staff and students: *Matthew Johnston, Heather MacLean, class of 1998; Raef Hussein, Jennifer Rogers, Tallie Taylor, Class of 1999*.

To a member of the Senior class for excellence in public speaking, the Senator Millard E. Tydings Memorial Prize: *Kathleen Eamon, Patrick Nash*.

To a student in recognition of academic achievement and of talent in writing of poetry, the Henry M. Austin Poetry Scholarship: *Moir Russell*.

To the Graduate Institute student who submitted a distinguished preceptorial essay in 1995-96. Offered by the St. John's College Alumni Association: *Kathryn Brewer*.

The Thorne Endowment Scholarship for summer study in preparation for medicine: *Arna Elezovic, Jacob Keller, Class of 1998*.

To a member of the senior class who has demonstrated achievement in the arts, literature, or science, the Walter S. Baird Prize: *Alison Bamert*.

ACKNOWLEDGEMENTS OF EXCELLENCE-SANTA FE

For her Junior essay: *Margaret Ross*

For his Sophomore essay: *Michael O'Boyle*

Honorable Mention for his Sophomore essay: *Omar Rivera*

For her Freshman essay: *Emily Johnston*

For her first semester Freshman essay: *Caroline Knapp*

For his mathematics essay: *John Michael MacDonald*

For her Graduate Institute in Eastern Classics seminar essay: *Loana Hoylman*

For outstanding performance in athletics: *Timothy Wolff, Class of 1997*

For outstanding contributions to the college community: *Taffeta Elliott, Joshua Goldberg, Kira Heater, Kelly Stirman*

Fehervary Fencing Award: *Stephen Maggitti, Class of 1997*

To the senior who, by his participation, leadership and sportsmanship, has contributed most to the athletic program. Offered by the Alumni Association of St. John's College: *Jeff Higgins*

VIRTUAL SEMINAR

Fritz Hinrichs uses the Net to teach homeschooled kids the classics.

BY BARBARA GOYETTE

Let's define a seminar as a discussion with fewer than 20 participants about an original text, wherein students and teachers work together to try to discern the meaning of the text. The paradigm for St. John's alumni is the undergraduate seminar, but seminars have many incarnations: Graduate Institute seminars;

Touchstones Discussion Project seminars for middle school or high school students, seniors, or prisoners; alumni seminars at chapters around the country; seminars in high schools led by teachers who've graduated from St. John's. Fritz Hinrichs, who graduated from the Annapolis campus in 1990, has started another kind of

seminar: an Internet discussion for homeschooled high school students. Hinrichs' virtual seminar is a well-orchestrated, highly organized affair. Fifteen students from all across the country can talk to each other and to him in the real time but unreal space of the Internet. He holds conference calls and has begun videoconferencing so that the students can see him as they work together through the books. The Escondido Tutorial Service, which Hinrichs started four years ago, leads homeschooled students beginning at the age of 12 in a seven-year course centered on the great books. The tutorial begins with Homer and progresses through (among others) Thucydides, Plato, Anselm, Shakespeare, Dante, Machiavelli, Luther, Bacon, Descartes, Milton, Kant, Swift, Twain, Lincoln, Freud, and C.S. Lewis.

After St. John's, Hinrichs attended Westminster Seminary in Escondido, California, to earn a master's in religion. "I had planned to teach at the college level," he says, "but most teaching situations were unstimulating—just lecturing and publishing, with little interaction with students. And the students were mass produced, cookie-cutter fashion."

Reasoning that he needed to start earlier and reach high school students, Hinrichs began working with

homeschoolers in the Escondido area.

Once he hit on the idea of using the Internet, Hinrichs could expand his services. He now has more than 45 students in the great books tutorials and others in math (pre-algebra, algebra, Euclid), physics, and both koine and "St. John's" Greek.

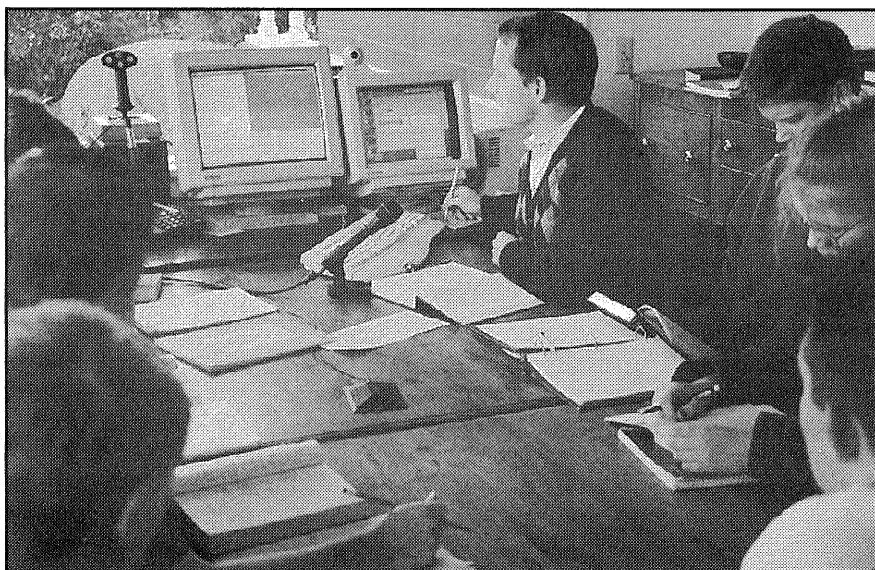
"I devised a reading list appropriate

readings," he says. In the formats Hinrichs uses, students can all input audio in the classes. He uses a "whiteboard" for math classes; a student will e-mail him a proof, which he will put up on the board for all the students to see. There are no tests—parents do that part—but he will evaluate written papers for the students.

A large percentage of parents who teach their children at home do so because they feel that a Christian perspective is lacking in the schools. Hinrichs says that he does take a Christian perspective; his brochure says that the tutorial "has been designed to develop Christian minds that will understand and discern the influences that have shaped our

cultural history." When asked about the fundamentalist slant of many homeschooling parents, Hinrichs notes that "somebody who's interested in reading Marx and Kant doesn't fit the profile of fundamentalist. But in the families who use my service, the parents are devout Christians who are trying to bring a Biblical perspective to the works." There's a contingent of Johnnies who homeschool their children, but Hinrichs is not aware of any using his service.

An article in *Homeschool PC* magazine proclaims Hinrichs "the most wired teacher in America." He has two computers for broadcasting both RealAudio and CU-SeeMe audio. A mixing board, two speakerphones, one condenser mike, and an announcer's mike complete his studio/classroom. With all this technology, do the students—of different ages, located in states from California to Georgia—interact with each other like in a "real" seminar? "I do use the Socratic method to draw students out," says Hinrichs. Sometimes he sets up a debate, with a topic for each side like whether Odysseus or Achilles would be a better hero for today's youths to emulate. But he does admit to being "more aggressive" than St. John's tutors. "After all," he says, "the students don't have much in their heads to start with. I am filling them." ●



Fritz Hinrichs, A90, in his studio with homeschoolers, leads a great books seminar. Other students participate via the Internet. His web site address is www.gbt.org.

for the ages I'm dealing with," he explains. "The number of readings is smaller, and they are shorter. The homeschooled students are really ready for a rigorous, challenging program."

"You just throw them in with all the difficult readings. Some sink but some rise to new levels. I'm amazed at how many of them have taken to the philosophy readings."

They don't have the distractions of students in public or private junior high schools and high schools. And their parents are dedicated to helping them. One mom is so interested, she does all the readings too."

Hinrichs teaches more than a St. John's tutor does—he wants to make sure the students are getting the meaning of the readings. "You just throw them in with all the difficult readings. Some sink but some rise to new levels. I'm amazed at how many of them have taken to the philosophy

"A JOURNEY TO THE MOON ..."

How a Russian medieval history student found her way to the Graduate Institute in Annapolis

BY SUS3AN BORDEN

In August, 1995, Natalia Eugenia Kharitonova left St. Petersburg, Russia, for Annapolis, Maryland carrying two suitcases of clothes and three books: an English-Russian dictionary, a Russian-English dictionary, and a copy of the Bible in Russian. This July, she'll return to St. Petersburg with all she brought, plus several boxes of books, an electric blanket, a cowboy hat, a cap and gown, and a master's degree in liberal arts from the Graduate Institute.

Kharitonova, (called Tasha for short) first learned of St. John's College in the summer of 1992, when Annapolis tutor Jim Beall brought a group of students to St. Petersburg for a summer program to study astronomy and absorb the newly accessible Russian culture. Classes at the Pulkoskaja Observatory were arranged through a Russian colleague of Beall who was also a friend of Kharitonova's family. When the students needed an English-speaking guide to show them around St. Petersburg, Tasha was enlisted for the job.

As she got to know the students, she became intrigued with what they told her about St. John's. "The program

pass TOEFL (the test of English as a foreign language), get accepted to St. John's, obtain a visa, and find a way to finance her schooling. Another issue for Kharitonova was her Christianity. She had converted in the fall of 1992, and she wanted to make sure that any decisions she made about her future were compatible with her religious beliefs. "I felt compelled to ask myself: is this God's plan for me? I'd be doing this for myself, leaving my parents and my grandmother, and not spending as much time with the Bible," she says.

As time passed, she found herself less concerned with whether or not she would be able to study at St. John's. She decided to let the decision make itself. She was accepted into the program in May of 1995, but was told there would not be enough financial aid to enable her to attend the summer semester. On August 4 (she remembers the dates very clearly), she received an e-mail from GI director Thomas May, instructing her to be in Annapolis on August 22 for the start of the fall semester.

"Everything happened magically," she says. "I got my visa in one week, my ticket was ready for me immediately, I passed the TOEFL, everything went beautifully. As these doors started opening, I felt that maybe God wanted me to go. I thought about what the experience would give to me, how it would be helpful. I would be able to hear people speaking about what's important to them."

She was also eager to pursue the work of the program. "I'm in love with philosophy and see a lot of beauty in the way people think," she says. "I wanted to come back to all the philosophy that I was introduced to before I became a Christian and look at it with new eyes. In the most naive way, I just wanted to know: 'Why do people think so differently?'"

When asked what was the best part of her time at St. John's, Kharitonova answers, "it's like when you ask what is the best thing about your lover. You want to say everything." When pressed further, she says that her favorite readings were Aristotle's *Physics*, Plato's *Republic*, and Homer. She cared less for Hobbes. She struggled to understand Kant, William James, and the Supreme Court readings, while Aristotle was the author whose thoughts were closest to her own. "His *Physics*, that is. I hated

his *Ethics*," she says.

In addition to her studies, Kharitonova sang with the small chorus, took voice classes, played basketball, and participated in monthly play readings. She traveled as much as she could, visiting Chicago, Philadelphia, Boston, New York, Niagara Falls, and Miami (where she read Dostoevsky on the beach).

Despite her enthusiastic travel schedule, Kharitonova fell in love with Annapolis. When she compares the city to St. Petersburg, she notes that they are both beautiful, but the similarities end there. "St. Petersburg is a city of five million people. They are very busy and remind me of New Yorkers. No one is smiling, and everybody is in a hurry."

"Absolutely shocking" was how she describes the contrast of her native St. Petersburg with Annapolis. "I don't think anybody can imagine this city before he comes here, because it's out of a fairy tale—too clean and charming to be real. People are smiling on the streets and saying hello. This is possible only in Annapolis, where there's an

atmosphere of roses flying in the air," she says, and then apologizes for her English.

Kharitonova currently has no firm plans for what she will do when she returns to Russia. She is considering finishing the program in medieval history she started at St. Petersburg State University. Other than that, she says, "I'm not clear about God's plan for me. I was considering the ministry before I came to St. John's. If I feel a calling, I will do it. If not, not."

Reflecting on her experience at St. John's, Kharitonova says, "It really changed my life. I learned a lot about myself and I am not the same person I was. I'm grateful for it. I have this feeling that my life has been special, that I've lived a full and interesting life thanks to this experience, that I've had something really incredible in my life." While she makes it clear that she lives her life focussed on God, she says that her experience in the Graduate Institute enables her to feel that, "if there's anything worldly that's worthy of experiencing, I have experienced it." ●



Tasha Kharitonova at commencement in Annapolis, a long way from her native St. Petersburg. Photo by Keith Harvey.

In the most naive way, I just wanted to know: "Why do people think so differently?"

sounded too good to be true," she says. But when Beall suggested that she apply to the Graduate Institute, Kharitonova, then 19 years old and a student of English literature and medieval history, was convinced that attending St. John's was far beyond her reach. "I didn't believe it was possible. For a Russian girl just finishing her freshman year, it was like proposing a journey to the moon," she says. Despite her reservations, she applied to the college in May of 1993.

Although Kharitonova was eager to come to Annapolis, there were obstacles blocking her way: she had to

Alumni Authors...

REVERGE ANSELMO: THE CADILLAC OF SIX-BY'S

The latest figures from the admissions office show that 77% of students start St. John's fresh from high school. In 1984, when Reverage Anselmo enrolled, he was fresh from a very different experience, having served three years in the U.S. Marine Corps and survived the expedition sent to Lebanon.

In the years since Anselmo left St. John's, he has pursued a world of interests, including living in Paris, doing business in Latin America, writing two screenplays, and building monasteries with an order of Carthusian monks and nuns. It is perhaps only now, thirteen years later, that he has come to terms with the impact of

his experience in Beirut, an experience he has transformed into a novel, *The Cadillac of Six-By's*, published this spring by Harper Collins.

"*The Cadillac of Six-By's*," says Anselmo, "is a love story set in a fallen city." The flap copy describes Anselmo's lively cast of characters: "Cazetti, a young Intelligence man with a bad record...Hitman Hitchins, a loose agent with a lurking in his heart; Sardine, a treacherous vamp; Philomena, a direct, endearing nun determined to save Cazetti's soul; Cercio, a playboy lieutenant; and Minovich and Davey, hanging on since Vietnam to do it all again."

Obligation drove Anselmo to write the book. "The song of that time had never been sung," he says. In 1982, President Reagan sent U.S. Marines to war-torn Lebanon as part of a multi-

national force. They tried to keep order in Beirut and the surrounding area, but were constantly under attack. In October, 1983, a suicide bomber drove into the headquarters of one of the Marine Battalions, killing 242 people. "It was the fifth bloodiest Marine Corps expedition in history and I survived it," says Anselmo. "I was working for Intelligence and we were the people who provided the disinformation about the fighting, so that nobody had any realistic notion about what was going on with the Marines in Beirut. Even though I was part of the crew that made sure that happened, it irritated me when I came home and found a distorted profile of those events."

While his commitment to the topic was personal, his book has garnered praise in its journey to the public eye. James Webb, former Secretary of the Navy and author of *Fields of Fire*, calls it "a moving, beautifully written book that will pierce your soul with an uncomplaining, lilting honesty." Peggy Noonan says it is "told with all

the color and authority of one who has been there."

Anselmo worked on the book for eight years, rewriting it six times. But writing is not his sole passion. Since he left St. John's, he's taken a path that has led him through much of Europe and South America in the company of pilgrims, monks, nuns, satellite experts, and telecommunications specialists.

After spending three years at St. John's—with time in both Annapolis and Santa Fe—Anselmo left the college. During his subsequent travels, he experienced a conversion. "All of a sudden, with the eyes of my soul, I saw the mother of God, and so I wanted to go to Lourdes as thanksgiving and penance."

"Then I moved to Paris for five years, which was accidental. I didn't mean to move to Paris. I was in Lourdes, got drunk, got on a train, and wound up in Paris," he says. He stayed in Paris for five years, writing his book and short stories, and working for his father's company, Panamsat, the first private global communications satellite company.

"The next thing I know, I'm slamming myself away in monasteries," he says. "Now, I'm a monastery builder, working with French Carthusian monks and nuns." His work with this order has taken him to countries throughout Eastern Europe and Latin America.

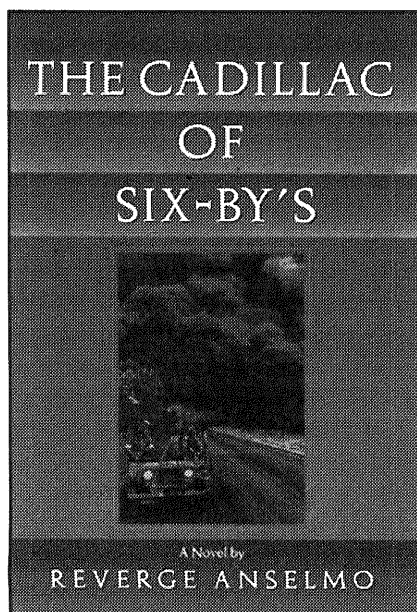
After working in Panamsat's European operations, Anselmo moved to the Latin American market, and then wound up in Miami, where he currently lives. He continues to travel with the order, having just recently returned from a trip to Peru, Chile, and Argentina. "It's a young order and they build," he explains. "They have places to go and things to see and do."

Through his involvement with the order, Anselmo regularly calls on his St. John's education. "I use those years all the time with the monks and the nuns. I still use Greek and my Latin is pretty good. I look at the histories a lot. Herodotus and Tacitus are on my mind a great deal, especially now, because this country's doing a lot that Tacitus writes about: everybody's heroes are the criminals, and the more fantastically beastlike the personalities are, the higher they are exalted. I study with a monk named Agapetos, who tutors me in Aquinas. I use that stuff daily, not just the Aquinas, but also writers like Shakespeare, as nourishment and a sort of flavor guide."

As an ex-Marine trying to leave Beirut behind, Anselmo could never have guessed that life's road would take him to Europe, Latin America, and Miami, and into monasteries, corporate offices, and publishing houses. As a freshman at St. John's, Anselmo had chosen a college free from vocational training.

And yet, sitting in his Miami office the day of his book's release, Anselmo is able to say of his college years, "When I look back, I see I didn't know it at the time, but that was exactly what I needed. It had a tremendous impact on me. It was the most useful thing I ever did, and if I wasn't too old and too busy, I'd go back." ●

—by Susan Borden



MICHAEL STRONG: THE HABIT OF THOUGHT

While you won't find Michael Strong's new book, *The Habit of Thought: From Socratic Seminars to Socratic Practice*, on the shelves at Waldenbooks or Barnes & Noble, it may well be worth the phone call that it takes to order a copy. Strong, who graduated from Santa Fe in 1985, wrote the book for teachers, but he says that it's also for parents or anyone else who might benefit from learning about Socratic practice and the value of independent thinking. In fact, Strong dedicates his book "To Independent Thinkers Everywhere."

The time is right for a book on Socratic practice, says Strong. "My sense is that in the next 20 years we will see more new schools using these

methods in the U.S. than ever before," he says. Already there are a number of programs—at all educational levels—that are using Socratic inquiry to teach: the St. John's program, Paideia, Touchstones and the Junior Great Books programs.

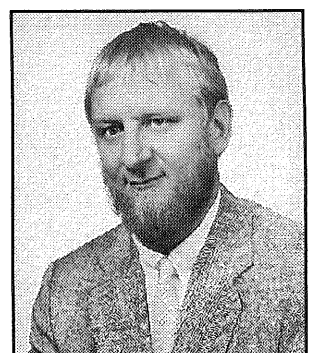
In his book, Strong writes that Socratic practice "is both easiest to implement and most effective in achieving its own goals in schools where thinking and independence are valued across the curriculum." However, he also says that the nature of Socratic practice is such that "there is no reason that Socratic practice could not be applied to any academic study whatsoever." He defines the method as "the daily group work of constructing

meaning from texts and developing a healthy social environment for intellectual conversation." An important component of the method is that students are "responsible for understanding and group process." Socratic practice is based on educational techniques that Strong and some of his colleagues, who also are St. John's College alumni, developed during their work in Alaskan public schools—through the Alaska Paideia Project—from 1990 to 1994. They drew on their experiences in seminar, but even more on St. John's tutorials.

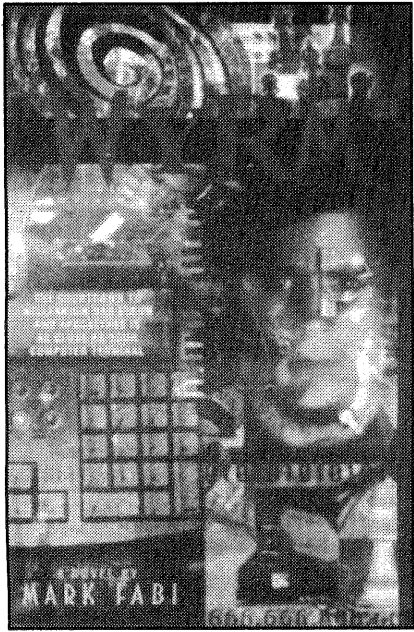
He also explains that "Socratic practice offers a means of addressing issues of intellect, culture, and identity that are not currently addressed in our

schools." His book both illustrates the philosophy of Socratic practice and gives recommendations and encouragement for others wishing to employ these methods.

The book has earned the praise of many, including Eva Brann, a tutor and former dean in Annapolis. Brann is quoted on the back of the book: "I am impressed...I like the common-sense practicality combined with very high pedagogical ideals."



MARK FABI: WYRM



Statistically speaking, you're more likely to be drafted by the NFL than to have a first novel published by a mainstream American publisher; but Mark Fabi, A76, has foiled the odds. His first novel, *WYRM*, was published this May by Bantam Books, who contracted with Fabi as part of the deal to publish his *second* novel, as yet merely a gleam in his eye.

Whence this success? "Writing was a long-time ambition held in abeyance by procrastination," says Fabi. "Then I got a great idea for a novel with a millennial twist, which gave me a built-in deadline." What followed was a patient and dedicated burning of the midnight oil: he wrote a little every night, being busy by day as a practicing psychiatrist at Jefferson

Medical College in Philadelphia, a psychoanalyst in training, and a husband and father of three.

"Like psychoanalysis," he says, "writing reinforces your belief in the power of the unconscious." Partly in order to slay the procrastination dragon, he started out writing the novel before doing any of the extensive research that *WYRM*, with a story that ranges from chess tournaments to on-line role-playing games, would eventually require. It took a while for him to trust the process, but soon enough characters started to do things he didn't expect them to, and, he says, he was "amazed at how stuff popped out of my mind."

And just as he hopes in his work as both a psychiatrist and a psychoanalyst to dispel the dichotomy between analysis and psychopharmacology, in *WYRM* he vexes dichotomies right and left: games/reality, thinking/doing, and (God help us) mind/machine. But how to end up on the right side of the old hapless scribbler/published author chasm? Having done a "fair amount of research" into the matter, Fabi concluded that unsolicited submission of his manuscript was the way to go,

finding recursive difficulties with the agent issue: publishers wanted to read manuscripts submitted by agents, but agents wanted to

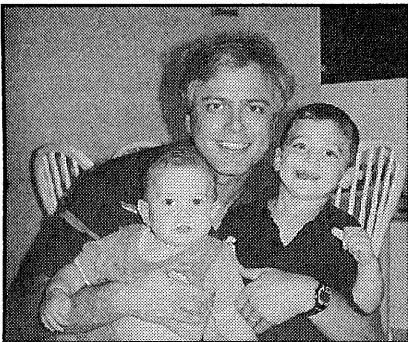
handle manuscripts written by already-published writers.

Over-the-transom success isn't entirely unheard of, but Fabi eventually received enough "Dear Author" letters in response to convince him to seek other avenues. He consulted with a colleague at Jefferson, who had published several medical thrillers (not to speak of screenplays for the old Dr. Kildare television show), who counseled him to query agents. Good advice, as it turned out: in October '95 he sent out queries, and the fourth response he received was from Lucienne Diver at the Spectrum Literary Agency. Diver loved the book, and once Fabi had made some revisions she pitched the book to publishers, receiving in March '96 not one but two offers. Bantam got the nod (and we like to imagine the other publisher now gnashing teeth), and the rest is history.

WYRM looks kind of like science fiction, but genre-loathers will be glad to hear that the characters are human (very human!) and the tale is not about "other" but about ourselves. Throughout the story there are deft in-jokes, hilarious red herrings, a charming love-interest sub-plot, and a serious threat of apocalypse—which is to say that it is a tremendous page-turner and a delight. It is (if a certain campus grammarian will forgive me) the classic "good read."

Fabi is as proud as a new parent, with good reason. And he enjoys not only the success but the irony: "It took me a tremendous amount of effort at St. John's stretching my annual essay out to ten pages. Then I wrote a novel that in manuscript form ran to seven hundred pages." Frustrated authors, take note. ●

—by Roberta Gable



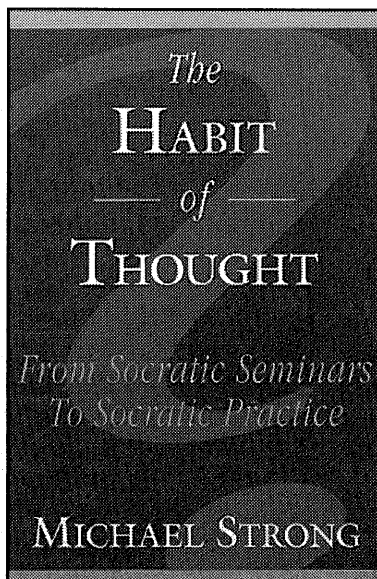
Mark Fabi, A76, with sons

Although Strong has not formally studied education, he got a lot of on-the-job training through positions with the Alaskan Paideia Project and as a co-founder of the Atheneum Middle School in Anchorage. He is also a member of the National Paideia Faculty.

Currently he is the director of the Center for Socratic Practice at the Judson Montessori School in San Antonio, Texas, where he has been working to develop a model program. He also serves as a consultant to public schools in Socratic practice.

Just last month, however, Strong accepted the headmaster's position at a new private middle school for gifted students opening in Miami, the Winston Academy, where the humanities portion of the program will be entirely Socratic practice.

Strong and his family will soon move to Miami. While his children, Homer, 9, and Jemima, 5, will probably attend the Winston Academy when they reach middle school, Strong and his wife, Mally, SF84, are considering homeschooling until then. "Learning should be completely natural," he says, and in a family where conversation and thinking play such a



prominent role already, Strong says that homeschooling, or "making learning a part of daily life," is very natural. ●

—by Amber Boydston, SF 99

The Habit of Thought: From Socratic Seminars to Socratic Practice can be ordered through the publisher, New View Publications (800-441-3604),

or write to P.O. Box 3021, Chapel Hill, NC 27515.

TWO THUMBS UP FOR WYRM

Mark Fabi's first novel is entertaining, fast-paced, and more timely than today's news! *WYRM* takes us on a ride to the millennium, picking up computer viruses, arcane mythologies, chess and theories of consciousness, while never slowing up from the weight of its erudition. Michael Arcangelo is a professional computer virus-hunter, a sort of geek detective protecting powerful, yet all-too-vulnerable programs from damage and destruction by malicious hackers. The characters are engaging—Fabi manages to make an incredibly good hero not be a prig, and his (admittedly few) women are real rather than passive or strident. Arcangelo encounters a super-virus that has invaded the latest development in Artificial Intelligence, a chess program that is poised to beat the World Champion. (As we said, it's timely!) As Arcangelo discovers, the virus has entered the Internet, and poses a threat that makes the Year 2000 Problem look like a bad crossword puzzle. Speaking of crossword puzzles, Fabi audaciously includes a "really good" crossword puzzle in the middle of the book for his characters (and readers) to solve. But *WYRM* is such a compelling story we doubt anyone will have the patience to stop and work it!

WYRM compares favorably with William Gibson's *Neuromancer* and Neal Stephenson's *Snow Crash*. Fabi writes with confidence and wit, and has a delightful sense of humor. We especially enjoyed the story's weaving in and out of Reality and Virtual Reality. We enthusiastically recommend this book, and look forward to Fabi's next effort. But be warned: *WYRM* is highly contagious. Keep out of hands of adolescents, if you can, or you will be assaulted by recursive acronyms at 5:30 in the morning, before you've had your coffee, which makes parents look incredibly stupid.

—by Leah D. Casner, A78, and Jim Sorrentino, A80

REAL WORK • REAL PLAY REAL WORK REAL PLAY

If Reality didn't exist, would St. John's have to invent it?

What is Reality? That which is, Sein or Dasein? The other-world flip side of St. John's, the world into which seniors must venture? A big excuse for a drinking party? A release from the burdens of eight months of daily confrontations with "the great questions of the Western tradition"? A St. John's ritual dating back to the early 1950s, featuring quirky games based on themes from program readings? One more possibility: a career counselor's bonanza, wherein college students demonstrate real work skills like leadership, problem-solving ability, creativity, organizational skills, teamwork, presentation skills, analytical skills, negotiation skills, global awareness, and interpersonal skills. Real play is real work.

While Reality is the *ur*-event of a St. John's spring, there are two corollary activities that show the same work-is-play-is-work characteristics: prank (like Reality, staged on both campuses) and croquet (in Annapolis).

Many years Reality is no more than a revel, and recently prank has lost the luster of imaginative parody (argue some tutors). Croquet is so frivolous a sport that it is not even included in the college athletic program.

But all three events are completely student-run, and some years—on either or both campuses—they are examples of how future real-world denizens will cope with all those demands of working life. Probably Reality's Alcohol Archon won't put that particular position on his or her resume, but he or she will remember the negotiation and leadership necessary to get beer to 150 or so legal-age fellow students for a weekend. And the author of a successful prank show can rest on his or her laurels for years to come, as alumni fondly remember its cunning inventiveness and imaginative spirit.

Here, then, is our salute to the big three of spring—Reality, prank, and croquet—with reports from the front lines.

GLUTTONY, LUST, AND SLOTH PLAY KEY ROLES IN PRANK

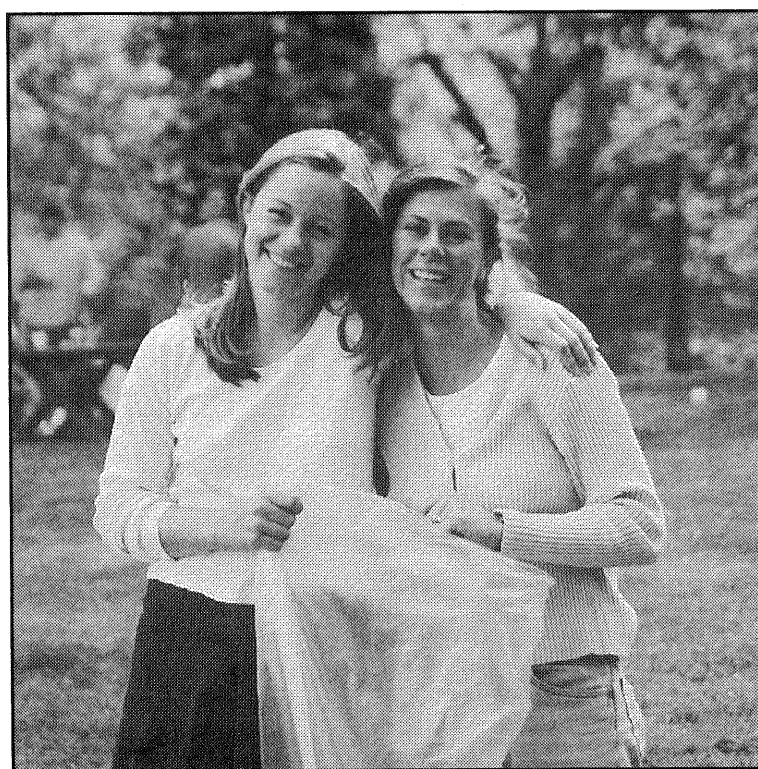
BY ABIGAIL GIBBS, A99

In the April 15 *Gadfly* (the Annapolis student paper), Mr. Verdi submitted a letter condemning the senior prank as "a pointless and harmful practice." He claimed that, in recent years, prank has neither been remarkable—like the notorious disappearance of every chair on campus—nor worth the sacrifice of a seminar, especially for seniors. He claimed that many tutors agreed that the prankish atmosphere stemming from the anticipation of prank was harmful even to the seminars that weren't disrupted. But in the face of such opposition, the seniors struck once again on the last Thursday in April.

Seniors carrying coolers across the quad. Piano music in the Great Hall at 9:15 p.m. A black-out at 9:35 p.m. Senior prank had come. Groups of seniors interrupted seminars disguised

as terrorists. One group acted out "Philoctetes" on the seminar table. Another group had prepared a series of love letters between Mr. Datchev and Ms. Kronsberg, which they read to the

class before "marrying" the two tutors. Another class was serenaded by a masked accordion player. Students' hands were bound and they were herded to back campus where bonfires



Malinda Campbell and Kate Glassman as responsible citizens—picking up trash at the prank picnic. Photo by Abigail Gibbs.

had been prepared. Water guns were used to calm unwieldy Johnnies. After the masses had been subdued and several students (plus alumnus Mark Whipple) had been sacrificed to the crowds, seniors directed everyone to the prank show in the auditorium.

The show opened with a committee meeting in which members chose the theme for prank. The committee, after much deliberation—The Nature and Essence of the Universe? God, Freedom, and Immortality?—decided on "Seven Deadly Sins." The curtains closed and the lights came up on Josh Murbarger at a podium giving the first of seven soliloquies. "Look at yourselves, St. John's," he ranted. "Hot sin and cold sin alike. This is your soul..."

What lay within St. John's soul was revealed in seven skits, each devoted to a different sin:

* A fashion show included artful commentary on the day-to-day apparel of four freshmen and tutor Carl Page. Mr. Page was, of course, wearing linen and toting his usual stylish umbrella.

* In a meeting of the college tenure committee, a Spanish-accented Mr. Datchev was denied tenure after he

admitted that he was indeed from Bulgaria.

* *Gadfly* editor Nelson Hernandez revealed his quest for glory as he planned out the next *Gadfly*, debating between a 16-page letter from the editor and an entire issue devoted to himself.

* Delegate Council Secretary Derek Alexander claimed to have murdered dean-to-be Flaumenhaft, married Mrs. Flaumenhaft, and taken over the entire campus.

* A dance sequence represented lust.

* A "Jeopardy" episode hosted by Peter Kalkavage featured categories such as "Who's Who on the Annapolis Campus," "St. John's Geography," "Abe Schoener," and "All About Beer."

* A tour guide led a group of tourists through the campus, where Middies were chased by Johnnie croquet players.

Music and dancing followed the prank show. On Friday, the festivities continued at the president's house in west Annapolis. Some students arrived by foot and polity van; others were ferried to the party by boathouse stewards in St. John's College launches.

Senior prank was a definite success, especially because it was only the start of a jam-packed weekend. The return of Coffee-House took place Friday night in the Great Hall and Croquet '97 was the next day. Though seminar was interrupted, even Mr. Verdi couldn't have asked for a nicer weekend. ●

CROQUET VICTORY SWIFT AND SURE

BY SUSAN BORDEN

Five easy wins," was pretty much all junior Aaron Pease would say when asked about this year's croquet match. When asked to elaborate, he added, "Jon Andrews and Kit Linton—won easily. Remington Korper and Drew Keenan—won easily. Anne Marie Catania and Todd Streigel, a slow but steady win. Hardison [Wood] and Josh Rogers—some late game tension—but recovered well and won. Rich [Bravo] and I—we won easily."

Now the series stands at twelve St. John's wins out of fifteen matches. In addition to dominating the Naval Academy games, St. John's sailed through the nationals, with team

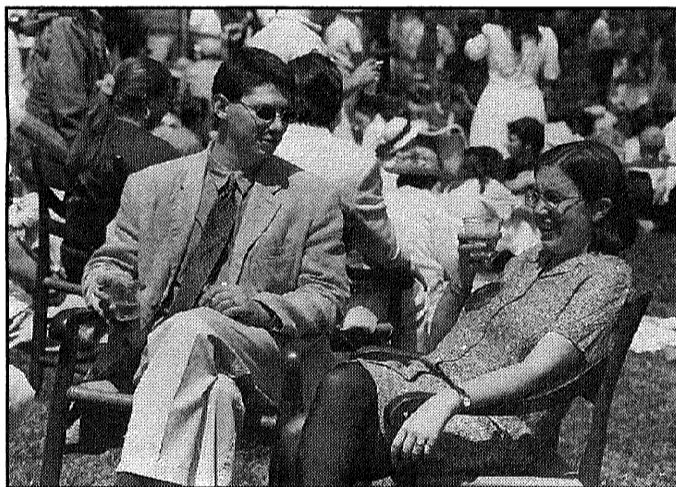
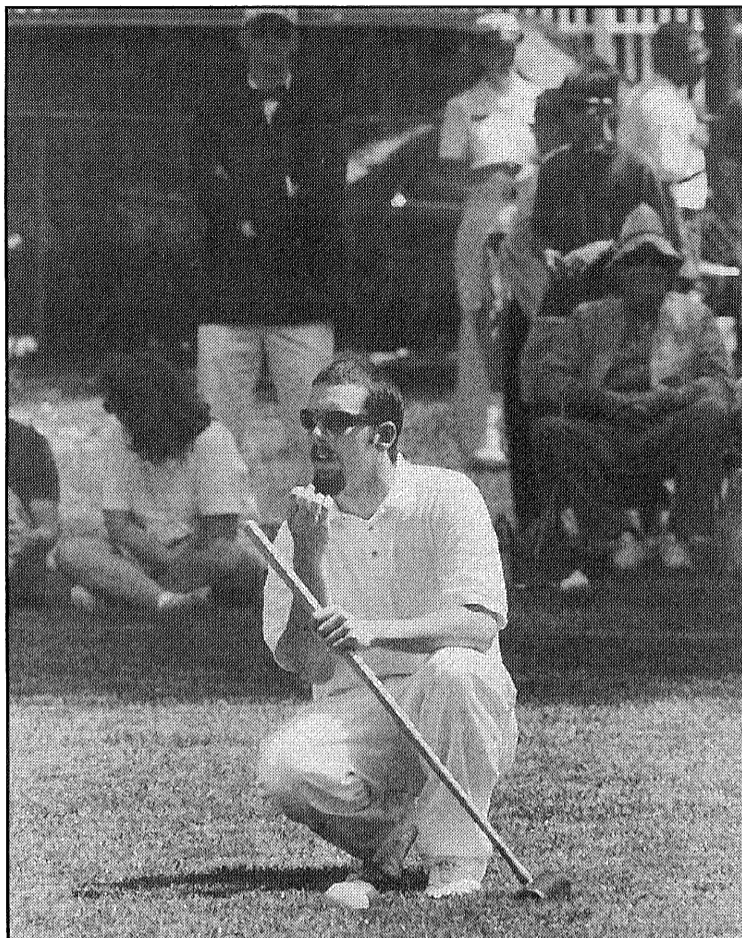
members Andrews, Linton, and Wood going undefeated at the championship tournament held this year at Smith College.

What accounts for St. John's extraordinary success at croquet? Some claim that hours spent with Ptolemy and the music of the spheres give us an unparalleled understanding of the motion of the croquet ball. Some note that our study of Euclid, Newton, and Einstein give us an understanding of geometry and physics crucial to the game. And some say that, in a game that is usually won on the merit of a team's strategy, St. John's proves once and for all that the study of the great books (such as Herodotus and Thucydides) is superior to four years of textbook study in modern battlefield methods. Finally, there's our strong croquet ethic. Whenever weather permits, Johnnies can be seen under the Liberty Tree, practicing their shots and sharpening their strategies. As one Middie told *Sports Illustrated*, "They're out practicing croquet every afternoon!

Alabama should take football this seriously."

This year's croquet match adhered to tradition on several counts: we won, the weather was absolute perfection, and the crowd was attired in its garden party best. Two notable additions brightened the festivities: the dedication of the match to outgoing dean Eva Brann, and the inaugural appearance of the tent for young alumni.

The match was dedicated in a short ceremony where alumni paid tribute to Brann, their beloved tutor, with a rousing rendition of "God Save the Dean," written in honor of the occasion by alumni director Roberta Gable. The tent for young alumni (those from 1987 on) served as a meeting spot for returning Johnnies, who are showing up at the annual croquet match in increasing numbers. They were treated to strawberries and cucumber sandwiches, as well as bottles of Chateau Dean Brann, one of which sits proudly in the Brann's home at this very moment. ●



"Chess on grass," as croquet is sometimes referred to at St. John's, calls for thoughtful planning before each move, as illustrated by Jonathan Andrews (top). A crowd of recent alumni showed up for croquet (below). Photos by Keith Harvey.

SANTA FE'S DESERT BECOMES A REAL TROPICAL PARADISE

BY CAROLINE KNAPP, SF00

Two cyclists passing by campus one Saturday afternoon in May on their way to the Atalaya Trail stared in astonishment. Unable to believe what he was seeing, one turned to the other and said, "I thought this was a school."

Technically, yes. But the Santa Fe campus in the middle of Reality Weekend looked more like a tropical paradise gone sour and filled with a lot of rather loony natives than it did its normal staid self. The fish pond in front of Peterson Student Center housed not only the usual koi, but what seemed to be the remains of a jet airplane. Shouts and music rang through the Placita. The tree near the entrance to Weigle Hall had a "body" strung in it, and the entire campus was dotted with bamboo torches, tropical birds and pig heads stuck on posts.

Under the leadership of sophomore Honor Moody, Reality Archon, and committee chairs Britta Reilly and Liz Borshard, *Lord of the Flies* came to Santa Fe this Reality. It was, by all accounts, an extremely successful party, more relaxed than in past years, but with more than a few moments of high hilarity.

On Friday afternoon, as the party began, the natives were restless. The sophomores had spent nearly all of the previous night festooning the campus and the dining hall with decorations calculated to bring out the heart of darkness in even the tensest of students. Many sported animal skin attire to that night's dinner, catered by Horseman's Haven.

Not to be outdone, some seniors, using the time-honored white t-shirt and indelible marker method, costumed themselves as The Pirates, and peppered the meal with presumably piratical shouts of "Har-Har-Har!" Senior John Grant knew what was really scary though, and sported a shirt reading "The Pirates' Lawyer."

The schedule for the next day featured traditional contests, including epicycle races and the sophistry competition, as well as a few new additions. The most popular of these

continued on page 16



Dean Brann gets a baking lesson from John Lynch, A94, at the Reality lecture. Photo by Sandra Cohen.

was indisputably mud wrestling, which turned out to be less of a contest than a free-for-all. Held in a pit dug in the center of the upper dorms, the wrestling began as strictly one-on-one, but quickly escalated into a full-scale battle between six slippery and barely identifiable students.

Earlier in the day, tutor William Kerr won the sophistry contest by refusing to speak about the assigned topics. Sophomore Ming Fu won the epicyle races on a tricycle, which comes as no surprise to anyone who has seen him speeding on and off campus on his bicycle.

Rain on Sunday dampened both the picnic and Spartan Madball, but it did not seem to deter any of the usual rowdiness or enthusiasm. No word yet as to who "won."

In the novel *Lord of the Flies*, order is restored to the island in the final chapter. Likewise at St. John's, as classes resumed on Monday morning.

However, in the novel the children are completely chastened by the end, and at St. John's the spirit that motivated Reality has only gone underground, licking its wounds until it can return next year.

TRADITION TRIUMPHS IN THE "REAL" WORLD

BY SUS3AN BORDEN

Annapolis juniors chose Exodus as the theme for Reality '97 and set out to bring back what entertainment archon Felix Leslie (A98) calls "the glorious past of Reality." But another, perhaps unintentional, motif stood out during the weekend's festivities: Dean Eva Brann. (Then again, perhaps there is a

connection—Brann's personal exodus from the deanship took place soon after Reality.)

Brann took center stage (quite literally) in the Reality weekend lecture, traditionally reserved for a performance of some kind. This year, '94 graduate John Lynch (now a Ringling Brothers clown) was signed up to provide the entertainment. Lynch's show was part lecture, part skit, part audience participation, and part Brann. The scene from his show that will probably linger longest in St. John's collective memory was the pie-making act, in which he and Brann started out with pie shells, flour, and shaving cream, and ended up face-deep in pie as the audience roared with laughter.

Brann also took part in the Real Play, later that evening. The Real Play, which takes place on the quad late, usually meshes the plot from a well-known script with St. John's characters and allusions. Sometimes the script is from the classical oeuvre (one year it was "The Bacchae"), sometimes the source is more modern (as in the recent hit "Aqueduct Dogs"). This year, the re-released *Star Wars* provided the plot. Among the meshed elements in this year's production were Umphrey-Wan, Midshipmen playing Imperial storm troopers, Matt SkyCarter, and the triumph of philosophy over sophistry.

Those familiar with both Brann and the *Star Wars* trilogy need only a moment to figure out which role she played. *Clues: Who's the wisest one of all? Who speaks with the cutest accent?*

While Brann was not a cast member of the Real Show (the Saturday night production) she was an important character, the plot of the play featuring a battle over her soul. The sophistry contest, which occurs during the Real Show's intermission, turned out not to be a sophistry contest at all, but rather a haiku contest in which participants were required to compose (on the spot) and recite a haiku on the subject of deanship. The winner was sophomore Gary Temple, whose haiku, though inventive and amusing, is inappropriate for publication in a forum as decorous as this.

While Reality was heavy on Brannmania, the Exodus theme was played out in many areas. The Real Olympics included a Tower of Babel competition, in which teams of participants competed to build the highest possible human tower without talking in any intelligible language. The decorations committee created pyramids, a cardboard Tower of Babel, and a golden calf.

Reality's glorious past was honored in many ways, according to Leslie: "The Real Olympics were the things that we were trying to get going. The idea of assistant dean Abe Schoener (A82) coming out and giving the opening address, getting the faculty reinvented, putting up old ideas for games, having the dean give the speech before Spartan Madball, all of these things going towards making this special, rather than just another party." ●

CHANTS COUNTER CROQUET DETENTE

The St. John's-Naval Academy rivalry is older than anyone's memory. Separated by a narrow width of asphalt called King George Street, the two schools are universes apart ideologically. They don't get us, we don't get them. The croquet match and other shared activities help to bridge the gap with today's students, and that middies are frequently seen at waltz parties and other college social functions is a sign of detente.

In the winter issue of *The Reporter*, we published the current version of the St. John's chant sung by battalions of midshipmen as they march past the college. We asked for chants from the past. Alumni wrote as follows:

"I enclose the attached which I found at the bottom of an old sea

chest in my attic," writes Seth Cropsey, SF72.

*Don't know much about Socrates,
Don't know nothing about history.
Can't read Virgil in the language
he wrote.*

Haven't got a clue on how to vote.

*But there's one thing Johnnies
know is true,
Something they know how to do:
Play a lawn game that cannot hurt
you.*

This is what they mean by virtue?

"I remember being woken up many times at some ungodly hour on Saturday morning (1000 or something like that) by the battalions of midshipmen following their band down King George Street. Once when I went outside to watch, a Schlitz can was ejected from the

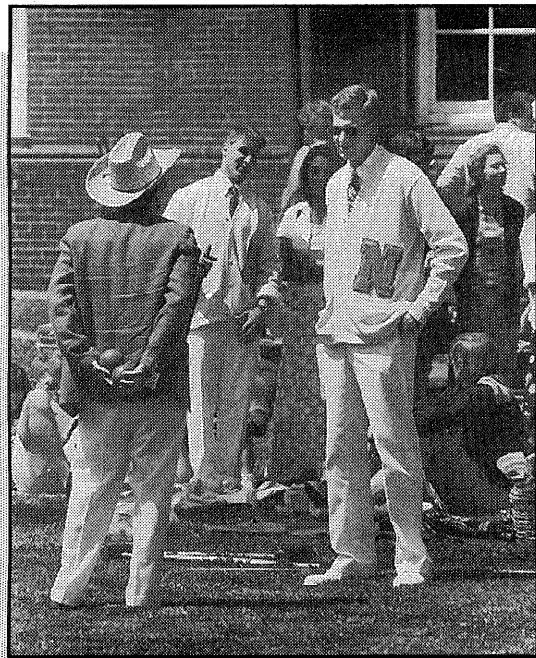
middle of a formation, arced high through the air, and landed rattling at my feet," writes Roger Burk, A74. The chant he remembers reflects the political issues of the day:

*I wanna be a St. John's weirdo
I wanna grow my hair real long
I wanna be a St. John's weirdo
I don't wanna go to Vietnam.*

*I wanna be a hip-pie weirdo
I wanna have myself a ball
I wanna be a hip-pie weirdo
I wanna go to Montreal.*

Erika Wilson, A88, submits the following "retributive strike:"

*O, I want to be a Middie
And dress in whites and blues
I want to join the Navy
And look just like Tom Cruise.*



Johnny meets Middie at the croquet match. Photo by Keith Harvey.

*I want to walk in lock-step
And wear my hair real short
But I never can remember
Which is starboard, which is port?*

Letters...

EXISTENCE UPDATE

I, Robert B. Pool, class of 1975 Santa Fe, am not dead.

Please correct the misinformation in the alumni register. I received a panicky telephone call from a classmate. I reassured her that I am alive.

Now for an update. I dropped from the Santa Fe campus in early 1973 due to illness. Later that year I enlisted in the Army; was graduated from both the Defense Language Institute at Monterey, California, and the USAF School of Applied Cryptology with honors; parlayed that into a job with a major electronics firm; used the G.I. Bill to attend the University of Texas; and have just considered a job as announcer/archivist with KPAC-FM, our local 24-hour classical music station (Texas Public Radio in San Antonio).

The house is paid for, the cars are paid for, and I keep pulling down the nests that the chipping sparrows (*spizella passerina*) build.

I'm rather lively for a dead person.

—Robert B. Pool, SF75

ALUMNI'S FAVORITE TOPIC: WOMEN ON THE PROGRAM

The letter of George Cayley in the Spring *Reporter* is astonishing. He fears "the spectre of feminism," which he lumps in with nazism, McCarthyism, etc. This reactionary posture is far from that of Scott Buchanan, despite Mr. Cayley's claim to act in Buchanan's name. Buchanan envisioned St. John's as a vital, resonant, continuing dialectic, committed most of all to questioning.

This letter offers but a cruder version of the rhetorical strategy of John Agresto, which appears in the article "Great Minds Consider the Great Books of the 20th Century" in the same issue. The article presents a (pretty underwhelming) list. With virtually no living authors on it, it is heavily weighted to the first half of the century. This list retreats from the contemporary world into the (safer and more malleable) historical past. That may be inevitable to some extent. But what is most striking about this list is Mr. Agresto's introduction to it. He states with satisfaction that "not one mention of Eurocentrism, phallo-centrism, logocentrism or any other epithets of the modern intelligentsia came in the mail." Even though prescribing an objective assessment of past works, Mr. Agresto is actually most interested in using the list for a highly partisan purpose.

This sort of reactionary, right-wing bullying is common to both state-

ments. Both justify gratuitous denigration of other positions because of the threat of some vague liberal bogey-men (even though Mr. Agresto wryly admits their absence immediately after invoking the threat of their presence). The tone of these comments hardly bespeaks the rich environment of intellectual inquiry envisioned by Scott Buchanan. The central questions to which the St. John's program is dedicated are not the exclusive property of a band of ideologues.

—Fred Bohrer, A78

The thesis of some of those who claim the curriculum needs more books by women is that the insights to be had from the program currently come from "outside" and, more important, that they address only "half the story," the masculine half. The assumption is that there is a special inside view that can only be conveyed by women. Great artists, however, can transcend their own age, their era, their ethnic group as well as their gender. Examples of this kind of power of the imagination abound.

Shakespeare crafted a brilliant character study of Othello, a North African moor, and did so while never leaving England. Dostoevsky never murdered anyone, but his account of the pangs of conscience suffered by a murderer is brilliant. The only source Mary Shelley had in creating Frankenstein was her imagination. The best book on America was written by a French nobleman who was only here for about a year and a half. One of the best books written on the race problem in America was authored by a Swede, Gunner Myrdhal. Count Tolstoy never gave birth to a child, but his account of what a woman feels in doing so has been validated by many mothers.

At the level where the artistic imagination recognizes no boundaries, the level of transcultural ideas, the historical contact, including the author's gender, don't matter much. Those who think that the context has overwhelming importance can find it in any of the better colleges and universities in Western Civilization 101, but not at St. John's.

—Robert Hazo, A53

I was struck by George Cayley's comment in the spring *Reporter* that he had seen "the movies of *Pride* [and *Prejudice*] and *Gone With the Wind* so why read the books? Whatever they have to say was, I suggest, said in the films." I assume (hope?) that Mr. Cayley had his tongue in his cheek, but nonetheless his comment deserves comment. I'll ignore *Gone With the Wind*, but Austen's masterpiece must be defended.

The movie—by which I assume that

Cayley is referring to one of the two recent BBC productions—was indeed well done. But no movie can capture the subtleties and the many penetrating insights of the novel. Though the novel's dialogue provided the basis for the script, the latter was a faint echo of Austen's own language. Unlike the movie, the novel incorporates the many voices that exceptional authors, such as Jane Austen, hear and are able to duplicate. It is built up of layers of irony, suggestion, observation and biting humor that are some of the marks of exceptional writing. It is a mistake to suggest, as Cayley does, that Jane Austen's novel is little more than an eighteenth century version of a Harlequin romance.

Speaking of which, Cayley should hesitate to condemn the "romantic perspective of the universe" with one sweep of the sentence, because in doing so he will eliminate many of the books in Buchanan's original list. One would have to include under the rubric of "romantic" most of Shakespeare, Goethe's *Faust*, most of 19th-century Continental philosophy, and much that is noteworthy in postmodern thought.

To be sure, the quarrel over what books should and should not be included in the St. John's list, as Cayley suggests, should not be a matter of ideology. Rather, it should rest on the question of aesthetics—in the case of fiction—or the seminal importance of the ideas expressed in the case of non-fiction. The postmodern attack on the canon of Western literature, which is echoed in many of the letters recently in *The Reporter*, is based on the rejection of values and the question of the legitimacy of value judgments. All value judgments, it is suggested, are basically ideological: everyone has an axe to grind. In this regard, the argument for "representation" hinted at in Mary Tarail's letter in the same issue rests on the assumption (seldom acknowledged and even less often argued) that "greatness" is a bogus concept and invariably "privileges" majority perspectives and "marginalizes" works by minorities. It is said that white males (chiefly) will invariably prefer works written by authors of their own persuasion and they are somehow incapable of judging works on their merits. It is even suggested that merit is never deserved but always attributed (arbitrarily) by white male critics who relegate works by minorities to the attic or the basement. Thus our only option is to select readings democratically, making sure that every point of view is "represented."

This may happen, in fact. But I have never been persuaded that it must happen in principle. It is possible to avoid prejudice by means of open and

honest dialogue among contending parties and the clash of opposing points of view. We hope that this will lead us out of our prejudices and into the open air of truth—to the extent to which it can be known to us. It can be done because there are features in certain books that "require" the epithet "great" and command our preference. That determination is difficult, to be sure, but it is not impossible. It must center, in the end, on the books themselves after we have laid aside our axes to grind and exposed our hidden agendas.

—Hugh M. Curtler, A59

George Cayley's letter in the spring 1997 *Reporter* contained one of the most intellectually bankrupt comparisons that it has been my misfortune to read. Mr. Cayley writes, "the thought of St. John's becoming subject to the specter of feminism is just as disturbing as the specter of fascism, nazism [sic], communism, or McCarthyism."

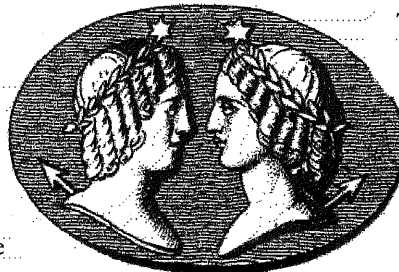
To paraphrase Katha Pollitt, feminism is the radical notion that a woman is a human being. Nazism, in contrast, promotes the idea that certain classes of people are sub- or anti-human--an idea that led to the

deaths of 10-12 million noncombatants, the virtual elimination of pre-war Jewish culture from central Europe, and devastating world war.

The comparison is not only ludicrous, it is irresponsible and partakes of the worst kind of anti-intellectualism.

—Rich Green, SF87

continued on page 23



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:

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Alumni Association News

Summer 1997 • St. John's College



MARK MIDDLEBROOK, A83, EDITOR

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 Mark Middlebrook at 73030.1604@compuserve.com (e-mail) or call 510-547-0602.

No Longer in Dispute: the New Triangle Circle in North Carolina

BY SUSAN EVERSOLE, SF79

Once upon a time, there may have been an alumni chapter in North Carolina. Or there may not have been. This question is under dispute, and has not been resolved. Not many people can claim that they are native to North Carolina's Research Triangle Park.

This Triangle is formed by three major universities: Duke in Durham, UNC in Chapel Hill, and NC State in Raleigh. Chapel Hill is known for bleeding heart liberalism, Raleigh is the state capital and home of Jesse Helms (need I say more?), and Durham is plagued with an inner-city and all the problems thereof, while it is blessed with a world-class medical center and university.

Drawn to the area by the schools, technology firms have set up shop, and the EPA has headquartered air research in the vicinity. Magazines that make it their business to rate such things have rated the Triangle a great place to retire, so a large number of people have planted roots in this Faulknerian Southern clime (bars in Chapel Hill claim Faulkner regularly staggered out their doors). The Triangle has also attracted a large number of St. John's College alumni.

As diverse as the three areas composing the Triangle, so are the professions of the members of the new alumni group. So far, no two individuals within the group seem to be in the same profession despite overlapping interests or avocations. Additionally, the group draws on the entire Piedmont for membership with Jim Scott (A84) driving all the way from South Carolina to attend seminars.

Out of respect for the diversity of the group, it seemed logical to keep organization at a minimum, and simply get a chapter started. Upon applying for a charter, the nascent alumni group was granted

official status contingent on the selection of a president/representative.

The group succumbed to the formality, but in the voting frenzy, also elected a vice-president and chapter representatives for the Annapolis and Santa Fe Alumni Board meetings. We also re-named our chapter after a suggestion by Amy Clark (A78). The new name for the chapter is the Triangle Circle of St. John's College Alumni.

The Triangle Circle has held 3 seminars in the past 6 months, with a tiny group of new alumni faces appearing at each event. Our first seminar, on Plato's *Meno*, was led by Annapolis tutor Grant Franks at the National Humanities Center.

The second seminar, on Friendship—Chapters 8 and 9 of Aristotle's *Nicomachean Ethics*, was led by Annapolis tutor Sam Kutler. The day before the seminar, several alumni met with Sam at the Fearington Market for brunch. The most recent seminar, on a poem by Sappho and a sonnet by Shakespeare, was held in a used bookstore—four gatherings, four locations.

For our next seminar, on *The Prince*, September 7th, we will return to the wonderful, eclectic, and well-stocked used bookstore called the Readery in the not-so-lovely downtown Durham area. The owners are truly accommodating and the price is unbeatable—free. Our current schedule calls for a seminar every other month, with tutor visits in the fall, winter, and spring. Social events, outings, and business meetings are in the planning. Despite the ambiance, a bookstore is a dangerous place for Johnnies to gather; we may have to move again if we find it too expensive (I walked out with three books last time).



The Alumni Association Board gathered in April in Annapolis. Front row: Peter Huidekoper, Rick Lightburn, Barbara Leonard, Steve Bergen; second row: Bev Angel, Sam Stiles, Steve Sedlis, Allan Hoffman; third row: Glenda Eoyang, Tom Geyer, Paul Martin, Pedro Martinez-Fraga, Homayoon Sepasi; fourth row: Barbara Lauer, Liz Skewes, Harvey Goldstein, Mary Goldstein, Jason Walsh, Dave Krims; back row: Sharon Bishop, Jim Schweidel, Roberta Gable, Mark Middlebrook, Bill Tilles.

This group is in the formative stage. If you are local to the area, please give a call/e-mail to one of the chapter representatives. ●

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Editor's note: This article is part of an ongoing series profiling local alumni chapters. By my accounting, we've covered almost all of the officially chartered chapters. If you participate in an informal alumni group (of whatever sort), please contact me. In a future issue, I hope to report on the kinds of alumni activities that arise spontaneously, outside of the formal chapter structure.

Dean Carey's Statement of Educational Policy Available to Alumni

Each year the dean who is serving as chair of the Instruction Committee of the College is charged by the Polity with writing a statement of educational policy and program. Santa Fe Dean James Carey wrote this year's statement and in it addressed whether the college should take seriously the Polity's charge "to develop the moral and intellectual powers" of its students (emphasis added).

Carey's Statement of Educational Policy and Program is available to alumni on the World-Wide Web or by mail. You can view and print the statement at the Unofficial Alumni Web site: <http://www.charm.net/~bfant/johnny/johnny1.html> (or <http://www.charm.net/~bfant/johnny/sepcarey.html> to go directly to the Statement). Alternatively, you can receive a copy by mail by calling Santa Fe Alumni Director Elizabeth Skewes at 505-984-6103.

See the article about different points of view on the Statement on page 26 of this issue of The Reporter. ●

How We Spent Your Money: Treasurer's Report for 1996

BY RICHARD LIGHTBURN, SF76,
ALUMNI ASSOCIATION TREASURER

In 1996, the Association received nearly \$35,000 in dues from its members. In addition we earned about \$1,000 in interest on our bank balances.

What did we do with the \$36,000?

First of all, we supported Alumni activities. We spent about \$11,000 to subsidize the homecomings on both campuses, and the summer alumni weeks in Santa Fe. We also spent \$3,500 to welcome new members of the Association through the Senior dinners and Graduate Institute graduate gifts. We reserved another \$3,000 for the alumni chapter workshop scheduled for the summer of 1997, which will provide an opportunity for leaders of the various alumni chapters to share ideas and to enhance the local programs they present to alumni.

The Association split the cost of the recently published *Alumni Directory with the College*, and in 1996, we added about \$6,000 to our reserve for this. Because of the Association's support, this directory has several useful indices that it wouldn't otherwise have, and it has

been made available to all alumni, without charge.

Another \$7,000 was spent to support communications with the alumni, including printing, mailing, and newsletter production.

The Association has for many years supported memorials and archives of the college. In 1996, we spent about \$2,500 in this function, most of it going to our project to produce archival quality photos of the tenured faculty. These pictures, done by several talented photographers/alumni, have done a wonderful job of capturing the special character of the tutors.

We made a special contribution of \$2,000 to the endowment of the College: Several years ago the Association set up a Scholarship Fund for the benefit of the children of alumni, and this fund has not grown as much as the cost of what we want to fund.

In addition, the Association had some \$1,000 in administrative expenses—mostly for meeting expenses and for the awards the Association gives.

That is how the Association spent your dues. ●

EX LIBRIS ALUMNORUM

Capsule Reviews by Alumni of Favorite Books

Send your one-paragraph reviews to the editor of this Newsletter.

U.S.A., by John Dos Passos

First published in 1930, 1932, and 1936, Signet Classic, approx. 1,650 pages.

Submitted by Peter A. Melka, SF87.

This trilogy is most striking stylistically for the innovative segments. Three types of shorter segment appear grouped together at intervals. In between these is a conventional novel, or at least as conventional as a novel can be with many protagonists. The theme of the title holds together both innovative segments and conventional novel. But it seems fair to ask what the stylistic rationale might be. The types of innovative segment are very different from one another, almost polar opposites, but generally they seem concerned with the moment. On the other hand, like Heraclitus's concern with the stream, concern with the moment perhaps epitomizes the realistic technique of the conventional novel. Given the limitation that the techniques do more to conceal the author than reveal him. This means that concern with the moment must be the characters' concern with the moment. And all this is fitting, if the subject is a period of U.S. history when perhaps the moment had a relatively great importance compared to some more far reaching destiny. This analysis seems anyway relevant to why I enjoyed the novel.

Submitted by Mark Middlebrook, A83.

Spanish with Ease, by J. Anton and John Smellie

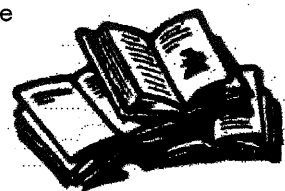
1987, Assimil, Chennevieres sur Marnes, France (1-800-ASSIMIL in the U.S.), 474 pages.

Submitted by Mark Middlebrook, A83.

What do you call someone who speaks three languages? "Trilingual." What do you call someone who speaks two languages? "Bilingual." What do you call someone who speaks one language? "An American."

Years of grade school Spanish and the French tutorials at St. John's did little to make me any less the butt of this quip. But thanks to a tip from language-loving alumna Christine Robertson, A90, I now can aspire at least to being 1.5lingual. Assimil publishes book/tape (or CD) language packages for French, German, Spanish, Italian, Dutch, and Arabic—all with the title [Language] with Ease. I've been working through the *Spanish with Ease* book/tape set, which is well thought-out and inviting, without descending into the simplistic phrase-book pap that characterizes many language learning tools.

The Assimil method is conversational, but they aren't afraid to teach you grammar along the way. The lessons introduce idioms early on, the later lessons have you reading real poems, and there's a pretty good grammatical appendix of verbs. An added bonus is that the book, though compact and lightweight, has a sewn binding and a sturdy cover—unlike most modern paperbacks, it should hold up to repeated use and the rigors of the rucksack. (Note to travelers: The speakers on the tapes use a Castilian accent of the sort you'll encounter in most of Spain, but not in Latin America.)



CHAPTER CONTACTS

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

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AUSTIN: Homayoon Sepasi 512-416-1764

BUFFALO/ROCHESTER/TORONTO: Hank Constantine 716-586-5393

CHICAGO: Amanda Fuller 708-705-1143 or Rick Lightburn 312-347-7099

DALLAS/FORT WORTH: Suzanne Doremus 817-496-8571 or Jonathan Hustis 214-340-8442

LOS ANGELES: Meg Sheehan 310-379-5320

MINNEAPOLIS/ST. PAUL: Vicki Wilson 612-535-0055 or Glenda Eoyang 612-783-7206 or 612-379-3883 (W)

NEW YORK: Steven Sedlis 212-289-1662

PHILADELPHIA: Jim Schweidel 610-941-0555

PORTLAND: Elizabeth Skewes 505-984-6103

SACRAMENTO: Adrienne Laidlaw 916-362-5131 or Helen Hobart 916-452-1082

SAN FRANCISCO/NORTHERN CALIFORNIA: Toni Wilkinson 415-550-1280 or Mark Middlebrook 510-547-0602

SANTA FE: John Pollak 505-983-2144 or Elizabeth Skewes 505-984-6103

SEATTLE: Jim Doherty 206-937-8886

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

Alumni Notes and Profiles...

1921

Dr. Thomas Turner celebrated his 95th birthday in January. He was awarded a Governor's Citation in recognition of his "exemplary record of outstanding service as a distinguished scholar of medicine" and "the lifelong dedication, support and commitment" he has demonstrated on behalf of Johns Hopkins University. Dr. Turner served as dean of the Johns Hopkins Medical School from 1957 to 1968; he still spends four days a week in his office, writing memoirs and answering the many requests he receives for information on Hopkins history. Dr. Turner is also a Visitor Emeritus on the St. John's Board of Visitors and Governors.

1950

Tylden W. Streett recently completed an eight-foot bronze memorial figure for firefighters who have lost their lives in the line of duty. This stands across from Baltimore City Hall. He also just completed, for the Jewish Historical Society of Maryland, a 40" x 50" bronze bas-relief of Zanryl Krieger, who, says Streett, "has given over \$100 million to various institutions to start great changes and perhaps transform society."

1951

Stewart A. Washburn was elected a fellow of the Institute of Management Consultants. Washburn, a management consultant with offices in Lakeville, Massachusetts, serves on the Board of Visitors and Governors of St. John's College.

1955

Peter S. McGhee has received a 1997 Columbia Journalism Alumni Award, given for "outstanding journalistic achievement or a distinguished career in journalism or journalism education." McGhee, vice president at WGBH in Boston, was executive editor of the public affairs series *The Advocates*, which won Emmy and Peabody awards. He was executive producer of the documentary series *Arabs and Israelis*, which won an Alfred I. duPont-Columbia Award.

1959

Hugh M. Curtler (A) has recently completed his book, *Rediscovering Values: Coming to Terms with Postmodernism*. It will be published next month by M.E. Sharp, Inc. of Armonk, N.Y.

1963

Mary McCutchan is a historian working for the National Register of Historic Places in Washington, D.C. She married Don Singer, an archivist at the National Archives in College Park, Maryland, last June. Between them they have four children: Selina, a Latin teacher; Matthew, an architect; Amanda, an editor with Associated Press; and Valerie, a graduate student in anthropology at Syracuse.

1970

Susheila Horwitz (SF) is still a staff member of Madonna House and is now assigned to that organization's house in Washington, D.C. She would love to see any alumni who are in the area. Madonna House is located at 200 C Street, NE, Washington, DC 20002.

John Dean (A) has been kicked upstairs from his post at the Universite Strasbourg II to Universite de Versailles Saint-Quentin-en-Yvelines. His field of study remains History of Ideas, American Studies, with a strong bias toward what has come to be called Cultural Studies. He has just published *European Readings of American Popular Culture* (Greenwood Press). Over the last few summers he's been working in the graduate school at the University of Colorado, Boulder. He writes that "any Johnnies coming through Paris from my own Annapolis alumni time-zone are welcome to make contact." E-mail: dean@monza.u-strasbg.fr or (Paris tel.#) 01.43.336.36.16.

1972

Dana Netherton (A) married Robin Goldman in 1990. They have two children: Graham, born in 1993, and Roger, born in 1996. He is a principal with American Management Systems in Fairfax, Virginia. His specialty is "Reliability-Centered Maintenance," about which he has written several papers. His e-mail address is dana_netherton@mail.amsinc.com.

1975

Thomas J. Myers (SF) and Moors C. Myers (SF) report that they now have five children: Toby, 21; Emma, 16; Paul, 12; Peter, 11; and Tamsin, 6 months.

Dr. Dale Mortimer (A) writes that "after serving nearly a seven-year, part-time 'sentence,'" he has left his job as the main consulting psychiatrist for the Oregon Department of Corrections. He served as the psychiatrist for Oregon State Penitentiary (the maximum security prison in Salem) and its psychiatric unit housed there. He is now gearing up for full-time private practice in Vancouver, Washing-

ton, focusing on assessing and treating behavioral and anxiety disorders in children and adolescents.

1977

Michael Levine St. James (A) writes: "I am one of the few happy attorneys I know. Last month, I was named chair of the executive committee of Rosenblum, Parish & Isaacs, where I practice bankruptcy law. My business bankruptcy practice lets me work with a wide variety of businesses—this year, I concluded my most unusual case: a successful reorganization of San Francisco's largest chain of adult theaters! The current spring soccer season consumes all our Saturdays, with my 13-year-old daughter Sara, 9-year-old Liza, and 6-year-old Noah all avid players. My eldest was mortally embarrassed when I concluded a presentation on Ancient Greek for her language class by chanting the first part of the *Iliad*. I'm looking forward to seeing classmates at the reunion this September. If anyone from the class of '77 comes to San Francisco, give me a call at 415-477-9422, or e-mail me at stjames@rosenblum.com."

1978

Karen Gasser (SGI) received her Ph.D. in English from the University of Denver in August 1996.

It has come to the attention of David Woolwine (A) that two works by Eric H. Wefald (A) have been brought out posthumously. Eric matriculated with the class of 1978 and was at St. John's for one year. The books are *Truth and Knowledge: On Some Themes in Tractarian and Russellian Philosophy of Language*, published by the University Press of America in 1996, and an earlier work, *Do the Right Thing: Studies in Limited Rationality* (Stuart Russell, co-author), published in 1991 by MIT Press. David has looked at them and says that they are technical works in philosophy and may be of interest to alumni and faculty of St. John's. Eric was considered one of the most promising philosophers of his generation. He died in 1989 in a car accident and an obituary was printed in *The Reporter*. David also notes that he himself is the author of a short essay entitled "Reading Science as Text" which was published in 1991 in a book titled *Vocabularies of Public Life*. It is on the use of deconstructionist notions in the study of science. David believes that it is of no interest to anyone.

1981

Major Michael A. Cross (A) is now a major serving as an Infantry Brigade Operations Officer in the U.S. Army's 10th Mountain Division. Soldiers from his brigade are currently

IN VINO VERITAS?



Larry Turley at the vineyard.

Larry Turley is famous in the wine world for his zinfandels and petit syrahs, but few people know that, until 1996, when he struck it big in the wine biz, he was a full-time emergency room doctor, producing beer and wine as a sideline. St. John's is proud to claim him as an alumnus; although he only spent two years with the great books (and the Santa Fe class of '69), he managed to get into medical school without a bachelor's degree. It was during med school that he started making beer ("You can always make much better than you can buy," he says.) Turley started Frogs Leap Winery in 1981,

sold the label in 1994, and then started his own label, Turley Winecellars. His wines have received top ratings from connoisseur Robert M. Parker in *The Wine Advocate*.

Meanwhile, Turley's sister Helen (A67) is achieving phenomenal success as perhaps the top wine consultant in the country. In addition, she and husband John Wetlaufer (A67) are bottling their own label, "Marcassin." The *Wall Street Journal* reported that "more than 4000 people are on the waiting list for Marcassin, hoping to pay about \$100 for each bottle." In vino veritas? Larry Turley says yes. But among wine cognoscenti, the word is beginning to spread: In familia vinum. ●

—by Susan Borden

serving in peacekeeping operations in both the Sinai and Bosnia. He recently graduated from the Army's Command and General Staff College and prior to that completed an MPA at Harvard's JFK School of Government.

1982

Married and a mother of three children (ages 4, 7 and 8), **Sara. E. Van Wassenae-Matson** (SF) works part-time at the Fine Arts Academy in New York City. She says she is "painting and sculpting and being 'mom' and 'wife' to a top-notch management consultant and living in a big, beautiful house in Amsterdam with our golden retriever."

1984

Lori Maness (SF) writes, "I will marry my friend, Ron Morris, August 16 at a small lodge in Wyoming's Medicine Bow National Forest. I would really love to see the friends I have lost touch with and for them to take part in this celebration. The beauty and simplicity of the setting allows for the addition of guests, even on short notice. It would be a great thing to bless this union with reunion. Please contact me at P.O. Box 417/ Casper, WY 82601 or call 307-577-0919."

Joie Goodwin Munda (A) writes, "I am single Mom to four-year-old Sara, who is a budding artist and tennis player, and am blessed to work for an employer that allows me to work from home. As a researcher/writer for "The 700 Club," I have the great privilege of interviewing people about the transforming power of the risen Christ in their lives. Of the two or three testimonies that air daily on the Family Channel show, I have often had something to do with one of them. God is good!" You may reach Joie via e-mail at josephine.lmunda@cbn.org or by writing to her at 1689 Dylan Drive, Virginia Beach, VA, 23464.

Dana Darby Johnson (A) and her husband Robin write: "We send the rather belated news that we became parents a year and a half ago. Our daughter, Rhiannon, was born at home, and we have been completely besotted ever since. Meanwhile, Robin is teaching and writing about the Tai Chi Internal Arts at The Center for Classic Tai Chi Chuan in Santa Fe. Dana is writing a dictionary for a British publisher, taking a leave of absence from the environmental illness field. The alumni office has our phone/address/email."

Lisa Ross Thedens (A) and her husband John had a son, Peter John Thedens, on April 1, 1996. Lisa continues to pastor her church in Coggin, Iowa.

Leslie DeSimone (A) married Ken Descoteaux on October 5, 1996. They are living in Stow, Massachusetts and would be glad to hear from any Johnnies in the area.

Lisa Nurcombe Walling (A) and **Karl Walling** (A) and their children, Alexandra, age 7, and Ian, age 4, will be moving to Ohio this summer, where Karl will continue as a professor political science for a small liberal arts college.

Barry Hellman (A) and **Cynthia Keppel Hellman** (A) moved to Norfolk, Virginia in 1994, after Barry completed his residency training in anatomic pathology at Stanford University Hospital and Thia finished her PhD in Physics at Stanford Linear Accelerator Center. Barry is a staff pathologist and director of the immunodiagnosis lab at Sentara Norfolk General Hospital, and director of the Eastern Virginia Medical School pathology residency program. His main areas of work are hematopathology, gynecologic pathology and breast pathology. Thia is currently an assistant professor with Hampton University and a staff scientist at the Thomas Jefferson National Accelerator Facility (formerly CEBAF). Her area of focus is quark structure. She has landed an NSF career development grant and has an approved experiment pending at the accelerator. Their children, Barry III and Joel are currently 10 and 3 years of age.

Barry reports that "the best friend anyone could ever have, **Joel Bennington** (A), has taken a position as assistant professor in biology at St. Bonaventure University in Olean, NY. He is leading the life of the benign eccentric and therefore finds himself very much in demand (my interpretation, not his) in those wild climes. He has a better music collection than most colleges and drives faster than most undergraduates."

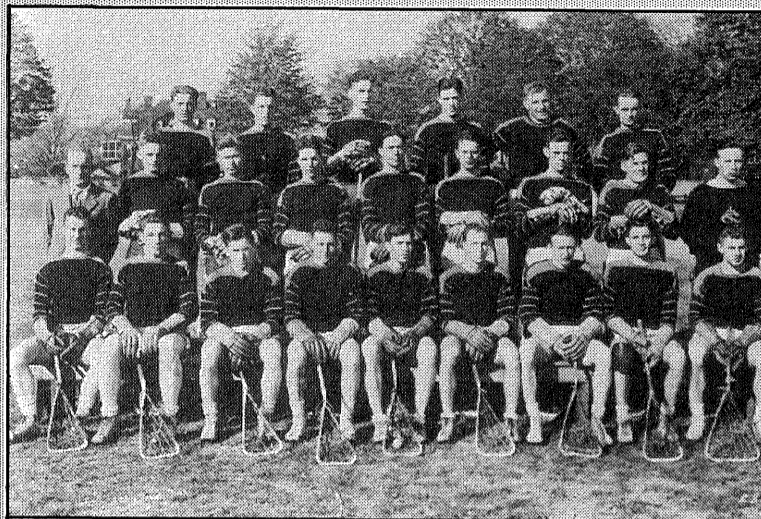
1985

Maggie Kinser Saiki (A) sends a beautiful card announcing that "At precisely 5 a.m. on the first day of September 1996 Molly Grace Saiki slipped from darkness into light. She was welcomed by her parents Hiromu and Maggie and her siblings Hannah and Tom." Kinser lives in Japan and writes for *Graphis*, a quarterly published in New York and covering design around the world.

Guy Thmister (A) and his wife Lara live in Amsterdam, Netherlands, where they both work as computer analysts.

On December 29, 1996, **Lisa F. O'Brien** (A) married Adrianis B. Olde Daalhuis in Potomac, Maryland. Lisa and her husband now reside in Edinburgh, Scotland, where she teaches grade school and he is a professor of mathematics at the University of Edinburgh. Her address is: Lisa F. O'Brien/10 Balderston Gardens/Edinburgh, Scotland EH16-STF.

LACROSSE GLORY DAYS



An SJC winning lacrosse team, circa 1930

My what a wonderful letter from Ed Lotz (class of 1931) in your winter 1997 issue. This brought back a flood of memories to me of my growing up in Annapolis. Ed, Phil, and Calvin Lotz were boyhood idols of mine; we spent lots of hours watching the practices and games at St. John's.

We played lacrosse with homemade sticks—these were forked branches and the pockets were leather taken from scrapped leather seats in abandoned autos. Needless to say, these weren't too satisfactory, but it got the Dean Street gang beginning to play. We always had plenty of lacrosse balls because we always found them on campus. When the out-of-bounds balls wernt over the hill into the ravine we helped to search for them. We would locate them quickly and made sure we hid them in the leaves. After the practice we would have a fine souvenir!

One day, Ed Lotz gave me a broken stick and I felt a surge of glory—I had my first lacrosse stick. I repaired it with tire tape (this fixed everything for kids in my day!). Naturally from then on, Ed was wonderful and my skills improved.

I attended Johns Hopkins University School of Engineering, playing freshman lacrosse under the coaching of Phil Lotz. Next year I was on the JV team and our big thrill was to beat St. John's JV in Annapolis. In spring of 1938 I gave up on mechanical engineering and transferred to St. John's, class of 1940, where I joined many of my old friends from Annapolis High—some were playing in the last lacrosse team that the college had. Our big games were Rutgers, Army, Hopkins, and Baltimore Lacrosse Club. The next two years were fast and great fun but not the thrill of intercollegiate challenge.

I should mention one of the many memories of St. John's—watching the bonfire being assembled for the rallies before playing Hopkins in football. We kids would go up to the campus after scout meetings and sit with the students as they guarded the campus against the possible raids of Hopkins. We'd be suspicious of any car in the area and we knew the excitement and shenanigans of the raids. One time, the mayor of Annapolis sent the fire trucks to College Avenue to put down the perceived riot and the St. Johnnies grabbed the hoses. The police had to break this up.

Then there was the Hopkins student who was captured as he raided Annapolis for his mates. He liked the treatment so much that he transferred to St. John's. I mentioned the song we sang to President Nelson:

*Hopkins is run by Baltimroe debs
Loyola is run by the Pope
Maryland is run by politics
And Baltimroe U. is a joke.
St. John's is run by loyal sons
From generations back
So join the rollicking chorus
Three cheers for the orange and black
St. John's was St. John's when Hopkins was a pup
St. John's is St. John's from generations back
And St. John's will be St. John's when Hopkins is washed up
And any son of a Hopkins man we find within our halls
We'll take him back of the KA House and — — —!*

—Bo Reynolds, Class of 1940

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Alumni Notes and Profiles...

continued from page 21

1986

Susan Read (SGI) writes: "I have a wonderful baby boy, Harrison Webster, who was born on May 12, 1995. He loves to garden, ride bikes and eat. I'm still teaching at Santa Fe Indian School and enjoying southwest life."

Kristen Caven (SF) and her husband, Dave, recently had a baby boy. Kristen writes: "On May 14, 1997, Donald Max Caven entered the world at 4:01 am PST with onlookers Grandma Louise and Papa Dave and the Goddess of Fertility Mama Kristen in tow. He weighed 7 pounds, 2 ounces, and was 20 inches long. His first words, though not confirmed, were 'How are the Cubs doing this year?'"

Charles F. Beckman (A) is an undergraduate student in engineering physics at Oregon State University. He says: "I participated on a city league basketball team in Santa Fe during the 1983-1984 school year, we did not do nearly so well as last year's team (which won the city league championship). I believe we won three games, at least one by forfeit. **Jamie Hayden** (SF) was our captain and I drove the team to games and played shooting guard of sorts."

1987

At 9:03 pm on Thursday, March 27, 1997, **Melissa Johnson** (SF) and **CJ Dallett** (SF88) welcomed their daughter, Liliana Ione Dallett, into the world, "more specifically into the world of Espanola, New Mexico." CJ, Melissa and Liliana can be reached at P.O. Box 203, Ojo Caliente, NM, 87549. Their e-mail address is reddlines@roadrunner.com.

Melissa White (SF) and **Ron Strauch** (SF85) welcomed their third child, Asher White Strauch, into the world on Jan. 23, 1997. Melissa writes: "He was impatient and barely waited for the midwife. He was born into air, unlike his sister, Talaya, 8, and brother, Colin, 6, who were water babies." Melissa is a production manager at *Indian Artist Magazine* in Santa Fe and Ron's business, Milagro Compost, has leased five acres at the Santa Fe Downs. Melissa and Ron invite friends who are in the LaCienega area to visit. Melissa's e-mail address is 105616.1666@compuserve.com, or Ron and Melissa can be reached at 505-473-5398.

1988

Kim Paffenroth (A) and **Marlis** (A86) report that they will finally be leaving South Bend, Indiana. Kim was just awarded a three-year teaching fellowship at Villanova University to

teach in their Core Humanities Program: "Great Books for the masses," the director of the program calls it, since it is a required course for all first year students. Kim's first book, *The Story of Jesus according to L*, will be out this September from Sheffield Academic Press. Kim and Marlis' son, Charles, is now three and they are expecting another child soon.

1989

Molly Porter's (A) artwork is being displayed at the Delta Blues Museum in Clarksdale, Miss., this summer. The exhibit shows oils, watercolors and pastels that she completed during a recent stay in the Mississippi Delta. Her work has been described as "full of light and maelstroms of color and subject and subtle rhythms."

1990

Gerard Sparaco (A) finished his academic requirements at the Gettysburg Lutheran Seminary and will begin an internship at St. Paul's Evangelical Lutheran Church in Orion, Illinois in September. This will lead to ordination in the Evangelical Lutheran Church in America.

Alexandra Kincannon (A) is working toward a Ph.D. in cognitive psychology at the University of Virginia.

Jonathan G. Ying (A) received his master's degree in theological studies, with a focus on Confucian thought and modern Chinese literature, in 1994 from Harvard University. He is now a lecturer in the department of sociology and an assistant dean of students at the University of Illinois at Urbana-Champaign. He says his assignments "include teaching and developing an Asian American studies curriculum and working with the 3,800 Asian American students." He would love to hear from friends, and may be reached at 110 Turner SSB, MC-306, 610 East John Street, University of Illinois at Urbana-Champaign, Champaign, IL 61820. His e-mail address is jying@uiuc.edu. His phone numbers are 217-333-0050 at work and 217-356-7941 at home.

Joshua Kerievsky (SF) and **Tracy Reppert** (SF91) were married on May 25, 1997, in Boca Raton, Fla.

F. Thomas Luparello (SF) is now the vice president of Wood River Technologies. His address is P.O. Box 6639, Kerchum, ID 83340.

1991

In 1993, **Jonathan Skinner** (SF) received a master's degree in English literature from Oxford. He also earned a master's degree from the University of London in comparative literature in the fall of 1996.

After working for three years as an

associate producer at CNN in Los Angeles, **Richard Marks** (SF) is now the story editor for the new feature film division of National Geographic. He says he hates news, loves film, and is now "facing the desire to make movies."

1992

J. Elizabeth Hubert (SF) has been accepted to the University of Nebraska College of Medicine and will begin there as a medical student in August. She also is engaged to Dr. Alex Osowa of Nigeria. She says, "I would love to hear from any Johnnies trapped in Omaha." She can be reached at 328 S. 37th St., #2, Omaha, NE 68131. Her phone number is 402-341-7115.

1992

Stacy Vennema (A) reports that she should complete her M.A. in history at the University of Oregon in June.

1993

Julia Beth Graham (SF) is completing her master's degree in comparative religions at the University of Colorado at Boulder.

Owen A. Kelley (A) writes: "In January, 1997, I earned a master's degree in applied physics from George Mason University in Fairfax, Virginia. I now work at the NASA Goddard Space Flight Center on the Tropical Rainfall Measurement Mission. I have played folk music on my cello as part of the Hauntingly Beautiful Trio, which performed several times in Annapolis."

Kevin Johnson (A) is living in Boston and studying counseling psychology at Lesley College, which is feminist and multicultural in its orientation. He is living with a composer/poet/psychic. He would love to hear from alumni or current students. His phone number is 617-524-2669. His address is Apt. 3/16 Spalding Street/Jamaica Plain, MA 02130.

In May, **Laura Anne Stuart** (A) received the degree of master of public health from the University of Michigan. She is now working as an analyst at Abt Associates Inc., a research and consulting firm in Cambridge. Her phone number is 617-629-2470. Her address is 402 Highland Avenue, Apt. 21/Somerville, MA 02144.

James Lank (A) graduated from Harvard Law School where he was editor-in-chief of the *Harvard Journal of Law & Public Policy*. He has passed the Texas Bar and now practices corporate and securities law with the firm of Liddell, Sapp, Zivley, Hill & LaBoon in Houston, Texas. His e-mail address is james.lank@juno.com.

Matt Wright (A) reports that he and his family have moved to Philadelphia, where he has a new position as the head baker for Fresh Fields. "Both

kids are a year older," he adds.

1994

David Brooks (SF) has been awarded a three-year scholarship to pursue his doctoral degree in existential psychology at Duquesne University in Pittsburgh. He plans to do research in gender identification. After graduation from St. John's, David worked at the Philadelphia Hospital for two years as a pharmacy technician. He is finishing his master's degree in psychology at Duquesne this summer. David lives at 426 N. Taylor Ave. #2, Pittsburgh, PA 15212.

1995

Bruce Grigsby (SGI) was one of 16 teachers in Colorado who was recognized recently by the governor's office and the Colorado Endowment for the Humanities. He says that "a primary reason for being nominated by my principal for the recognition has been my inclusion of St. John's style Socratic seminars in my teaching. So the outreaching effect of what we do at St. John's continues, and I am continually grateful for having been able to be a part of the GI program."

Kellyn Vandenburg (SF), who spent three years at St. John's, is now completing her degree at the University of New Mexico.

The Reporter wants to hear your news! Contact us any way, by phone, mail, e-mail, whatever—here are our addresses:

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Annapolis, MD 21404
phone: 410-626-2539
e-mail: bgoyette@mailhost.sjca.edu

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phone: 505-982-6103
e-mail: Eskewes@shadow.sjcsf.edu

Obituaries...

EDWARD CORNELL CLARK

FORMER TUTOR

Edward Cornell Clark died on May 21 in Los Cerrillos, N.M. He was a tutor at the Santa Fe campus from July 1974 through June 1977.

He came to St. John's from the University of Texas at El Paso, where he taught Western Civilization for five years. Prior to that, he was at Princeton University, where he earned his Ph.D. in 1969. He had an undergraduate degree from Massachusetts Institute of Technology and worked for several years as a geophysicist in Montana, Wyoming, Turkey, and Spain before going to Princeton.

He is survived by his wife, Mary Gilman Clark; four children, Sarah Clark Davis, Susan Louise Clark, William Gilman Clark, and Daniel Howard Clark; and a sister, Jeannette Gibson.

LOUISE TRIGG

FRIEND OF THE SANTA FE CAMPUS

Louise Trigg, who, along with her former husband Robert McKinney, was instrumental in bringing St. John's College to Santa Fe, died on June 2 in Santa Fe. She was 84.

She was a founding member of the

Santa Fe Opera, Santa Fe Preparatory School and Santa Fe Chamber Music Festival. She graduated from Amarillo High School in Texas in 1930 and married Robert McKinney, who later became the owner of *The New Mexican*, in 1943. She and McKinney had a daughter in 1954 and later divorced.

Trigg served on the boards of St. John's College, Santa Fe Preparatory School, and the Santa Fe Chamber Music Festival. She also served on the New Mexico Arts Commission under Gov. Bruce King and was a member of the National Endowment for the Arts.

She is survived by her daughter, Robin; son-in-law Meade Martin; a brother, Steve, and his wife, Ann; two grandchildren; and numerous nieces, nephews, and cousins.

NOTED...

Alan Eckhart, A43, died on January 13, 1997.

Toni Karen Nelson, SF70, died in April 1997.

Gregory Scott Burbey, A86

David F. Crowley, Jr., A28

William Jack Ely, A82

Jerome Lansner, A50

Richard B. Sellman, A36

Henry R. Weeks, A35

Letters...

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It is a truth universally acknowledged that there are more Great Books than can be fit on the Program; the "argument on what books" comprise our list is a constant reality. Mr. Cayley believes that "if [Buchanan] felt that...Jane Austen, etc., belonged in the program, would he not have included them?" and feels that "the Buchanan list is obviously under seige." However, suggestions are made to change our list regularly, and such a suggestion quite properly receives a thoughtful, practical response like Dean Brann's.

Though the recent suggestion in these pages to include the works of more women authors was reasonable in tone and rational in argument, its authors seem not to understand that no circumstance of an author's being is worth consideration in the decisions of the Program Committee. Several books by women are worthy of inclusion, without recognition of the sex of the author, but worthiness apparently is not the only standard by which the Program Committee must judge. *Middlemarch* is a greater book than *War and Peace*, but the latter has long been a standard for the educated person; besides, the seminar does better with a novel that's got huge chunks of philosophy in it.

The list is steeped in philosophy, whose analytic method routinely and notoriously butchers literature, as well as music and visual art. As a result, contempt for literature is endemic among my fellow Johnnies. It is demonstrated by Mr. Cayley's characterization of a flower of English prose as a "romantic perspective on the universe"; moreover, it is convincingly cloaked in his letter as contempt for the works of women. I am not particu-

larly fond of Miss Austen, but to suggest that "there is a whole host of authors in her class," to equate her with Margaret Mitchell, is to display with pride an appalling lack of education and a corresponding lack of objectivity.

I would offer that the educational intention to which we all aspire, and to which Mr. Cayley makes ungrammatical reference, is not well represented by one who feels he "saw the movies...so why read the books?"

—Barbara Hahn, A88

CORRECTIONS

Your obituary on tutor Ralph Harper (Fall 1996 issue) states that he was at St. John's from 1943-45. However, he was there in 1945-46. That was my sophomore year. My seminar leaders were Richard Scofield, Simon Kaplan, and Ralph Harper. My Latin tutor was Ralph Harper. In January 1946, Mr. Harper invited his students to his house and told us Dean Scott Buchanan had informed him that he was making an "intuitive judgment" that Ralph was "simply not a teacher."

Some of us, recalling that years later (Vernon Derr said I might use his name), think that on that occasion Scott Buchanan was wrong. While I was teaching at Olivet College in the 1970s, I organized an annual film festival. Harper gave excellent lectures on Bergman and Antonioni.

On another subject: I am sorry that the seminar readings of the various alumni chapters are not listed in *The Reporter*. In view of the current controversy on women authors on the reading list, I should think alumni chapters might discuss some of the books proposed and report opinions.

—Bill Buchanan, A48

Mr. George Cayley's last name was misspelled in the letters section of the spring edition of *The Reporter*. We apologize for the mistake.

20TH CENTURY GREAT BOOKS

In reference to the story in the Spring issue about the great books of the 20th century, here are some thoughts:

Drop Freud. His theory of the mind is based on the workings of the reducing steam turbine (the technological wonder of his day). Currently, the theory of the mind is increasingly based on the computer (the technological wonder of our day). Both are attempts to make something subjective and non-quantifiable seem more "scientific." With an increased understanding of how the brain really works, chemistry is replacing psychology. If you must include something about psychology try Jung (though he has his flakey moments).

Watson and Crick is certainly a true account of how modern scientific research takes place but not of much interest beyond that. Replace it with "Silent Spring." DNA technology will be very important, but environmentalism will have an even greater impact.

I'd prefer "Makland Field Force" by Churchill, though that may be a few years too early for the 20th century. It conveys as few other books can the concept of death before dishonor and the ideal that a good name was to be valued above anything else in this world. Not by preaching about it but by describing, from the inside out as it were, a life lived according to these precepts. In our cynical age, it would

certainly provide a contrast worth discussing.

Have you ever seen a sunset that reminded you of a patient etherized upon a table? Neither have I. However, T.S. Eliot did write a substantial essay on what makes a masterpiece and how all former masterpieces become re-interpreted in the light of a new masterpiece. I can't dredge up the name of the essay but it sheds light on not just the art of poetry or writing but on all of the arts and could provide a framework on which to hang a considerable discussion on the state and meaning of contemporary art.

Poincare. YES! YES! YES! This is the book that SJC needs as a framework for its lab program. The lab, as it existed in 1967-1972, was just a series of "great discoveries," which we duplicated, without any rationale as to how they came about. This book will help the student understand that science is very much a human endeavor and that discoveries do not occur in a vacuum.

Solzhenitsyn is important historically, especially since if we don't learn from history we may repeat it. Students could only read snippets of this "mega" work. Most of it is mind-numbing in its detail. Might there not be some other, more readable work that captures the "great" ideas presented in this book?

Are there any books that I would propose? I would recommend Hawking, *A Brief History of Time*. Nothing there that any Johnny shouldn't be able to handle and it may suggest a few interesting experiments for Lab. On a similar note, I'd suggest *Flatlands*. This is a short work, I don't remember the author's name, that will get you thinking "outside the lines."

—Thomas Day, A74

Campus Life...

BEHIND THE SCENES
SANTA FE

PAT, THE GARDENER

Pat McCue, the Greek scholar and landscaper, believes in cooperating with nature.

BY CAROLYN KNAPP, SF00

On the surface, Patrick McCue's story seems conventional—at least by St. John's standards. Disenchanted with his course of philosophy at the University of Minnesota, McCue came to Santa Fe, discovered St. John's, enrolled in the Graduate Institute, and maintains an active relationship with the college community.

The difference is that McCue also maintains an active relationship with the college's buffalo grass, its aspen trees, and its daffodils. McCue is not only a graduate of the master's program and a current student in the Eastern Classics program, but the head landscaper for the Santa Fe campus.

McCue never intended to end up in this rather unusual position. When he arrived in Santa Fe in 1980, he had a background in philosophy and had done work on his own garden in Minnesota. He heard about St. John's because he was interested in ancient Greek. Assuming that it was a Catholic school, McCue came by to check out the collection of Greek texts and realized that opportunity had knocked.

While completing his first master's degree, McCue met Gail Haggard, SF71, who owns Plants of the Southwest, a local landscaping firm.

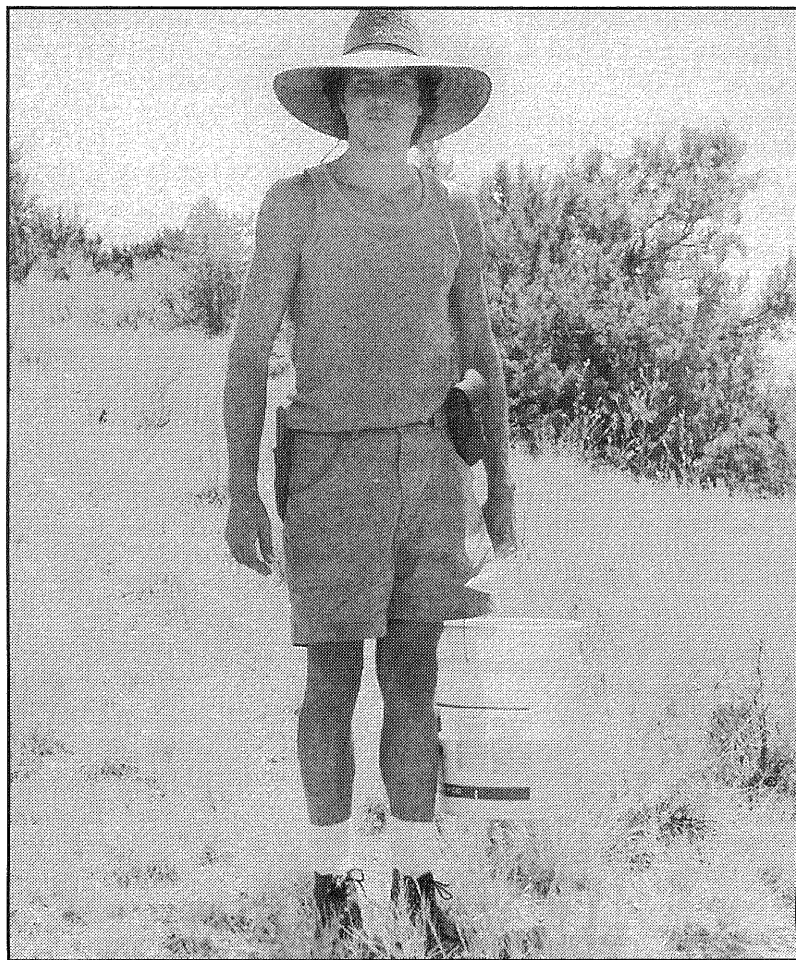
Haggard's philosophy of "co-operation with nature, learning its principles" intrigued McCue. While working for Plants of the Southwest, he learned the

techniques of native plant use, water conservation, and soil development that became his trademark in landscaping. When the mother/son team of Ben Haggard, SF79, and Gail Haggard was selected to design and create the landscaping for the campus's suites and apartments in 1992, McCue was chosen as the foreman for the project.

While working on that project, he met John Agresto, also a committed gardener, and president of the Santa Fe campus in his spare time. The college had just lost its chief gardener, and, as Agresto says, "out of heaven came Pat McCue."

The landscaping that McCue designs and maintains for the Santa Fe campus reflects his belief that in gardening, as in Heraclitus, all is one. He works to conserve water by ensuring that rainwater from the roofs waters the plants, and not concrete. He collects scraps from the kitchens, manure from horse ranches, and clippings and chips from Buildings and Grounds to make a rich compost used all over campus. Agresto says, "He's brought a kind of wholeness to this place that I never dreamed of... he can take the garbage from the kitchens, the things that kids throw away, and turn it into black gold compost, and then turn that into beautiful green vegetables and plants."

Under McCue's watchful eye, campus water for landscaping use has



Pat McCue takes a breather from his work as Santa Fe's landscape and grounds supervisor. His theories of gardening stem from his scholarly pursuits in philosophy.

been reduced by a third, partly because of his choice of native plants like buffalo grass, and partly because of carefully planned watering. His campaign of soil development is helping to reduce the effects of years of stripped, dead soil. The campus blooms with his bulbs and flowering trees, and every summer the vegetable gardens spill over with his carefully nurtured produce.

The massive effort of supervising 263 acres of land has not prevented McCue from doing academic work as

well. Though he will not comment, campus rumor has it that his scholarship in ancient Greek equals that of much of the faculty. Not content with one dead language, he spent this past year learning Sanskrit as part of the Eastern Classics program, and plans to continue with the program this fall.

The last word is perhaps best left to Agresto: "Pat loves hard work, and there doesn't seem to be anything he can't do. He has a sensitivity to landscaping, and to ideas, and to how all things flow together to make a whole." ●

ALUMNI OPPORTUNITIES FROM THE ANNAPOLIS PLACEMENT OFFICE

PSI Services, Inc., a provider of health, education and training located in Easton, Md., is currently advertising vacancies for several Case Managers and a licensed Psychologist Consultant.

The **Case Manager II/Mental Health Therapist II** has the overall responsibility for assessing the needs of those referred to PSI foster homes. Candidate also has case management and therapeutic responsibilities for assigned cases. Qualifications: Master's degree in Social Work; licensed as a LGSW in the state of Maryland; clinical social work training; two years direct clinical experience desired; and excellent writing, organization and case management.

The **Psychologist** is responsible for ensuring that all home-based and clinic-based psychological services are implemented in a manner consistent with good clinical practice. Candidate will conduct psychological evaluations and interpret tests and observation results using DSM IIIR/IV. Candidate will provide psychological consultation to PSI foster care programs and conduct individual and group therapy sessions. Qualifications: Psychological license and at least two years experience in completing assessments, providing clinical

services and writing and implementing behavior management programs. Write 342 N. Aurora, Easton, MD 21601, attn: Paula Johnson, fax #410-819-8867.

Cornell University invites applications for its 1998-99 Young Scholars' Program on Ethics & Public Life. Young Scholars visit the Ithaca, NY campus for a weekend of intensive discussion of their own work with leading scholars from Cornell and other universities. The purpose is to provide sustained criticism and constructive suggestions to the most promising young people engaged in interdisciplinary normative analysis of contemporary social issues. Young Scholars receive an award of \$1,000. Candidates must have a Ph.D. in Political Science or a J.D. and must not yet have tenure or be formally under review for tenure during the year they apply. An application must include three copies of each of the following: one manuscript article in preparation for publication; a 2-3 page letter outlining the general plan of research indicating the submitted article's place in the plan; current curriculum vitae; and the names of three persons whom the candidate has asked to send letters of reference with one being a former teacher. Send application materials, including three letters of reference, before November 18, 1997 to: Young Scholar Program, Ethics & Public Life, Cornell University, 119 Stimson Hall, Ithaca, NY 14853-7101.

BEHIND THE SCENES
ANNAPOLIS

CHRIS, THE PRINTMEISTER

The print shop, under the helm of Chris Colby, feeds the campus need for paper and ink in many forms.

BY TRAVIS DUNN, A98

The St. John's print shop, tucked away in an obscure corner of the Annapolis back campus, doesn't call much attention to itself. Likewise for Chris Colby, its manager of almost 20 years. The print shop, housed in the brick heating plant behind Mellon, is stark and featureless, seemingly void of light and joy. The small sign next to the loading dock door is the only indication of what lies inside the brown metal door.

Inside, however, the print shop belies its somber facade; it hums with xerox machines and printing presses. The telephone rings constantly. Student aides punch holes in soon-to-be lab manuals. The walls are adorned with "Far Side" cartoons; various kites, including one bearing the image of *Mighty Mouse*, dance near the ceiling. Appearances are likewise deceiving with respect to Chris Colby, whose impish wit betrays his melancholic demeanor. To hear his almost-plaintive Minnesota accent, you would be surprised to discover that this is the same man who once masterminded a prank to kidnap and ransom the pendulum in the Mellon pendulum pit.

Chris has been with the print shop since its inception in 1975. That's when the college bought a small printing press so that the *Collegian*—the student newspaper—could be printed on campus. Robert Schmidt, A72, was hired to oversee the printing.



Print shop manager Chris Colby checks admissions material printed on one of the "almost-antique" presses. Photo by Keith Harvey.

Schmidt called Colby, a childhood friend from Minnesota, about becoming his assistant.

Two things about the job intrigued Colby: the college—he had applied and been accepted but couldn't come up with the tuition—and the idea of learning the printing business. "I had been a designer and done commercial art work. I'd also worked on student publications as an undergrad at the University of Minnesota. But I was intrigued by the printing business," he

says. He and his wife Mary, who now works in the Annapolis admissions office, packed their suitcases, got on a bus, and—with just a few hundred dollars—set out to find a new life in Annapolis.

Schmidt and Colby established the print shop in the basement of the Carroll-Barrister House in a room about 10 by 15 feet. In addition to the *Collegian*, they printed handouts and program manuals. Shipments of xerox paper were brought into the shop

through a small window in the basement. By the late 1970s, Schmidt had left, and Colby was churning out admissions materials in addition to campus work. When space became tight, the print shop moved to the basement of Randall, and finally to an annex of the heating plant (in place of a giant pyramid of broken seminar chairs) in 1987. Now there's a camera and developing room, a plate-making room, two presses (both aging and crotchety), computers for typesetting, a super-speed xerox machine, and lots of miscellaneous binding equipment.

The print shop still handles the student paper, now called the *Gadfly*, as well as countless other campus projects. A "benevolent business" that doesn't seek a profit, the print shop under Colby's stewardship is on-call for student projects like theater programs as well as the more sophisticated publications put out by the admissions and advancement offices. Tutors rely on the print shop for xeroxing (St. John's goes through two million sheets of xerox paper a year) and for the publication of manuals. Then there's the commencement programs, stationery and envelopes, the *St. John's Review*, and even books like the newest St. John's College Press book on Stringfellow Barr.

Inside that brown metal door, the print shop hums with life—on a campus where books and paper are the lifeblood. ●

continued from page 28

July brings another exhibit of oil paintings, this time by local artist Peter Ruta, who will be exhibiting a retrospective of landscapes of Santa Fe and the surrounding area that he has created during the past 15 years, providing a time capsule history of Santa Fe's growth in that time. Ruta's exhibit continues through July 27.

Two more local artists will exhibit in August. Kathleen Schallock combines her landscapes with the photography of Sylvia Aronson in a show tentatively titled "Synthesis." Their exhibit will open with a reception from 5 to 7 p.m. on Friday, August 8, in the Fireside Lounge, and will continue through August 28.

The Guild has also reinstituted the "Speaking Volumes" lecture series, which features authors talking about their work. In June, Chris Wilson, a cultural historian and professor at the University of New Mexico, spoke about his newest book, *The Myth of Santa Fe: Tourism, Ethnic Identity, and the Creation of a Modern Regional Tradition*. The book recounts how Santa Fe reinvented itself—turning this town in the middle of nowhere into a fantasy at the heart of international tourism. Charles Montgomery from the University of Florida will talk in July about the creation of Spanish heritage on the upper Rio Grande.

In addition to selecting the exhibits

in the art gallery and the speakers for the "Speaking Volumes" series, the Guild donated a new mace to be used at college functions, such as graduation and convocation. The mace, unveiled at this year's commencement ceremony, was designed and carved in Spanish Colonial style by renowned local santero Ramon Jose Lopez. Made of ebony and silver, the new mace is three feet tall with silver bands and an orb at its top; it replaces an older pine mace. ●

Santa Fe ceremonies will have a new element—a mace designed by Ramon Jose Lopez.



The Program...

DEAN'S STATEMENT EXAMINES LIFE OUTSIDE THE CLASSROOM

BY ELIZABETH A. SKEWES

To some, James Carey's "Statement of Educational Policy and Program," written in March, is an indictment of a student body that has grown increasingly unruly and apathetic. That's not, however, the message the Santa Fe dean intended in his statement. Instead, he said, the statement is a challenge to tutors and administrators to reconsider student life outside the classroom and the role that they should play in that aspect of campus life.

"A lot of people seem to think that because I am convinced we could become a better institution, I have failed to appreciate how good we already are," Carey says. "I think St. John's offers the best undergraduate education in the country, but that leads me to think also that we could be a better institution than we are in terms of non-academic life. It's the discrepancy between the academic and non-academic life that is the problem."

That discrepancy, he says, includes a classroom civility that is not carried into the dorms. Instead of adequate respect for others, he says, dorm life is often characterized by, for example, students who assert an assumed right to play music loudly over someone else's right to study. Santa Fe campus life, he says, also has been marred in recent years by vandalism and coarse behavior, most often instigated by excessive drinking.

The failure, Carey says, may be in the college's unwillingness to inject itself into the moral development of the students. "The college has a clearly defined and well understood intellectual center," Carey wrote in his statement, "but if the college has a moral center it is neither clearly defined nor well understood."

He argues that in the absence of a religious foundation, which he indicated in his statement would be inappropriate for St. John's, it may be difficult for any college to teach morality. But it is not impossible, he says, and the challenge still remains the same—for students to have a life outside the classroom that more closely mirrors what they encounter in the classroom in terms of civility and mutual respect.

And while others would agree with Carey that some parties do get out of hand and some students do get drunk, they say the college exposes students to moral thinking through the books that they read, which Carey acknowledged in his statement. More importantly, the college exists in the real world, where people sometimes do behave badly. Yet bad, says Santa Fe President John Agresto, involves degrees of compari-

son. "I recently saw something from the University of New Mexico that noted that they were celebrating the fact that in the last five years they've only had one murder," he says. "We're different. Our kids will take chairs out of the lounge, but usually they'll return them. On the other hand, we do have many of the problems that come with alcohol and we have some of the problems that American society has with self-indulgence and hedonism."

In a community as small as St. John's, he says, students regularly have to think about the needs of others before they think about their own wants. And sometimes, he says, that doesn't happen. "If we could translate the kind of respect they have for each other in the classroom into their private lives, we'll have done a great thing," Agresto adds.

For Annapolis President Chris Nelson, that is really the crux of the problem. The students, he says, constantly examine moral issues in the classroom and through the books. But outside the classroom, these studies meet up with "youthful zest. The question is whether we are serving our students well, and I'd say we're doing better than most. But in the classroom we are exposing moral opinions to intellectual scrutiny, which seems to open us to the charge that we don't care about moral virtue," Nelson says.

Amber Boydston, a junior in Santa Fe, says that even if students do take the texts seriously when they read them, because the works are approached primarily from an intellectual perspective, the readings are not integrated as quickly into students' daily lives. But the classroom discussions would suffer, she says, if the students took a personal approach to the texts and tried to read them as lessons to be learned, rather than ideas to be examined. "I'm sure I'm developing my moral system as a result of St. John's, but I'll need some perspective to see that," she says.

Derek Alexander, an Annapolis sophomore active in the Delegate Council and also head of the Political Forum, thinks that a real moral education occurs less often when there is a lot of effort at "building character, like at the Naval Academy. You are given less of a chance to think about what morality might mean because you are focused on rules. A moral education is more than what rules should not be forgotten, broken, or ignored. It needs to be more about 'why,' which St. John's provides the opportunity to discuss," he says.

Carey argues that tutors could play a larger role in that moral development

by being more candid, "especially in conversations outside of class, about their own ethical convictions. The students look to the tutors for guidance. This doesn't conflict with their role in the classroom."

Boydston says that may not be especially effective because one reason students come to St. John's is that they want to learn for themselves. And because St. John's asks students to read a broad variety of religious and ethical texts, "It's not right at all, no matter what a student is doing, to say, 'That's wrong.' At St. John's, a tutor would only have the option of saying, 'Are you sure you want to be doing what you're doing,' and to have a discussion about it. With each year, it's becoming more and more appropriate and crucial to ask that, however," Boydston says.

Agresto disagrees. "It's hard to speak with passion about the intellectual virtues and feign indifference in public to the moral virtues," he says.

Nelson notes that the faculty members are aware of the roles they can play in the non-academic lives of students. "There are some fine models of what Jim is talking about among the faculty, but each does it in his or her own way. Some do it in an intellectual way, some by example and some by being more like a parent," he says. "The students will seek out the advice of those faculty members who resonate with them."

Nelson says it's also important to realize that while each campus has occasional problems, which tend to come in cycles, often the biggest behavior problems are among the freshmen, who are frequently away from home for the first time and have not been exposed to much of the program yet. "When I look at the behavior and responsibility and civility among the upperclassmen, I'm impressed by their growth over four years," he says. "If I saw it the other way around, I'd be a lot more concerned."

Eva Brann, an Annapolis tutor and outgoing dean, says that while some of Carey's concerns are valid, "I don't quite believe that the situation is so terrible on either campus. Things are cyclical. They come and they go, and it's usually because some bad folks get in positions of leadership in the student body. But the students do a lot of very effective self-monitoring."

She says she understands Carey's assertion in his statement that without a religious foundation, it's difficult for a college to have much moral influence on its students. But at St. John's, she says, the program requires students to

be respectful, intelligent, and honest. "These are very powerful moral rules because it means you have to treat others as human beings and listen to what they say," Brann says.

Alexander agrees about the role of the program in developing a moral foundation for students. There's a connection between the academic process and moral development, he thinks, because at St. John's, students are "accustomed to seeing mistakes get made in the classroom. We all have our wind eggs, and realizing the possibility of failure is part of the academic excellence of the college. There's a parallel with the moral realm in that it's impossible not to make mistakes. But we have to learn to think about these situations."

Boydston says that while students do seem to be suffering from a lack of respect for each other at the moment, it's up to the students to take responsibility for resolving the problem. "I would like to see higher academic expectations on the part of the faculty. That might require a greater maturity on the part of the students," Boydston says, which would benefit the students in their non-academic life as well.

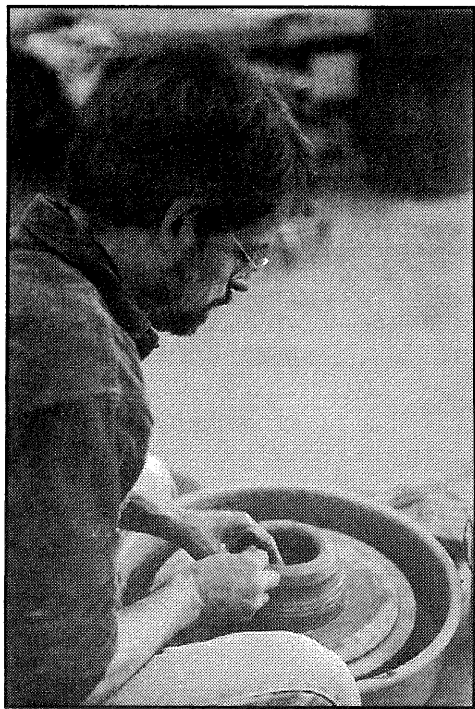
Nelson also says the solution lies in a clear set of expectations for student behavior and rules that are enforced. That's required, he says, for living in any kind of community and especially in one as small and close-knit as St. John's. "Sure there are going to be some problems and sometimes they are going to be more stark and severe, but we have rules and they're pretty good ones," he says. "They were thoughtfully arrived at and they are enforceable in ways that are understandable to the community. It takes courage, sometimes, to enforce them, but the rules define the mean for a good community life."

The real success of the dean's statement, everyone seems to agree, is that it has fostered a much-needed examination of the non-academic side of St. John's and resulted in discussions that few other schools would be willing to undertake.

"Jim has raised all the questions in a powerful way and it's been an interesting discussion on both campuses," Nelson adds. ●

If you would like a copy of Dean Carey's "Statement of Educational Policy" please contact the Alumni Office at St. John's in Santa Fe. You may call 505-984-6103, send an e-mail message to eskewes@shadow.sjcsf.edu or send a note to the Alumni Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501.

The Arts...



BY REBECCA WILSON

When Rick Malmgren was ten years old, he used to come home from school and watch, mesmerized, as his mother, Ebby, shaped pottery. That was the beginning. Later, after considering several professions—medicine, like his father, and the ministry—he became, like his mother, a potter, turning out elegant, tall vases of classic design with walls so finely formed that blind-folded, a student of his said, you could tell which ones on a shelf were Malmgren's just by feeling them.

Today St. John's can claim both Rick and Ebby. Rick has been a pottery instructor in St. John's studio art program since 1990 and this year was named as an advisor with the college's continuing education/fine arts program. Ebby is a member of the Mitchell Gallery Committee, particularly concerned with its education and public relations programs. During the St. John's Community Art Show this spring, surrounded by spectators, she expertly demonstrated hand-building with clay. She also volunteers one morning a week in the library's book bindery.

Both Ebby and her husband, Dick, hold degrees from the Graduate Institute, hers earned in 1988 and Dr. Malmgren's earned in 1991. "I read faster than Dick," she quips.

Although clay is the medium Rick and Ebby share, they do altogether different things, their pottery differing, Ebby notes, as do their signatures although both use the same alphabet. Rick produces his pieces on the wheel; after deciding she could never use the wheel to her own satisfaction, Ebby

CLASSICS IN CLAY

St. John's claims the talents of two Annapolis potters

abandoned it to devote herself entirely to hand-building.

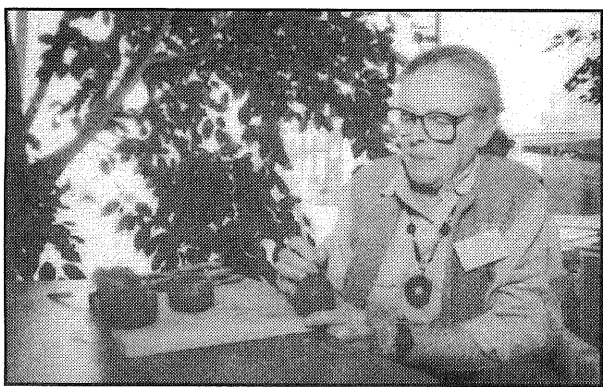
They even prefer different products: "Rick likes to make pitchers. I like to make bowls," says Ebby. Her pieces in stoneware and porcelain are one-of-a-kind, favor earth tones, and frequently borrow a motif from nature. Recently she has begun incorporating stained glass into her high-fire pieces. Rick's clean-lined, functional pieces are influenced by Asian

pottery, and the graceful, almost lyrically fluid lines of his vases suggest the Greeks. He has a heart-felt love of Scandinavian modern shapes, not altogether unexpected in someone whose parents are of Norwegian and Swedish ancestry.

The quality of clay lies in its infinite capacity to be whatever the maker wants it to become, Ebby points out, adding, "I get a lot of ideas from Rick." The son, a great admirer of his mother, says, "I'm so amazed by my mom's work, which continues to change and grow in different areas and to connect but all the while with no disjuncture of expression. She's gone so far. I would hope when I am as old as my mother I would have as many ideas and be able

University, Rick studied at the Penland, N.C., School of Crafts, which Ebby also attended, and received his master of fine arts in 1977 from the Columbia, Md., Visual Arts Center, then associated with Antioch University. In addition to St. John's, this former president of the Potters' Guild of Annapolis teaches classes in three levels of ceramics along with drawing and design at Anne Arundel Community College. The St. John's studio art classes, open to both students and local community residents, are taught at several levels. "Rick has a deep appreciation for what St. John's is as a college," says Thomas May, a tutor and

*The quality of clay
lies in its infinite
capacity to be
whatever the maker
wants it to become.*



Rick Malmgren (top) and his mother Ebby (above). Both are potters and both contribute to the arts scene at the college. Rick teaches pottery in the fine arts program and Ebby volunteers for the Mitchell Gallery.

to bring them to light." It's the particular nature of clay—its alchemy—that excites Ebby. "I like the feel of clay, the responsiveness, the fact that clay is not precious. Working by hand as I do, I can re-wedge a piece if something doesn't work."

Both exhibit regularly in the St. John's annual community shows and in juried and contractual shows at the Maryland Federation of Art's Gallery on the Circle. Although they pot independently, they jointly own a clay mixer housed in the studio at the home of Rick and his wife, Judy Burke.

A 1972 graduate of Cornell

the director of the fine arts program. "He's really wonderful about introducing students who have never done any art work to pottery and encouraging them to continue until their work becomes sophisticated and advanced."

Rick is a mainstay of the fine arts program, says May. He's always there to make sure everything in the studio is in order and has been responsible for improving the facilities, which always face tight budgetary constraints. The gifts he has secured have included more powerful electric wheels so that using the kick wheels becomes a matter of choice. With the assistance of experienced students, he has kept the studio open during the summer months for any student who might want to paint or pot. Rick also has helped lead college-sponsored trips to Washington and Baltimore museums.

Even in coming up with ideas for St. John's students, Rick and his mother share a desire to help out. He designed a master class series that has brought distinguished ceramicists to the college. Ebby volunteers with the Mitchell Gallery's education efforts. Together, they are making arrangements for Malcolm Wright, a Vermont potter trained as a traditional Japanese apprentice, to come in February in connection with a Mitchell Gallery exhibit of Asian ceramics. ●

IN ANNAPOLIS

MITCHELL GALLERY FALL EXHIBITS

NANCY GRAVES: EXCAVATIONS IN PRINT, 1972-1992

August 28 - November 1

Archaeology, astronomy, botany, cartography, paleontology, and zoology served as just a few of the sources of inspiration for contemporary artist Nancy Graves (1940-1995). This is the first comprehensive exhibition of Graves's printmaking. Each of the prints in this exhibit has a relationship to the entire body of her work; Graves often recycled images from her older prints, translating them into a new form.

SOUTH SEA IMPRESSIONS: TWO ARTISTS' VIEWS OF WORLD WAR II

November 7 - December 12

In 1944, artist Jason Schoener, a newly commissioned Naval Officer, found himself stationed on Eniwetok Atoll, a small island in the South Pacific. A keen observer, Schoener captured the dramatic colors and shapes of the island, producing over a hundred watercolor paintings and countless sketches in his eighteen-month stay.

The following year brought Donald McBride, also a Naval Officer, to the South Pacific, where he painted scenes depicting the island of Peleliu as it recovered from battle. During his time on Peleliu, McBride also developed *Lively the Lizard*, an allegorical children's story depicting the rise and fall of the Japanese Empire.

This exhibition, guest curated by James W. Cheevers, Senior Curator at the United States Naval Academy Museum, and on loan from Donald McBride and the United States Naval Academy, provides an insider's view of the beauty and tumult of the South Pacific during World War II.

FROM EARTH & SOUL: THE EVANS COLLECTION OF ASIAN CERAMICS

January 7 - February 25, 1998

Organized by the University Art Gallery at the California State University, San Bernardino, this collection of ceramics from China, Korea, Vietnam, and Thailand spans the millennium from 3500-2500 B.C. The ceramic-making traditions of different time periods and regions will be contrasted. Each carefully crafted clay vessel reflects the unique Asian appreciation and high regard for ceramics. These pieces are more than functional pots and jars; Asian potters concerned themselves with the color, proportion, and shape of their work.

ST. JOHN'S FOREVER

Pix from the Past

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"I don't know of any human being in the world with such a memory," said Jacob Klein of Miriam Strange. Miss Strange, who worked at the college for 52 years as secretary, registrar, and archivist, retiring in 1980 at the age of 79, was legendary for remembering the names of alumni whom she hadn't seen in years. Tutor Sam Kutler (A54) remembers that she was always able to extricate a needed document from the piles and stacks and heaps of papers, files, and notebooks on her desk, proving that efficiency doesn't equal a cleared desk.

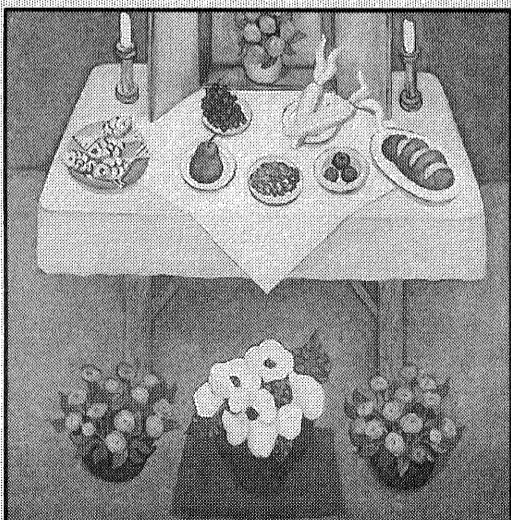
Photo by Marion Warren, from the collection of the St. John's College library.

SANTA FE GALLERY
FEATURES OILS & LOCAL ART

BY JOHN SCHROEDER

Since taking over the duty of picking exhibitors for the art gallery, the Santa Fe Library and Fine Arts Guild has been inundated by potential artists to review, including both local and nationally known artists.

In March, Mireya Cirici's exhibit at the college was her first in the city of Santa Fe. Cirici, an oil painter, presented a show entitled "Earth Shrines." Inspired by the Mexican altars erected for the Day of the Dead, Cirici spent four years painting the series, which attempts to explore man's connection to the divine.

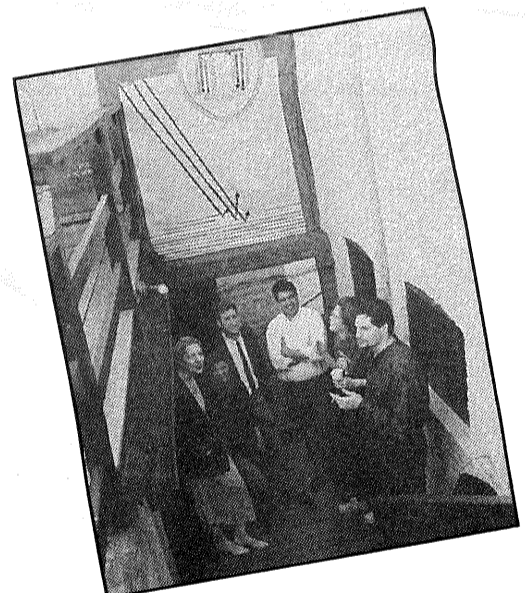
continued on page 25

Mireya Cirici's "Altar with Marigolds"

LIFE'S A
STAGE*Recent grads steal the scene with their own production company*

The first years out of college, when you don't have much except dreams and some ambition if you're lucky, are sometimes called the salad days. For some, those days are crunchier, greener, and have more radicchio and arugula than iceberg. Consider John Castro, A93. By day he's a graphic designer for the credit union at the World Bank and the International Monetary Fund in Washington, D.C. By evening, though, he's a director of theater, with his own little company—Sedentary Productions—full of lots of fellow Johnnies. At present, he's working on doing a little ("I mean there are not many seats") show. The play is "Oleanna" by David Mamet, and it will be performed July 10-12 and 17-19 at the District of Columbia Arts Center (2438 18th St. NW).

"I've been doing theater for about five years now," says Castro. "Our first performance was 'Equus' in Annapolis in 1992; since then we've done 12 productions in cities from Annapolis to Richmond to D.C." Other St. John's friends involved in Castro's company are John Daniel (AGI93), Christian Parr (A95), John DeShazo (A94), and Kathy Stoltzenbach (A95), who've been



The crew at Sedentary Productions: Jenn Larson (not a Johnny), Sara Hamilton, Jack Daniel, John Castro, Jean Holman, and Christian Parr.

actors, and Jean Holman (A95) and Sara Hamilton (A94), who've worked behind the scenes. All have day jobs to support their theater habit.

"Oleanna" is about a professor at a small university who is falsely accused of sexual harassment by a student, according to Castro. When the professor begins to negotiate with her, he ends up actually going down the path that he was accused of taking. "I'm reading it as a tragedy," says Castro. "But the tragedy doesn't just apply to his character. Both of them knowingly or unknowingly assign themselves to social worlds and are thus unable to communicate with one another. It's about communication, and about how we are all placed in cultural boxes." ●